

FLANC NEWSLETTER

Volume LXXII, Number 1

Fall 2014

FLANC Fall Conference!

November 7 & 8, 2014

Berkeley City College

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



President's Message

At the beginning of each semester, with the exhausting demands and challenges of preparing classes, managing departmental duties, spending time with our families, etc., I always remember

the conversations I used to have with my dear friend and long-time member of FLANC, Norman Litz. We used to say that we could find many reasons why we should not be in this profession, but fortunately we could also find many more reasons why we wanted to continue in our chosen career. Norm was for me more than a friend; he was a mentor, a beacon, especially during difficult times in my professional life. For me it is impossible to imagine FLANC without remembering

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www.fla-nc.org

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 Berkeley!

Teach on!

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

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Foreign Language Association of Northern California



Alexandra C. Wallace Essay Contest

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

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

Instructions:

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

Eligibility:

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

Application:

- One letter of recommendation from your teacher, who must be a member of FLANC; teacher sends the letter by email to essaycontest@fla-nc.org
- Submit your essay with a cover letter by April 1, 2015; attach these as doc files to an email to essaycontest@fla-nc.org

News from the Language Fronts

Compiled by fz

加州中文教師協會



Chinese

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 39th CLTAC Mandarin Speech Contest Official Rules of Speech Contest and Registration:

The 39th CLTAC Mandarin Speech Contest will be held at Lowell High School in San Francisco on Saturday, April 26th, 2014. The registration deadline is March 8th, 2014. Complete information on the speech contest can be found on the CLTAC website at <http://www.cltac.org/speech-contest.html>.

The contestant must be a student currently enrolled in a Mandarin Chinese program during the 2013-2014 academic year at an elementary school, a middle/senior high school, a community college, or

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Berkeley City 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**
- Common Core for World Languages**
- 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 Berkeley, and walk to BCC, 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 2014

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

Cecilia Ross Memorial Grant Award

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

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

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

In honor of Cecilia and her many creative contributions to the growth and enhancement of foreign language teaching and research in California, a Cecilia Ross Memorial Grant was created by the FLANC Executive Board in 1989. Since the creation of the Award twelve outstanding teachers have been chosen as recipients: 1990, Laurie Rodgers, Pacific Grove High; 1992, Stephen Covey, Sunnyvale Middle School, Sunnyvale; 1995, Wendy Ruebman, Albany High, Albany; 1996, Anne McCormick, U.C. Berkeley, and Sheree Lin, Cal State University of Hayward; 1997, Rebecca Shirah, Sacred Heart Cathedral Prep. of San Francisco; 1998, Lynda Southwick, Mendocino College, Ukiah; 1999, Ignacio González of Sacred Heart Cathedral Prep of San Francisco; 2001, Lois M. Moore, San Marin High School. For 2002, Adelaida Cortijo, UC Berkeley, did a writing project for Spanish, and Martha Melara, Cathedral Prep High School, San Francisco, did a presentation on integrating technology in the FL curriculum. For 2003, Rakhel Villamil-Acera, U.C. Berkeley. For the year 2004 there are two winners: Lynda Southwick, Mendocino College, Ukiah, doing a project called "Bretagne Culture Capsule" and Dolores Isern, U. C. Berkeley, doing "Aproximaciones hacia la enseñanza de la escritura: el ensayo de exposición". The most recent winner is Caroline Kreicle, who teaches at Merced Community College.

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

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



Cecilia Ross Award



This year the FLANC Executive Council has taken the decision to radically change the criteria for determining the Cecilia Ross Award winner. Most years there has not been multiple applicants for the cash award, and a couple times there was no applicant at all.

This year FLANC will give the award to the best of the best interest session at the fall conference. A combination of direct observation and of participant evaluations will determine the winner. Only sessions presented in English can be considered. Of course, virtually all sessions refer to examples in another language, and that is fine. The winner will receive \$500 and be required to contribute an article to our Connections journal, and to our FLANC Newsletter. The winner will also be asked to present again at the next fall conference. The editor of the journal is Agnes Dimitriou, who is also the chair of the Cecilia Ross award committee.

Our hope is that the Cecilia Ross Award will continue to honor high quality efforts and continue to honor the legacy of Cecilia Ross, who was a co-founder of FLANC in 1952.



News from the Language Fronts

Continued from page 3

a university that is fully accredited by the Western Association of Schools and Colleges (WASC), or is a member of the National Association of Independent Schools (NAIS).

To ensure fairness, each contestant should register for a specific category based on his or her linguistic background and Chinese learning experience, and must agree to participate in the assigned division and category defined in the Appendix. The CLTAC Mandarin Speech Contest Organizing Committee (Organizing Committee, hence after) reserves the right to combine categories where there are fewer than five contestants in each category.

In order to maintain the high quality of the speech contest and to keep its size manageable, the Organizing Committee recommends that each participating school hold a preliminary contest within the school/class and choose no more than five students per category per class to participate in the speech contest.

Each contestant should compose his/her own speech. The Organizing Committee reserves the right to disqualify contestants with identical speeches. Contestants should memorize the speech. Points will be deducted for reading.

Contestants deliver their speech within a period of time. Speeches should be about 1-3 minutes for Elementary School and Middle School Divisions, 2-4 minutes for High School Divisions, and 3-5 minutes for College Divisions. Points will be deducted if the speech is either too short or too long for their grade levels, as determined by the judges.

The contestant may speak on any appropriate topic commensurate with his/her level of training. Sample topics include: Learning Mandarin, Family Life, Favorite Sports, A School Event, Travel to China/Taiwan/Hong Kong. The purpose of the speech contest is to foster good language skills. Emphasis is placed on accuracy in pronunciation and tones, fluency, delivery, cadence, as well as content.

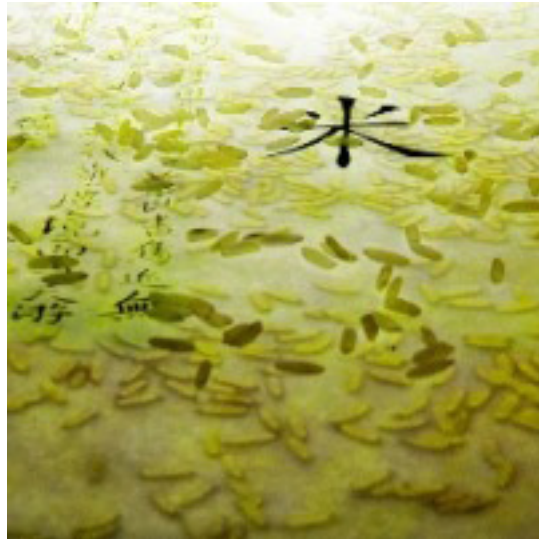
The contestants register with their instructors, who must be active members in good standing of the Chinese Language Teachers Association of California (CLTAC) in the current calendar year. CLTAC needs to receive the instructor's annual membership dues (\$20.00) before the registration deadline in order to register the contestants for the speech contest. In addition, it is the responsibility of the instructor to place each of his/her 2 students in the most appropriate

category commensurate with the student's language background and training. The Organizing Committee reserves the right to disqualify a contestant who provides inaccurate background and training information.

The registration fee is \$10 per contestant. We ask each instructor to collect the registration fees from the contestants, and make out one check payable to CLTAC. Instructors please fill out the REGISTRATION FORM (Instructor Info and Student Registration), and send the Instructor

Info page along with the check, postmarked no later than March 8th, 2014, to CLTAC, P.O. Box 5661, Monterey, CA 93944.

Please also email the REG FORM by the above deadline to CLTACspeechcontest@gmail.com.



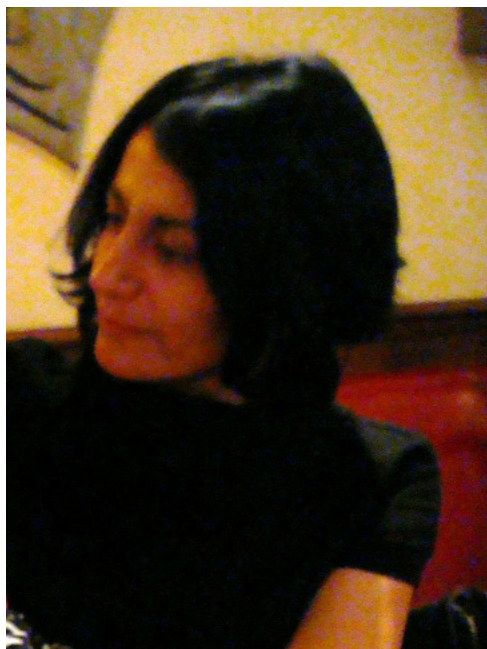
Deutsch

Gratitude to FLANC for its sponsorship of Affiliate special event with Ayten Mutlu Saray.

The American Association of Teachers of German Northern California (AATG NorCal) received a generous financial contribution from FLANC in support of a special cultural event with Swiss director and writer Ayten Mutlu Saray that took place on Sunday, May 11, 2014, at the Excelsior German Center at the Altenheim, Oakland.

Ms. Saray's presentation, entitled "Invisible Life," was organized as part of the Gerlind Institute for Cultural Studies' Mündliche Geschichtsreihe (Oral

News from the Language Fronts



History Series). This event was open to the general public and presented in English and German. Ms. Saray spoke about the meaning of being foreign, “the stranger,” in German-speaking countries like Switzerland and Germany.

She reflected on her life, “You can never have arrived when once you were displaced. The displacement is the source of fictional biography, you are not only the translator of your biography, but also the storyteller. More and more your own biography becomes something strange to you, as if it is not your life, but the life of someone else, someone you don’t know, you never saw, you never met... s/he is far and near at the same time. Reality became fiction, fiction became your reality. That is what it is to be ‘the stranger’ in German-speaking countries. Your person is visible but your life, that which was one time real, becomes invisible.”

Previously, Ms. Saray’s feature film ZARA had premiered in the U.S. on May 3 at the Goethe-Institut in San Francisco, followed by a free screening on Friday, May 9, 2014, at UC Berkeley Department’s of German.

In the director’s own words, Zara “is about how exiled people are forced to live their fate not only as an external state, but equally so as an inner destiny. Therein, several time levels are involved: a past, which is lost, a present, which is ruined, and a future, which is colored with hope. An open, empty plain stretches out around the village of Zara, dotted with ruins of abandoned places. Here, the film’s characters are searching for what they’ve lost: letters, childhoods, homes, friends, parents and children... The village of Zara constitutes the fulcrum of a quest for a safe place—a search which gives rise to the unfold-Fall 2014

ing of the remembered and the dreamt; all within the realm of the imagined present.

In Zara, the Ceremony is

a celebration of the quest for hope.” Both screenings were well attended and followed by a discussion with the filmmaker, moderated by Dr. Marion Gerlind.

Ms. Mutlu’s U.S. visit and events were organized by the Gerlind Institute for Cultural Studies, Oakland, supported by the Consulate General of Switzerland, San Francisco, AATG NorCal, FLANC, the Goethe-Institut San Francisco, the Multicultural Germany Project at the Department of German, the Department of Gender and Women’s Studies, and the Institute for European Studies, University of California, Berkeley, and the Excelsior German Center, Oakland. The Gerlind Institute’s Oral History Series is an Affiliate Project of Independent Arts & Media, San Francisco, a tax-exempt public charity under Section 501(c)(3) of the Internal Revenue Code.

A big Thank You to all who made these events possible. Special thanks go to all the volunteers, especially JB, Aaron Woeste, Catherine Norman, and Petra Kübler.

For more information about Ayten Mutlu Saray, please visit www.sarayfilm.com, or contact Marion@GerlindInstitute.org.

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

Share, collaborate, exchange and grow – that’s

Continues on page 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 (2015-2019)

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 Haupt
- 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, 2014.**



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, 2014 to:

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

The winner of the award for 9/2018 - 2019 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, v. 8

FLANC's journal for teachers, Connections, will be available in print at the conference at Berkeley City College on November 8th. The print version will only be available at the conference. Members who wish to receive a print version must indicate this when they renew their membership in FLSNC for the current academic year on the membership form.

Those members who prefer to access the journal on line must also indicate this preference on the membership form.

After the conference members will be given a personal password to the web site to access the volumes 5-8.

Agnes Dimitriou



This is where you can subscribe to the FLANC mailing list:

<https://groups.yahoo.com/neo/groups/fla-nc/info>.



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

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

If you'll be at the FLANC conference in the fall, one of the sessions is how to organize a homestay

program. *Marhaba* = Welcome in Arabic. Hope you had a great summer!”

By Mari Claire Houssni



2014 Alexandra C. Wallace Essay Contest

Last spring the annual essay contest received 18 essays of good quality from high school juniors and seniors. Several teachers encouraged their students to enter and wrote letters of recommendation for them. FLANC commends them: Georgia Cerda of Armijo High School in the Fairfield-Suisun Unified School District, Mary Louise Castillo of Mercy High School in Burlingame, Timea Kiraly of Santa Clara High School, Lauren Schryver of Castilleja School in Palo Alto, and Margaret C. S. Koorhan of Terra Linda High School in San Rafael. FLANC is encouraged by the increased participation and hopes FLANC members who are world language high school teachers will inform their students about the contest.

This year Isabella Luong of Santa Clara High School won first place with her inspiring essay titled “Another Language and an Open Mind Makes a Person Enlightened, Appreciative, and Kind.” Her German teacher at Castilleja is Timea Kiraly. We hope they both can attend the fall conference and be honored during the lunch break. Second place went to Megan Colford of Castilleja School in Palo Alto. Her French teacher is Lauren Schryver. Megan's essay highlighted personal experience and cultural insights. She titled it “The Gift of Discovery.”

“What impact does knowing a second language and culture have in your future?” was the essay prompt. Submissions were limited to a maximum of 500 words. Find the announcement for the 2015 essay contest elsewhere in this Newsletter or on the FLANC website.

Five judges, working at home independently, who were all members of the FLANC executive council, used a standard rubric to score the essays on a scale of 0-20, or four standards worth up to five points each. The five judges' scores were added together, so a total of 100 points was perfect. The top essay by Isabella Luong received 96 points, and the 2nd place essay by Megan Colford received 93 points. Honorable mention was conferred on two essays scoring 92 points. Marlee Perez of Mercy



The beautiful Silent Auction Table!
FLANC Newsletter

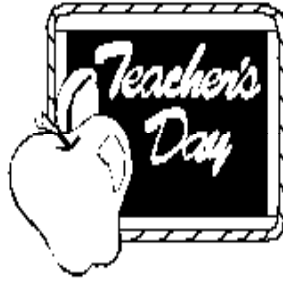
NeaTeachBits

by fz

High School, Burlingame wrote “Who I Am.” Rachel Huntress of Terra Linda High School wrote “Breaking Language Barriers.” All entrants received a certificate appropriate to their score. The contest has a first place prize of \$500 and a second place prize of \$300. Congratulations to all the students for their understanding and appreciation of multilingualism and multiculturalism.

FLANC deeply appreciates all concerned for their thoughtful participation.

By Ed Sterling



When I become a doctor, I hope to be able to care for as many people as I can. With my understanding of English, Vietnamese, and German, I will eliminate the fear of turning a patient away because of language barriers. With my fluency, I will help prolong and improve the quality of another person's life.

Understanding different languages introduces me to different global concepts and continues to make me a cosmopolitan person. I grow up in a Vietnamese family. My Vietnamese traditions and etiquette often differ from those of other cultures, as well as from modern protocol, however, as a first-generation American, I find that I am still able preserve my cultural identity. For example, I was raised to cherish family values – admittedly Confucian - and I apply this to every aspect of my life. If I felt angry and wanted to argue with someone, I had to consider if my actions could label me as an impolite and untaught person. Should I make a wrong decision, the burden of the consequences would not only fall upon me, but also my parents.

So while the Asian part of me emphasizes selflessness, my knowledge of German exposes me to the western trait of individualism. In my German class, when I read passages between children and their parents, I notice this recurring element: people tend to

Continues on page 13



2014 Alexandra C. Wallace Essay Contest - 1st Place Winner

Isabella Luong

Another Language and an Open Mind Makes a Person Enlightened, Appreciative, and Kind

Just a few weeks ago, I scrolled through my phone's Instagram feed, reading a celebrity's post. It was written in Spanish. While I used my knowledge of cognates to decipher the meaning, a random stranger ignorantly commented, "This is America. Speak English!" I was bewildered by this example of insensitivity, and wondered, "Why must people show such contempt for foreign languages?" To answer that question on behalf on someone else, I cannot do. But, speaking for myself, I admire each and all languages; their intricacy, complexity, and sophistication, all merge to create a beautiful thing. I am grateful for being fluent in a second and third language because they instill in me a sense of cultural awareness, and inspire me to uphold cultural preservation.

Knowing multiple languages will allow me to help and communicate with more people. In the near future, I plan on attending medical school and becoming a physician. I learned how beneficial a second language was during last summer, when I was blessed with the opportunity to observe a doctor. He was Indian, but his knowledge of languages was not limited to variants of common Indian languages; he was also very well versed in English and Spanish. I applauded his abilities, which allowed him to treat patients of different ethnicities and tongues.



Two former FLANC Presidents discussing \$\$\$.

News from the Language Fronts

Continues on page 7



why AATG is here. Engage and explore anytime, from anywhere there's a web connection.

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

Herzlich Willkommen! Wir

freuen uns, dass ihr hier seid!

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

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

From AATG's website



Español



AATSP – Northern California

At our last formal meeting of the chapter at FLANC's conference at Chabot College last fall members decided to sponsor two workshops in the Spring Semester: one at Berkeley City College and another one CSU Stanislaus. Additionally we also announced our participation in the poster contest that is sponsored by AATSP.

At BCC the first workshop focused on the use of computers in the classroom presented by Fabián Banga and the second one on the Spanish language exam for high school students presented by Marta Escobedo. The second workshops were at CSU Stanislaus were six in number, divided into three strands. We had an excellent turnout, which included student teachers from the program at Stanislaus. Both the workshops at Berkeley and those at Stanislaus received excellent reviews. We plan to continue with further workshops in February/March in 2015.

We are planning several interest sessions at the Fall FLANC conference at Berkeley City College on November 8th and a formal meeting of our Northern California chapter of AATSP, which will be the final session of the conference. We hope to see many of our members in the area at the conference to plan further activities for the benefit of our students.

Mil gracias,
Agnes Dimitriou,
agnesd@nomos.org



A cantinflear al cine, chatos...

Todos los que aprendemos una lengua algunas veces “cantinfleamos”; es decir, tratamos de explicar alguna situación dándole vueltas, con desorden gramatical hasta complicar tanto los enunciados que el interlocutor queda sin entender nada del asunto. Es una manera enredada de hablar sin comunicar que puede ser intencional, ya

Continúa en página 20



NeaTeachBits

Continued from page 11

be more expressive and self-reliant. Youngsters were expected to arrive at their own decision through trial and error, and this process built up their individual character. All in all, these examples of two completely different backgrounds significantly improve my awareness and appreciation for various cultures. The impact of cultural awareness allows me to perceive the world around me more objectively.

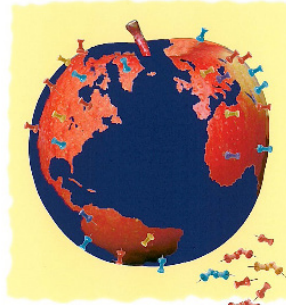


2014 Alexandra C. Wallace
Essay Contest - 2nd Place Winner

Megan Colford
Castilleja School

The Gift Of Discovery

NO LANGUAGE LEFT BEHIND



FALL WORKSHOPS & CONFERENCE

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

Foreign Language Association of Northern California

“I refuse, I refuse, I refuse!” I yelled over and over again at my mother, who sat patiently next to me, trying to get me to do my French homework. My childhood was not like that of the average American adolescent. I attended a French immersion school where I not only learned how to add and subtract, but I was required to do it “the French way” and in a completely different language. Little did I know, my parents were giving me one of the biggest gifts a parent could give a child: the gift of learning another language. I did not appreciate my ability to communicate bilingually when I was younger (hence the reoccurring temper tantrums about “stupid French math”), but now I realize how much my knowing another language has shaped me

Continues on page 23

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President's Message

Continued from page 1



people like Norm. Fortunately, many like him are still with us in the Executive Council and in other similar organizations and institutions. People like Norm are

one of the reasons why we continue this long tradition of teaching, especially of languages, in these stressful and complicated times.

And there is no doubt that we are living in difficult times. Our profession is under great stress, from the lack of resources to the epidemic of adjunctivism. Today, approximately 76 percent of all instructional appointments in higher education in the United States are for non-tenured positions (1). So the majority of instructors are working under extremely harsh conditions, many without basic benefits and in classes that are much more populated than the recommended number of students per instructor by respected institutions such as the Association of Departments of Foreign Languages (ADFL), which recommends 20 students per instructor (2).

In the Modern Language Department in which I am Chair, the maximum number of student per class is usually 40; especially in introductory classes that are commonly taught by non-tenured instructors. Many of us are trying to change this phenomenon, but the task is extremely difficult. Furthermore we have the problem of the implicit message we give to our graduate students about teaching languages, particularly in language departments where second language acquisition courses are being taught predominantly by GSIs and lecturers. In those departments tenured professors normally only teach classes in literature. You will rarely find a tenured professor teaching languages. And then there is the issue of technology, which ideally should be used to support classrooms techniques and help to

achieve student learning outcomes. However, most of the conversations about educational technology today appear to be mainly focused on the idea of using these technologies in ways that could serve the largest number of students with the fewest resources. In addition, more and more economical entities are directly or indirectly influencing curriculum, for example, through research and materials produced by the few textbook publishing giants. Another example of this corporate influence in our field that directly or indirectly affects us can be found in the use of consultants to outsource critical operations of the educational institutions such as technology and assessment. Consequently, the difficulties are enormous.

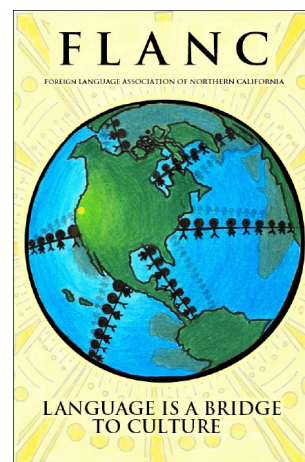
That is why I think that, in these times, it is extremely important to have a place where we can interact, support and motivate each other. This is why I will, during my tenure, propose different strategies and conversations to the Executive Council of FLANC that will attempt to address these modern issues. We will keep you all informed about new activities, reports and seminars that we will offer in addition to our regular annual conference that this year will be at Berkeley City College on November 7th and 8th.

Finally, I would like to add that in the last 14 years, FLANC, our regional institution, has been that sanctuary and oasis in which I and many of my friends have found the support and the answer to why we are in this career. This is why I am deeply thankful to the Executive Council, especially our past President Dr. Masahiko Minami, for all their exemplary work and dedication.

*Your FLANC president,
Fabian Banga Ph.D*

Berkeley City College

- 1.- Background Facts on Contingent Faculty: <http://www.aaup.org/issues/contingency/background-facts>
 - 2.- ADFL Guidelines and Policy Statements: https://www.adfl.org/resources/resources_guidelines.htm
- Eighth International Conference on Practical*



FLANC's Workshops and Conference Program November 7 & 8, 2014 • Berkeley City College

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culture?



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F.L.A.N.C.

foreign language association of northern california

FLANC Workshops
Friday, November 7
4:00 – 6:00 p.m.
Berkeley City College

Registration desk is on the lower level to serve on-site and pre-registered participants.

1. *Teaching in Facebook*
Deborah Lemon, Ohlone Col-

lege and @One.

This step-by-step workshop will walk you through setting a customized Facebook Group for your classes. Bonus: security, privacy settings and lists. In English with examples in Spanish. For secondary and post-secondary levels.

2. *What's So Scary About Common Core? NOTHING!*
Nancy Salsig, Berkeley World Language Project, with **Carol Sparks**, California State University, East Bay.

Participants will explore the alignment of Common Core Literacy and World Language Standards; they will practice reading strategies that they can use with their students to help them succeed on the Common Core. In English with examples in French, Spanish and English. For all levels.

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

FLANC 2014 Conference Program
Saturday, November 8
Registration - Lobby

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

Petrified Errors: Why Common Errors Persist and How to Evade them?

Jasmin Banic, Goethe-Institut, SF.

Explore the reasons for interference and code-switching problems in the process of second language acquisition. Common language slips by English speaking learners studying Spanish, German and Italian and

Fall 2014

methodological approaches for how to bypass them. In English with examples in Spanish, German and Italian. For secondary and post-secondary.

Using Active Reading and Listening Approach in Foreign Language Instruction” –

Robin Berube with **Tatjana Mitrovic**. Defense Language Institute Foreign Language Center.

To train high-performing language learners consider using the approach and other techniques demonstrated in this session. In English. For all levels.

Speaking Contests as a Tool to Promote Language Proficiency

Tatyana Neronova, Defense Language Institute Foreign Language Center.

This session will demonstrate how participation in a speaking contest can help transform students' overall language proficiency despite new technology, which is so contrary to developing public speaking skills. In English. For all levels.

Parent Backgrounds and Their Attitudes Toward Bilingual Education

Arisa Hiroi, San Francisco State University.

The results of a survey of 100 parents reveal much about how certain parent background traits correlate to different parental views of bilingualism. In English. For all levels.

Continued on Page 16



Most Amusing, 2013

Fall 2014 Conference Program



Grand Prize, 2013

A Potpourri of Ideas to Engage Students Using Technology

Marie Bertola with **Nina Tanti**, Santa Clara University.

Presenters provide engaging examples of writing and speaking technology: projects, activities, strategies that help the students in any language course. In English with examples in French and Italian. For all levels.

How to Use Online Diagnostic Assessment to Achieve Higher Levels of Proficiency

Ying Shiroma, Defense Language Institute Foreign Language Center.

Online Diagnostic Assessment (ODA) is a web-based tool developed by DLI to help students evaluate and manage their learning in any major language. Explore how to use ODA in your classroom to achieve higher levels of proficiency." In English with examples in Chinese. For post-secondary level.

Using ODA (Online Diagnostic Assessment) to Enhance Cultural Awareness in Language Teaching

Zhenlin Qiao, Defense Language Institute Foreign Language Center.

Explore how cultural competence can be developed in your students. The pedagogy is discourse based, historically grounded, aesthetically sensitive, and takes into account the actual imagined and virtual

worlds in which we live. In English with examples in Chinese. For all levels.

Using Technology to Enhance Language Proficiency

Tatiana McCaw with **Natalia Slay**, Defense Language Institute Foreign Language Center.

Explore how to use available technology tools so students can blend recording, writing and presenting to enhance language proficiency. See the free apps to attain this goal. In English with examples in Russian. For secondary and post-secondary.

Finding my "other": Mask Activity

América Salazar, San José State University graduate student, with **Rosa Camacho**, Sacramento State University graduate student.

Explore mask making in the various world traditions in order to do the activity in your classroom with your students. In English with examples in Spanish. For all levels.

Livre numérique et l'application BookCreator pour iPad (eBooks and BookCreator app on iPad)

Anne Dumontier, Gunn High School, Palo Alto.

Learn how your students can create an eBook, examples from my French classroom. See how easy students can create text, drawings, music, audio narration and videos using the free iPad app. In French. For all levels.

Blended Learning & Flipped Classroom in Foreign Languages

Adriana Díaz-Ross, Menlo School.

Acquire concrete lesson plan examples, activities, and EdTech tools for the successful implementation of blended learning and flipped classroom in foreign languages. In English. For secondary level.

From Print to Digital in the Foreign Language Classroom

Sonia Estima with **Natalia Barley** and **Edgar Roca**, Defense Language Institute Foreign Language Center.

Explore how today's learners are attracted to readily accessible and interactive content. Learn to transform print materials into digital formats that digital natives prefer. In English with examples in Spanish, Portuguese and Russian. For elementary level.

Fall 2014 Conference Program

Achieving Higher Proficiency Levels in Listening Comprehension Through Enhanced Speaking and Writing

Valentina S. Soboleva and **Svetlana Davidek**, Defense Language Institute Foreign Language Center.

In three parts, the presenters will describe techniques for enhancing speaking, writing, and listening skills of their Russian students. Ways to help students include using authentic materials, debates and round-table discussions, writing blogs and forums. In English with examples in Russian. For post-secondary level.

Educating Cross-Cultural Differences (East/West) in a Foreign Language Classroom

Jae Sun Lee, Defense Language Institute Foreign Language Center.

This session will examine educating cross-cultural differences between Eastern (Collectivism) and Western (Individualism) cultures in the foreign language classroom. Examples from Korean classrooms in the U.S. In English with examples in Korean. For post-secondary level. Korean

Working with the Digital Generation to Achieve Higher Levels of Speaking

Viktoriya Shevchenko, Defense Language Institute Foreign Language Center.

The presentation demonstrates the scaffolding technique of teaching digital generation students to produce a cohesive speech sample using samples of student work from the Russian Basic Course. In English with examples in Russian. For all levels.

Semantic Peculiarities of Secondary Imperfective Verbs in Russian: Their In/Compatibility with the Notions of Duration & Completion

Valentina S. Soboleva, Ph. D., Defense Language Institute Foreign Language Center.

Share the results of a study of the limitations of certain secondary imperfective and the role of semantics of prefixes and verb stems in these limitations.

The Use of Female Sentence-Final Particles in Japanese TV Dramas

Mika Sawada, San Francisco State University graduate student.
Fall 2014

This media study compares female sentence-final particles in Japanese TV dramas in 1988-1989 and in 2009-2014. The research found that their use decreased and the traditional soft image that comes with them has also decreased. In English with examples in Japanese. For all levels.

How Different Kinds of Japanese Characters on Sake Labels Appeal to Americans

Takako Nishikawa, San Francisco State University.

Explore how people's linguistic backgrounds create preferences for character patterns on sake labels.

Advancing in the Target Language Through Narration, Oral and Written

Masahiko Minami, San Francisco State University, National Institute for Japanese Language and Linguistics.

Focusing on coherence and cohesion as the twin engines of narrative, the study examines psychologically effective devices for cultural and contextual framing used in English and Japanese. In Japanese. For post-secondary level.

Teaching the Digital Age Students

Kaori McDaniel, Los Gatos High School.

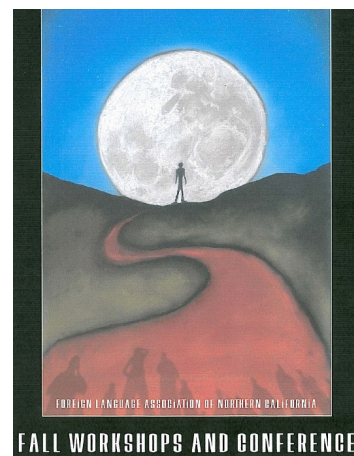
What does it mean to say students have been born "digital"? We will discuss the characteristics of the Digital Age learners and the technology standards for teaching in this age. Practical examples include digital tools that I use in my lessons. In Japanese. For all levels.

Double Session: Inspiring Teachers

Marion Gerlind, Gerlind Institute for Cultural Studies, with **Keiko Yukawa**, **Francisco Zermeño**, **América Salazar**, **Jasmin Banic**, who are part of FLANC's outreach committee **Teachers United for the Future**, TUF.

This interactive pair of sessions will present hands-on teaching tips from Spanish,

Continued on Page 35



FLANC Salutes its Retired Members!

Alfred F. Alberico	Marilyn M. Imes
Jacquie Anderson	Lynn Kennedy
Marie Louise Ardini	Cheryl Kuhlman
Joanne Argyres	Dorothy Lee
Alice Barholomew	Rose Leonardini
Lorraine Bassadonne	Flavia R. Lorega
Mary Ann Brewster	Helga Marshall
José S. Cerrudo	Virginia Murillo
Cloudman Yun Han	Diane Musgrave
Chou	Michael J. Mouat
Yole Correa-Zoli	Maurice A. O'Meara
Janice Costella	Susan Petit
Betty Crenshaw	Earl F. Pimentel
Edith Fries Croft	John R. Petrovsky
Jonaca Discoll	Julian F. Randolph
Cynthia A. Earl	Walter Rex
Kathy Failing	Livia Rosman
Yvette Fallandy	Carmen Scholis
Dwaine A. Fields	Carol L. Sparks
José A. Flores	Pierrette Spetz
Karuko Geis	Sandra Sung
Mabel M. Goodale	Carol Trapp
Susan Harvey	Kathleen Trenchard
Marylou Herrera	Joyce Weiss
Yvette Hong Yang	Cynthia Won
María J. Huber	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 Conference of 2013, our theme was “Languages: Key to the Future”

As always our poster contest entrants showed great talent and originality. The posters graced the walls of the foyer of Chabot College where our FLANC members could gaze on them while nibbling on breakfast treats and lunch.

We hope to see many more entrants next year inspired by our 2014 theme: “Tweet Languages, Tweet #FLANC.” Remember FLANC gives \$50.00 prizes and one Judges’ Grand Prize of \$100.00.

This year’s winners are from Harvest Middel School, Lowell High, El Sobrante Christian High, and Albany School, of our great San Francisco Bay Area.

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 - 2014

Tweet Languages, Tweet #FLANC



Theme

When

2014 FLANC Fall Conference - November 7 & 8

Where

Berkeley City College

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 2013

Poster Contest Theme

Languages: Key to the Future

Most Relevant to the Theme: **Nika Shroff**
from *Harvest Middle School, Pleasanton.*
Mr. Trevor Knaggs, teacher

Grand Prize: **Annie Tor**, *Harvest Middle School*

Most Colorful: **Saba Salehifar**, *Harvest Middle S*

Most Original Idea: **Hugo Uchiyama** and **Annie Hu**
from *Lowell High School, SF, teacher Naomi Okada*

Best Graphic Technique: **Yu Bi Chen** and **Shela Ho** of
from *Lowell High School, SF, teacher Naomi Okada*

Most Amusing: **Steffie Guan** and **Carmen Lai** of
from *Lowell High School, SF, teacher Naomi Okada*

Certificates of Particiaption: **Deborah Brandao** of *El Sobrante Christian School, teacher Derrick Leonard*
and

Aksharasree Challa of *Albany HS, teacher Pam McAlister*

Liz Barthe, Poster Contest Chair

Fall 2014

Languages: Tweet Languages, Tweet #FLANC



News from the Language Fronts

Continúa de la página 12



sea para ocultar una información, divertirnos a costa de nuestros acompañantes, o disimular la ignorancia. “¿Cómo la ven desde ahí chatos?”

Esta forma de hablar tomó nombre con el personaje de Mario Moreno Reyes, “Cantinflas”, el cual aparece en más de 40 películas, utilizando el discurso estilo picaresco confuso y evasivo del “peladito” o persona humilde con poca educación y de bajos recursos económicos, pero, de gran corazón y dignidad. El personaje se hizo enormemente popular al grado de convertirse en un ícono de la cultura mexicana e hispana; incluso en 1992 “La Real Academia Española” aceptó incluir el verbo “cantinflear”, y los sustantivos “Cantinflas” y “cantinflada” en su diccionario de la lengua Castellana.

“Cantinflas” es un personaje con mucho bagaje cultural hispano que muestra el contexto histórico, socioeconómico y político de la sociedad del México de mitades del siglo XX; la sátira y la denuncia política y social están

presentes en cada película y argumento, dado origen humilde de Mario Moreno, quien había tenido total contacto con la realidad del “pueblo” mexicano de los años treinta.

Por esta razón, las películas de “Cantinflas” son muy ilustrativas, al mismo tiempo los argumentos son simples y el lenguaje corporal es sumamente particular, gracioso y complicado. La vestimenta refleja la pobreza de un hombre que, sin embargo, es rico en buen humor, en gracia y en recursos para finalmente lograr criticar por medio de la sátira, la parodia y la ironía, a la clase política y acomodada de la época. “Cantinflas”, en sus diferentes versiones, logró arrancar carcajadas y reflexiones con cada película, de la misma forma impactó a la cultura mexicana popular con un personaje entrañable, un individuo que nunca se da por vencido a pesar de los problemas graves que enfrenta.

Algunos títulos recomendables de su filmografía son: “El profe”, “El señor doctor”, “El Bolero de Raquel”, “Ahí está el detalle” y “La vuelta al mundo en 80 días”.

Mario Moreno, el ser humano, y “Cantinflas”, el personaje, estarán para siempre en la historia del cine mexicano, en la cultura popular y en el recuerdo de su

público. Y para conocerlos mejor, así como para darle un vistazo al México del siglo pasado, la película de Sebastián del Amo “Cantinflas” puede ser muy aclaratoria, además sirve para pasar un rato ameno en la sala de cine consumiendo cultura hispana y nostalgia, y no nada más palomitas. Así que “¡A volar joven!” a ver la película y a “cantinflear” menos.

-Flores, Benjamin. Proceso.com, Web. 2 Sep 2014

-Biografiasyvidas.com/biografia/c/Cantinflas Web. 2 Sep 2014

Mary Bueno, Chabot College



Notas de México, de FZ

• Flashing signs on Patriotismo say ‘maneje con preocupación’ (drive with caution). The bus driver of our green minibus I guess does so as he weaves in and out of traffic with quick accelerations and quicker almost stops on our way to Chapultepec park from Barranca del Muerto. Good thing wife is not pregnant...she would have lost Panchito two streets ago.

• Lelismo español - ‘...los monociclos pueden ser tan cool:’ nos dice la revista Esquire. Con tantos adjetivos maravillosos en español, ¿éste es el que escogen? ¡viva el español!

• In one week in Canón, I tried 32 different tequilas! Heavenly, I



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

News from the Language Fronts



Three winning 2013 Posters

must say. There were 163 tequilas at Casa Tequila in Cancún. At a restaurant, I had ‘Chancla de Cuahuatémoc’, which was a cactus leave with beef and Oaxacan cheese. If you have chicken with it, it’s Chancla de Moctezuma. Very nice, indeed.

- Machetes. Even nowadays, the machete is still being used to send people from this world, as was reported in the International Herald Tribune (4/viii/2007), when it was used by a few who wanted to influence Guatemalan politics. It was also present in the movie El norte, in the story of Juan Charrasqueado, the film Duelo from Colombia, and at the end of Apocalipsis Now.

- 1502 was the first contact with Maya out at sea when Columbus saw Maya merchants/traders, as in Isla Guanajo. A slave used to bring the trader 100 cacao seeds. 4 for a pumpkin, 10 for a rabbit. They used to hunt men for slaves and sacrifices, just as the Aztecs and others. They never attacked to kill, only to capture.
Fall 2014

- Mérida’s second plaza, one block north of the Main Plaza, is in honor of General Manuel Cepeda Peraza. One side has the church De la Tercera Turno, a whole block wide! On another side there are two hotels, a third has a bar that we frequented due to its tequilas, various businesses, and in one corner, a modern five-screen cinema, Fantasio. Hey, I told the family, this is what we want to do in Downtown Hayward! At this plaza, they really respect marimba music!

- To the side of the same plaza and the monument to maternity, is a Café Peón Contreras with outside seating in the carless street. It has music until midnight. The Plaza is next to the church, which, ironically, is better decorated inside than the city Cathedral.

- There are three restaurants, with its most expensive dish being Shrimp Opera style. That’s because the Opera is nearby. Anyway, the shrimp came with all kinds of

goodies, for only \$13!

- In front is the University of Yucatán. This Plaza also an artisan heaven, with jewelers, painters, and others in the plaza and along the sides.

- To remind us of bygone colonial days, there are horse-drawn carriages – calezas - for tourists, for a
Continúa en página 22

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News from the Language Fronts

Continued from previous page

trip around the downtown. Now, if the horses had been brothers of the Budweiser Clydsdales, we might have gone on a tour, but they were a bit on the slim side.

- Hacienda Yuc. Gorgeous, with some 70 employees. Some are still fully operational, making rope with henequen – a cousin of the maguey, century plant – fiber. Maestro Jorge showed us how strong Yucatán sisal is, compared to Brazil’s, that México actually imports. Why? Who knows. Yuc produces 15 million sisal ropes. However, México needs 25 million. So, it imports from Brazil. Yucatán Mayan pride speaks of a better quality, and Don Jorge pointed out to me that while the penca del henequén (leaf) may be longer, the Mayan is stronger.

Don Antonio proudly showed us his Mayan choza – hut. The knives used are French (Lux) and the machinery is from the USA. Used to be steam, now it is diesel. The tractors? John Deere!

- In Cancún, the butter in the Grand Oasis is from Harleyville, Pennsylvania. Either the butter produced by Mexican cows is more expensive than the Wisconsin ones, or it is more expensive, so, due to bottom line economics, or the owner is Usamerican. However, the owner is Spanish, so it’s only a matter of economics. Shame.



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



Esperanto

Esperanto is an international auxiliary language devised in 1887 by Dr. Ludwig Lazarus Zamenhof (1859-1917), a Jewish Eye Doctor, under the pseudonym of “Doktoro Esperanto”. He originally called the language “La Internacia Lingvo” (The International Language), but it soon became known as Esperanto, which means “the hoping one”.

Zamenhof was born in the Polish city of Bialystok which at that time was home to a polyglot, multiethnic mixture of Poles, Russians, Jews, Lithu-

anians and Germans. He believed that much of the distrust and misunderstanding between the different ethnic groups was a result of language differences, so he resolved to create an international language which could be used as an neutral lingua franca and could help break down the language barriers.

Zamenhof’s first work on Esperanto, the “Unua Libro” (First Book) published in 1887, contained 920 roots from which tens of thousands of words could be formed, together with the “Fundamenta Gramatiko” (Fundamental Grammar), which consisted of 16 basic grammatical rules. Zamenhof renounced all rights to Esperanto and encouraged comments and suggestions on the development of the language. The first Universal Esperanto Congress (La Unua Universala Esperanto Kongreso) was held at Boulogne-sur-Mer in 1905.

From <http://www.omniglot.com/writing/esperanto.htm>



Filipino

The Association of Fil-Am Teachers of America (AFTA), (formerly the Association of Filipino Teachers of America) was formed by Filipino from New York and New Jersey in 1989. About 300 teachers got together because of a need to extend their visas in the USA in order for them to stay and work legally in the United States.

There were two groups of Filipino teachers from which AFTA was founded.

From <http://www.aftateachersonline.com>.

Note: Time to have Filipino among our FLANC ranks, no?

Continues on page 25

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

www.fla-nc.org

NeaTeachBits

Continued from page 13

and will continue to create opportunities that I would otherwise not have.

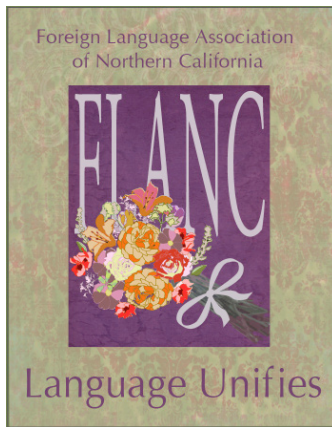
When I was six years old, my parents gave my siblings and me another gift. They announced that we would be moving to Geneva, Switzerland for my father's work. I was not exactly thrilled at the prospects of leaving my house and friends to live in a completely new culture, but once we settled down around Lac Genève and adapted to the European way of living, I found myself growing more and more comfortable. I was fully immersed in European culture, eating croissants for breakfast every morning and interacting with locals at the grocery store or on the train. Living in Geneva challenged me to understand and adapt to a new culture at a young age and has made me the open-minded and intellectually curious individual that I am today.

When I entered middle school,

I opted to take Spanish instead of French. I did not, however, want to lose my ability to communicate in one of the most beautiful languages in the world and began taking weekly tutoring sessions from a French teacher on campus. Once I became a sophomore, I decided to make French class a part of my schedule once again and today I am able to speak both French and Spanish at an AP level.

Being trilingual will allow me to achieve my dreams of living abroad, exploring new cultures, and venturing out of my comfort zone. I have always dreamed of working in Paris, Barcelona, or Latin America, interacting with locals and adjusting to cultural norms. A field that I have always been interested in is nutrition, and more specifically patterns of how people nourish themselves in different societies. Having the ability to speak with millions of more people

Continues on page 24



Great Chabot College Students of Spanish as Volunteers

NeaTeachBits

Continued from page 23

is an invaluable skill that will allow me to travel and work around the world on issues surrounding nutrition in Europe and Latin America. Lastly, being trilingual will allow me to learn more about life outside of America and more importantly life outside of my comfort zone. Traveling to a new country can be daunting, but developing the tool of language to navigate and explore is another step in pushing myself to discover new places I would otherwise be too scared to venture to.



TUF (Teachers United for the Future) will present the following on Saturday:

Inspiring Teachers

In this interactive double-session we will present hands-on teaching tips from Spanish, Japanese, German, and Italian on relevant grammar topics. Presentations will be in English with examples in the respective world language. Examples are the creative teaching of articles, prepositional verbs, particles, and adjective endings. Participate and be inspired by our team teaching: Teachers United for the Future, the outreach committee of FLANC.

For all Leveles, in English, with examples in other languages. If you have a chance, take your Laptop or iPad with you.



On behalf of the TUF committee, I'd like to take the opportunity to introduce who we are and what we do within FLANC.

TUF (pronounced "tough") stands for Teachers Unified for the Future. Started in February 2013, it grew out of FLANC's Committee for Young Professionals and Graduate Student Conference (YPGC). Committed to its work, we created this mission: "As part of FLANC (Foreign Language Association of Northern California) our mission is to support and encourage students and teachers to work together for progressive cross-cultural education."

To better illustrate what we're about, we organized several activities in 2013. We held a Cultural Potpourri for world language teachers and graduate students to talk about and demonstrate our own cultures and to contribute to the discussion of effective teaching methods; we also held a cross-cultural

Lunch Social at the 2013 conference presenting cultural norms in the context of national holidays.

At this moment, there are six active TUF members. We'd like to introduce ourselves by answering a few questions about ourselves.

Marion Gerlind, Ph.D. (Chair of TUF)

What languages do you speak? German (mother tongue), English, French, un poco Spanish, and modern Greek. I also studied Latin, Ancient Greek, and Hebrew at school and in college.

What and where do you teach/study? I teach German language, literature, and culture at the Gerlind Institute for Cultural Studies in Oakland, a progressive community-based and community-supported education organization which I founded and have directed since 2006.

Can you tell us a little about yourself? When I say I teach GerMAN, which is an exclusive and sexist word and concept, I want to add that I also teach GerWOMAN at the same time, i.e. I make women in my native language visible by using gender-inclusive and non-discriminatory forms. It's quite a challenge since the imbalance is so pervasive. I enjoy playing with language and transforming it to a more just means of communication and consciousness. I love to write and read and am eager to learn more Spanish so that I can visit Spanish-speaking countries. I also like to keep physically active by practicing martial arts, hiking, and biking.

What do you like about TUF? I enjoy getting to know and working with colleagues from other world languages, whose cultural and ethnic backgrounds are different from mine. I love to learn about our differences and commonalities and how we express ourselves on our journeys through life. I marvel at the beauty of each language and culture without having to travel out of the Bay Area. Because of our diversity and our desire to work with each other, our collaboration is always enriching and fruitful. My colleagues' wisdom inspires me to work together in our profession as teachers and students. Together, we strengthen each other and our dedication to teaching. We'll demonstrate an example of our cross-cultural learning in our TUF double-session "Inspiring Teachers" at FLANC's Fall Conference 2014 at

Continues on page 27

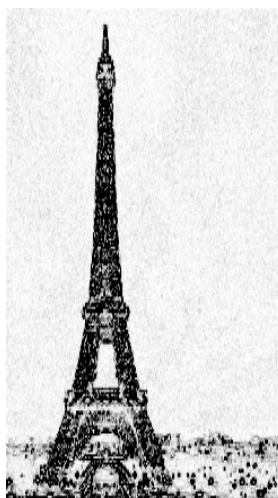
News from the Language Fronts

Continued from page 22



Français

“The AATF is the only professional association devoted exclusively to the needs of French teachers at all levels. The mission of the AATF is to advance the study of the French language and French-speaking literatures and cultures both in schools and in the general public. Membership is open to anyone interested in the teaching of French who is over the age of 18.



The French Traveler always has great programs for teachers and students in France. They are on their 18th year! Visit them at www.frenchtraveler.com.



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



Italiano

“Learn Italian in Italy and study Italian in Sicily is your dream? Among many Italian language schools in Italy and many Italian courses, are you looking for study abroad programs and courses of Italian in Sicily? If among a wide choice of Italian language schools in Italy, you want to take an Italian course in Sicily and meanwhile have the chance to explore and experience life in this beautiful island, then you have got the right website! Keep

Continued on page 26



Étudiants sans frontières: Concepts and Models for Service Learning in French presents the work of fourteen university and high school teachers who describe their successful academic-community collaborations. Providing a wealth of examples and experiences to be mined, this book is a godsend for French teachers seeing ways to give students a higher stake in enhancing their linguistic and cultural proficiency.



Useful ideas for promoting French in and out of the classroom, including art, book clubs, cinema, crossword puzzles, and more. Learn how to use new technologies in the classroom and to engage students in the learning process with tools that they are familiar with.

Find on-line components to conference presentations and publications as well as downloadable units, and more in AATF website, at <http://www.frenchteachers.org>.



Most Colorful, 2013

News from the Language Fronts

Continued from page 25



on reading to know more about our Center for Italian Studies and our Italian language courses in Taormina, Sicily and click in here to watch a

video about Taormina and our school.

Learn Italian in Italy and take part to the full immersion Italian courses we offer: Italian language courses in a group or Italian private courses. Our Italian language school in Taormina, Sicily, offers study Italian classes from one week up to one year! And with the Italian language courses, you will be also offered a program of social and cultural activities and free assistance in finding accommodation in Taormina.

From the AATI website

加州日本語教師会
California Association of Japanese Language Teachers (CAJLT)

北加日本語教師
Northern California Japanese Teachers Association (NCJTA)



The U.S. - Japan Foundation chose to honor Mr. Tomokazu Morikawa with the 2014 Elgin Heinz Teacher Award (Japanese Language Category). Mr. Morikawa teaches at George Washington High School in San Francisco. He is a member of both Northern California Japanese Teachers Association (NCJTA) and California Association of Japanese Language Teachers (CAJLT). NCJTA and CAJLT are both affiliate organizations with FLANC. Congratulations, Mr. Morikawa!

Read more about this great teacher at <http://www.jflalc.org/pub-breeze83-JLEU10.html>.



41st Annual Japanese Speech Contest

The Japanese American Association of Northern California (Hokka Nichi Bei Kai) and the Consulate General of Japan in San Francisco are delighted to an-

nounce the 41st Annual Japanese Speech Contest for Sunday, November 2, 2014, at the Japanese Cultural Community Center of Northern California, 1840 Sutter Street, San Francisco, CA 94115.

Sunday, November 2, 2014, 10:00 am for Middle/High School Students, 1:30 pm for College Students/Adults.

At the The Japanese Cultural and Community Center of Northern California (JCCCNC) 1840 Sutter Street, San Francisco, CA 94115

The primary objective of this contest is to encourage the learning and use of the Japanese language in the San Francisco Bay Area community, particularly among non-native speakers. Consisting of (1) the Middle and High School Student Division and (2) the College Student and Adult Division, the speech contest represents a fun and challenging way for students at all levels to demonstrate their language and communications skills. This event is free and open to the public. We hope to see you there! We also hope that you will share this information with anyone you think may be interested in joining the contest.

More info with Ms. Mariko Baba at 415.780.6088 or at baba.mariko@sr.mofa.go.jp.

Masahiko Minami
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

Continued from page 29

NeaTeachBits

Continued from page 24

Berkeley Community College.

Any message to other FLANC members? I encourage each FLANC member to become active in FLANC, serve on a committee, such as TUF, to strengthen our organization on behalf of all world language teachers and students in Northern California and beyond! Dialoguing and working with colleagues from all over the world is such a rewarding experience by itself, an educational journey without traveling far away! Come check us out, we're TUF!

Jasminka/Jasmin Banic

What languages do you speak? Spanish, German, Italian, English, Croatian

What and where do you teach/study? First, it was only English and German. I graduated from the University of Osijek, Croatia, with double major in English and German Language and Literature. My career on the Balkans was very short and mostly colored with all kinds of nationalistic threats due to the Yugoslav War in the early nineties. Therefore, when the opportunity came to move to Spain, I went for it with all my heart.

This is how my next life came to being: the life of a future "Latina". I studied Spanish in Barcelona

and spent the next seven years mastering my Spanish, teaching English and German and looking for opportunities to move to Latin America.

Once again, the miraculous way of universe (along with my own pushing it a little) brought me to Costa Rica. That was the "Latina - Part 2" phase. Suddenly everything was different again: Spanish, people, trees, climate, just about everything. It was different, lovely, intriguing and challenging at the same time. I was teaching Spanish in a very prestigious Spanish Immersion School and running a Touring Agency for the big German wholesalers in tourism industry. Curiously enough, I started studying Italian in Costa Rica. In the end, I suppose one could say, that I became a "Triple Latina".

I came to the Bay Area in 2004. I am currently teaching in "Goethe-Institut", San Francisco, as well as in several South Bay language schools ("Language Studies Institute", "Language Arts", "German International School of Silicon Valley"). The best part of my job are the students and the people I work with, but also the fact that I have been given the opportunity to teach multiple languages on a daily basis.

Can you tell us a little about yourself? I love yoga and absolutely approve of everything in Yogic Philosophy. Equally, I adore salsa dancing. Salsa is in my DNA.

What do you like about TUF? Everything. Most of all, its members. All of you wonderful people. The whole TUF/FLANC crew is vibrant with energy, knowledge and enthusiasm. Both TUF and FLANC members have a deep love for sharing and contagious

Continues on page 28

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.

Installing light timers not only saves you money and energy, it also reduces the risk of fire! Timers can be used on both indoor and outdoor lights and are available at your local hardware store! Safety and energy conservations...a good partnership.



Chabot College, where World Languages are key!

NeaTeachBits

Continued from page 27

interest in making language learning global. That is why all of you made me feel as if I had been a part of your community since the beginning of times.

Rosa Camacho

What languages do you speak? I'm from the colonial state of Guanajuato, Mexico. My primary language is Spanish and I learned the English language by living in the United States for over ten years.

What and where do you teach/study? I'm currently studying at Sacramento State University to achieve a Masters degree in Spanish.

Can you tell us a little about yourself? My hobbies include reading, painting, yoga, and my newest hobby/devotion is taking care of my ten-month-old baby girl named Rosalynn.

What do you like about TUF? The opportunities it offers in bringing a variety of beautiful cultures and languages together in one place.

Any message to other FLANC members? Thank you ALL for your support and advice in my journey in studying to become a teacher some day.

America Salazar

What languages do you speak? Spanish and English.

What and where do you teach/study? I teach Spanish at Calvary Lutheran School and I will be working on my MA in Spanish at San Jose State University.

Can you tell us a little about yourself? I was born in the US, but I grew up in Durango, Mexico. At the age of eighteen, I decided to come back to the US to study. In the beginning, I wanted to become an English teacher, but after I took a Spanish class with Professor Zermeño, I realized that I would be more comfortable teaching my native language. I got my AA in Spanish at Chabot College and my BA in Spanish at San Francisco State University. Recently, I was admitted to San Jose State University to continue with my MA in Spanish and specialize in Linguistics. I enjoy reading, listening to music, and visiting my favorite city: San Francisco.

What do you like about TUF? I like how Marion leads us and also the goals she sets. I like it because everyone's opinion counts.

Your message to members? Teach on Languages!

Keiko Yukawa

What languages do you speak? I natively speak

Japanese, and have been studying English on and off for a long time. Recently, I've started studying Chinese (Mandarin) to get a different perspective.

What and where do you teach/study? I currently move around a lot, recently teaching Japanese at UC Santa Cruz.

Can you tell us a little about yourself? In starting over again with a new language after so long, I'm really feeling again how my students struggle. Learning a new language is tough, but so much fun.

What do you like about TUF? It's nice to be able to step out of my own corner of Japanese language education and see language and culture in a broader context with interesting people.

Any message to other FLANC members? We don't bite! Please come and join the group.

Keiko Yukawa



Most Original Poster, 2013

News from the Language Fronts

Continued from page 26

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!



An interesting Interest Session, 2013



FLANC



Fall 2014 Conference Registration Form

Workshops, Friday, November 7, 2014
Berkeley City College
Conference Sessions, Saturday, November 8, 2014
Berkeley City College

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 17)

	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 after October 17, registration will be on-site only.*

Friday Workshop (Choose 1):

- #1 - Teaching in Facebook #2 - What's So Scary About Common Core? NOTHIGN!

Luncheon - Bento Box Lunch: \$15

FLANC Membership Dues

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

- Individual (\$35) Retired (\$25) Student (\$10) \$_____

Grand Total Enclosed:
\$_____

Please make checks payable to FLANC and send to:

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

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 is the last note of our Former Silent Auction King, Ed Sterling.

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

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

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

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

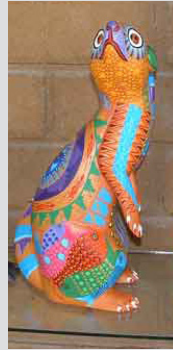
If you are ready to donate items, you can just bring them to the conference, and we'll add them to the table. If you wish, we can give you a receipt with our tax number. This is great if your donation warrants a tax deduction.

If 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



FLANC Life Members

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Martha C. Arnold
Anita Aileen Axt
Fabián Banga
Mary Ann Brewster
John W. Burns
Sister María Campos
Mary Louise Castillo
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Yolanda Thompson
Sara Trélaün
Chris Wallace
Christina S. T. Wu Yee
J. Francisco Zermeño C.





The “Norm Litz” Page

Compiled by fz

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

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

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

To further honor the memory of Norman

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

Grant opportunities for teachers



The Fulbright Program is administered by the U.S. Department of State’s Bureau of Educational and Cultural Affairs. www.cies.org.



ACTFL and Vista Higher Learning are co-sponsoring this scholarship program which offers ACTFL members the opportunity to apply for a \$250 scholarship. Info at www.actfl.org/convention-expo/2014-actfl-convention-scholarships.

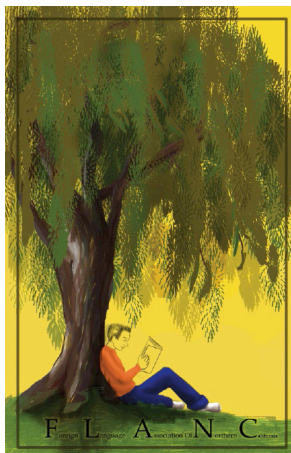


The Coca-Cola Foundation supports education at international universities through its Coca-Cola Scholars initiative. www.coca-colacompany.com/stories/education.



The lunch was good

FLANC Membership Dues For 2014-2015



- Individual FLANC..... \$ 35.00 _____
- Retired..... 25.00 _____
- Student/Student Teacher (*Circle one*)..... 20.00 _____
- 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, complete form, and mail to:

JFrancisco ZermeñoC
 FLANC
 P.O.Box 92
 Hayward, CA 94557-0092

For more info: 1.510.732.2746
 fax 1.510.732.6624
machetez@sbcglobal.net
www.fla-nc.org

First Name(s) _____ **Last Name** _____

Home Address _____

City, State, Zip _____

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

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

School Name _____

School Address _____

City, State, Zip _____

Language(s) you (can) teach _____

PLEASE PRINT



FLANC Affiliate Language Group

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

- 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

FLANC thanks the following contributors to the Scholarship Fund, Norman Litz Award and to the Cecilia Ross Grant

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 Alfred F. Alberico
 Jacquie Anderson
 Americal Systems Inc.
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 Carmel Turek
 Marie G. Tuttle
 Maureen Wesolowski
 Christina S. T. Wu Yee
 Zermeño Family

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

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

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

¡Gracias mil!

THANKS!

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



Fall 2014 Conference Program

Continued from page 17



Japanese, German, and Italian classroom on relevant grammar topics. The presentation is in English with examples from the various languages. In English with examples in Japanese, Spanish, Italian and

German. For all levels.

Vorwärts zur Vergangenheit: Basiswissen Didaktik mit Pfiff

Christiane Frederickson, Klett-Langenscheidt.

This interactive presentation reviews the why's and how's of basic concepts in the teaching of German as a foreign language and explores new ways to boost teacher effectiveness and support students' self-learning process. In German. For all levels.

Flexibility and Personalization of German Instruction through the Internet and Skype

Robert Morrey, Morrey's Microcomputer Material.

Explore how using online materials and Skype allows for flexibility in scheduling and in duration of the instructional lessons. Personalized (as defined in the National Education Technology Plan of 2010) instruction allows the student and instructor to design a course that fits the student's individual needs. In English with examples in German. For all levels.

El Camino de Santiago: Virtual or Actual Pilgrimage in Spain

Ann Sittig, Shasta College.

Explore the logistics of the pil-

grimage, detailing places along the way: history, art, folklore, architecture, and flora and fauna along El Camino de Santiago. Decide whether this journey could benefit your students. In English with examples in Spanish. For secondary and post-secondary levels.

Kindergarten room strategies to foster writing at the Middle School level, implementing the new Common Core State Standards

Ana M. Santos, Marvin A. Dutcher Middle School, Turlock.

We present the needs of students and how to achieve becoming better writers according to the new CCSS. Implementation is demonstrated via tools like SIOP and centers based on CREDE to emphasize the work in groups. In Spanish. For all levels.

Comprehensible Input for Optimal Acquisition and Fluency

Contee Seely, Command Performance Language Institute.

Learn techniques for providing comprehensible input so that your students can speak spontaneously. Examples: personalization of content based on students' lives, teacher narration of videos, scaffolded readings, developing stories with students,

Continued on page 39



TUF members at work and play

For your Agenda, 2014-2015

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.



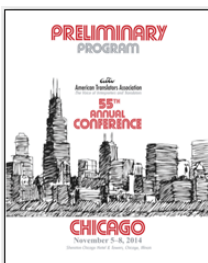
November 7 & 8

FLANC Fall Workshops and Conference 2014

*'Tweet
Languages,
Tweet #FLANC'*

at Berkeley City College. Don't forget the
Poster Contest.

Info at www.fla-nc.org, or with Francisco Zermeño at 510.732.2746.



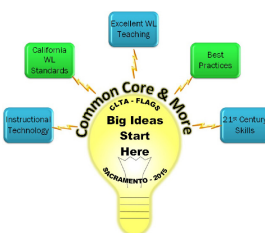
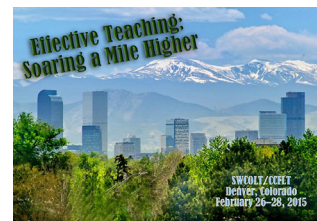
November 5-8, 2014 • **American Translators Association 55th Annual Conference**, at the Sheraton, Chicago. Info at www.atanet.org.

January 8-11, 2015, **130th**

Modern Language Annual Convention in Vancouver. Info at www.mla.org/convention.



February 26 -28 • **Effective Teaching: Soaring a Mile Higher**, in Denver, Colorado. Info at www.swcolt.org.



March 5-8 • **CLTA, California Language Teachers' Association Annual Conference, Common Core & More**, in Sacramento, CA. Info at <http://clta.net>.

July 8-11, 2014,

• **88th. AATF Annual Convention, L'Héritage Français en Amérique**, in Saguenay, Quebec, RI. Info at www.frenchteachers.org.



July 17 - 20 • **97th Annual Conference of the American Association of Teachers of Spanish and Portuguese, Meeting the Needs of a Changing Profession**, at the Grand Hyatt Denver Hotel, Colorado. Info at www.aatsp.org.

November 21-23 • **Annual AATG Conference, Reaching Global Competence** in San Antonio, Texas. Info at www.aatg.org.



November 21-23 • **Annual AATI Conference**, in San Antonio, Texas. Info at www.aati-online.

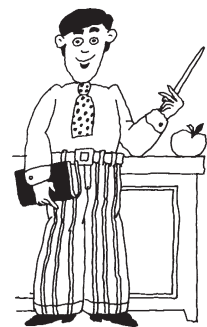


ACTFL's 46th Annual Convention & World Language Expo. Info at www.actfl.org.



FLANC Fall Conference 2015

November



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 2014-2015 : 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, 2015

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!



Most Relevant Poster, 2013

Fall 2014 Conference Program

Continued from page 35

controlling content, ways of questioning, TPR, dramatization In English with some examples in other languages. For all levels.

Effective Use of Classroom Assessment Techniques to Improve Learning and Teaching

Sun Young Park, Defense Language Institute Foreign Language Center.

Assessment techniques can empower teachers and learners and increase achievement and metacognitive awareness. Explore types of classroom assessment. In English. For all levels.

Empower Learners with Metacognitive Strategies Through Learning Contracts

Sun Young Park, Defense Language Institute Foreign Language Center.

Metacognition is defined as “awareness individuals have of their thinking, and their evaluation and regulation of their thinking.” Learning contracts can encourage learners to use metacognitive skills to structure their learning. In English. For secondary and post-secondary levels.

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: Activités pour la classe

AATG

ATTSP: ¡Actividades!

NCJTA

Reception, Raffle, & Friends 3:45

Teach on!

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Using 21st century technology that students are comfortable with gives them ownership of and vested interested in their work.

Create meaningful lessons that incorporate digital media and web resources to make learning interesting and fun.


FLANC Fall Conference 2012, San Francisco State University, October 27, 2012; join Marisol's presentation, "The iGeneration is here. Language Lab Technology Addresses its Needs."


A real instructor using digital language lab technology to enhance students' language learning.


"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




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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
November 7 & 8, 2014
Berkeley City College

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

FLANC Newsletter

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