

NEWSLETTER

Volume LXIX

Spring 2021

Virtual Conference!

World
Languages
OnLine

July 24, 2021

Via Zoom, Worldwide



FLANC’s Executive Council hopes that you join us at our members’ favorite FLANC event – our annual Conference. We are proud to provide you with the opportunity for a unique learning experience, and compliments of COVID, via Zoom.

There will be practical and excellent Interest Sessions, a virtual lunch, at home, great virtual company, and fantastic ideas for our teaching profession which you will



From our President

It has been over a year since COVID-19 emerged. While we grieve the loss of loved ones and our ways of life, Charles Darwin once said, “it is not the strongest of the species that survive, but the one most responsive to change.” As a small 70-year-old non-profit organization, FLANC has not only adapted to the virtual environment. We also found better ways of doing things in both physical and virtual worlds. FLANC is a resilient organization that rebound after the disruption.

Our firm voice for “Diversity and Languages” does matter during the pandemic. On October 3, 2021, FLANC’s first virtual conference was held as planned. Drs. Leaver, Campbell, and Hammond gave keynote/featured

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www.flanc.net

be able to share with your students and colleagues the following day.

Mark the date on your calendar, send in the registration form, don’t forget to mark appropriate boxes, and we will see you in cyberspace!

Our Friends in the promotion of World Language Study!

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Foreign Language Association of Northern California



Alexandra C. Wallace Essay Contest

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

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

Instructions:

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

Eligibility:

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

Application:

- One letter of recommendation from your teacher, who must be a member of FLANC; teacher sends the letter by email to contact@flanc.net.
- Submit your essay with a cover letter by May 5, 2021; attach these as doc files to an email to contact@flanc.net.

From our President

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speeches as promised. One hundred and thirty-two of us registered for the event. We thank our mission partners AATSP-NorCal, CLTAC, and NCJTA for the strong presence. A shoutout to the conference organizing committee for the unity and constructive feedback. We couldn't have done this without Ali, America, Branka, Christina, Citlalli, Derrick, Francisco, Gaye, Hanan, Henri, Hsin-yun, Masahiko, Sandra, Valerie, and all the participants!

The conference organizing committee is building on last year's groundwork. This year's theme is "World Languages Online." Dr. Robert Blake from UC Davis has graciously accepted our invitation to give the keynote speech. The "Call for Proposals" is included in this Newsletter. Your real-time conference presentations are what we aim to connect with this year. Please save "Saturday, July 24, 2021" for FLANC.

In loving memory of our founders and builders Cecilia Ross, Gisèle Hart, Norman Litz, and Alexandra C. Wallace, FLANC is celebrating the Platinum Jubilee this year for our 70th anniversary. Let's keep the light burning bright together.

Wendy Tu, FLANC President



Teach On!

Conference tidbits

For upcoming Interest Sessions in our Conferences, please let us know which of these you would like us to present. A quick email to me at machetez@sbcglobal.net will do.

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

Your suggestion(s): _____

Name(s)? _____

**Plan Early to join us for a great
Conference Experience!**

Think Green!

**Ciber Pool,
and/or invite a Friend to the Conference!**

Our Zoom Conference will be a nice, scenic, environmentally friendly ciber ride, with much chat, & much appreciated by Mother Nature.

We thank you!
Spring 2021

Teach On!



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

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NeaTeachBits

Compiled by fz



¿Cómo aprende mejor la Generación Z?

De acuerdo a Prensky (2001) los nativos digitales también llamados Generación RED (NGEN), Generación Digital (D-GEN) o Generación Z son los que han estado rodeados desde pequeños con dispositivos digitales y requieren un ambiente interactivo para comunicarse, divertirse e incluso aprender.

Patricia Cartalozzo (2020, párr. 5) comenta que “las competencias transversales como la flexibilidad cognitiva, la creatividad y el pensamiento crítico, suelen quedarse relegadas al criterio de cada escuela y de cada profesor”. Por lo tanto, los maestros deben seleccionar herramientas y metodologías adecuadas para facilitar y potenciar el desarrollo de emociones de manera eficiente en los estudiantes.

El incremento de competencias sociales y emocionales, según Goleman (1995), regula sentimientos, caracteres, mejora habilidades emocionales y enriquece la inteligencia humana para lograr el éxito deseado. Él comenta que el 80% de la inteligencia es emocional y está relacionada con “La capacidad de motivarnos a nosotros mismos, perseverar en el empeño a pesar de las posibles frustraciones, controlar los impulsos, diferir las gratificaciones, regular nuestros propios estados de ánimo, evitar que la angustia interfiera en nuestras facultades racionales, capacidad de empatizar y confiar en los demás” (p. 65) y el 20% restante es el factor hereditario genético.

El pensamiento crítico es clave para esta generación ya que agudiza la capacidad de analizar, reflexionar y evaluar lo que se percibe mediante los sentidos por lo tanto, construye una identidad real. Castellero (2021) escribió: “El pensamiento crítico está muy relacionado con otras capacidades tales como la creatividad, la lógica o la intuición, permitiéndonos elaborar nuevas estrategias y formas de ver y percibir las cosas (párr. 7)”.

Esta generación aprende activamente observando y practicando en entornos participativos, coop-

erativos, flexibles y genera conocimientos de carácter significativo e integrador. Es necesario desarrollar la capacidad de los estudiantes para analizar, razonar, evaluar, explicar resultados y proponer soluciones o mejoras.

Algunas sugerencias para la sala de clase son: debates, retroalimentación de pruebas y actividades prácticas, videos de YouTube para explicar conceptos, imágenes para fortalecer el diálogo, fuentes confiables y filtrar y analizar información de manera crítica.

Es preciso crear planes de lección para fortalecer el bienestar personal y colectivo de todos.

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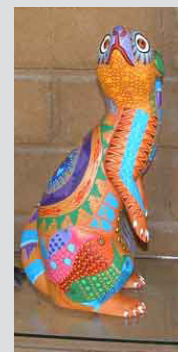
*Dr. Tanya de Hoyos, Associate Professor
DLIFLC - Multi-Language School*



Our Silent Auction!

Sadly, COVID 19 has forced our Silent Auction into hibernation. We are collecting some great goodies, though, for when CoronaVirus decides that it's created enough havoc and chaos.

In the meantime, also collect some goodies for us! Thank you!





La Muerte estudia español

La muerte se ha vuelto loca
Ahora español quiere estudiar
A ver si no se disloca.
Porque entusiasmo quiere mostrar
Le tiene amor a los libros
Es muy dedicada y optimista
Le gustan los portallibros
Y quiere ser lingüista

La Muerte espera nuestra clase
No me lo van a creer estudiantes
A la muerte hoy a evaluar
Ya que espera a los gigantes
Que de español se van a graduar.

Eso se llama perseverancia
Y hoy la quiero felicitar
Porque tiene gran relevancia
Que su sueño quiere lograr.

Esto nos deja una enseñanza
A todos los que nos gusta estudiar
Que si tenemos confianza
Nuestros sueños podemos lograr.

Los ricos tamales
Cada primero y dos de noviembre
Tenemos que esperar
Para comer los ricos tamales
Que Dr. D. nos va a preparar

Los prepara muy hermoso
Para que los estudiantes puedan probar
Para que sepan lo delicioso
Que es este exquisito manjar

*Dr. Tanya de Hoyos, Associate Professor
DLIFLC - Multi-Language School (UML)*



The Japanese Government is now offering scholarships to U.S. college graduates who wish to pursue graduate research or a graduate degree at Japanese universities under the Japanese Government (MEXT) Scholarship Program. Application forms and Spring 2021

guidelines for the Graduate/Research Student Scholarship can be found on the MEXT Study In Japan website (<https://www.studyinjapan.go.jp/en/smap-stopj-applications-research.html>), which is also linked to the consulate's website at: https://www.sf.us.emb-japan.go.jp/itpr_en/e_m05_01_02.html



Please contact them about application deadline this year. Only U.S. citizens who live in Northern California and Nevada are eligible to apply through the Consulate General of Japan in San Francisco. U.S. citizens residing in other states should apply to the Japanese consulate responsible for their state.

*Masahiko Minami
San Francisco State University*



¿Cómo enriquecer la inteligencia emocional en los estudiantes!

Para maximizar la productividad educativa en el aula de clase es necesario fortalecer las emociones de los estudiantes y adaptar la enseñanza utilizando recursos y estrategias que los estimulen emocionalmente y los conviertan en personas más inteligentes para obtener mayor rendimiento en las clases. La Real Academia Española (2020) define la inteligencia emocional como “la capacidad de percibir y controlar los propios sentimientos y saber interpretar a los demás.” Solevey y Mayer (1990) comentan que la inteligencia posee habilidades relacionadas con el procesamiento emocional de la información en diferentes áreas: 1) percepción, valoración y comprensión; 2) aceptación y generación de sentimientos que facilitan el pensamiento; 3) entendimiento y conocimiento de emociones; y 5) regulación para incrementar la intelectualidad.

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NeaTeachBits

Continúa de la página 6

NacCann (2019) en la American Psychological Association enfoca la inteligencia emocional desde el punto de vista educativo y comenta que además, ésta aunada al esmero escolar, maneja las emociones y mejora la calidad de vida. Expresa que cuando los estudiantes son capaces de manejar positivamente el entorno social con relaciones afectivas tienen más probabilidades de tener éxito.

Algunos recursos y estrategias para fomentar la inteligencia emocional en el aula son la incorporación de valores tales como: a) Respeto a sí mismo. Comprender que no siempre estarán de acuerdo con todos, pero deben seguir respetando a los demás; b) Promoción de empatía para conectarse, comprender los puntos de vista de los otros, crear relaciones positivas y escuchar activamente a los demás. Esto hará que los estudiantes incrementen el sentido de competencia, participarán mejor en equipo, construirán y expresarán opiniones y obtendrán mejores resultados; c) Fomentar la perseverancia, determinación académica y personal para facilitar el pensamiento razonado, resolver problemas cotidianos y lograr el éxito; d) Confiar en sí mismos para mejorar la autoestima y como consecuencia, el rendimiento educativo será más eficaz.

MacCann (2019) sugiere que las escuelas cuenten con programas de inteligencia emocional para que los estudiantes y los profesores tengan mejor éxito en la escuela. Mientras esto sucede, hay que fortalecer la inteligencia emocional estudiantil para que los educandos puedan percibir mejores sus emociones y mejorar la calidad de vida escolar.

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Tanya de Hoyos
Multi-Language School, DLI



Diversity, equality and inclusion statement

What is the meaning of diversity, equality and inclusion? Being a Mexican immigrant myself, I have had the opportunity to actually experience the highs and lows of each of these subjects. Twenty eight years ago, when I moved to California, I was dropped into in a very different world from mine; wider, diverse and amazing. It was not only the culture and the language but the idiosyncrasies of each ethnic group. There were people from all over the globe: Asians, Latin-Americans, North Americans, Africans, Europeans, Mexicans and all mixed too. At first, it was intimidating, I was coming from a place where we all shared the same religion, the same ideas, the same looks and the same social conditions. Sooner than later, I started to understand the many different perspectives. I became more curious and eager to learn about these new cultures. I realized that the more information I had about any culture or person, the less fear I had and the more confident I felt.

Certainly, it is hard to cover so many cultural backgrounds that exist here, but every time that I can, I try to expose myself to the “other side,” and I immerse myself in that culture via books, movies, travel, food, conversations with friends, neighbors and students. I have realized that at the end of the day, we are all human beings with the same emotions, needs, wants, worries, problems, fears, joys, and each of us should have the same right to progress, to take advantage of opportunities, to live with dignity and to obtain quality education and that is what I teach and apply in the classroom.

In the academic environment, as a professor, diversity, equality and inclusion means to be aware of the bias that may exist in one’s mind in order to avoid being unfair with students and to be able to provide equal education to each and every one of them without preference and independent of their origin, economic status, sex, disability, age, culture or race. I believe it is equally important to make students aware that the differences between human perspectives enrich our own view of the world and can make us more efficient in navigating a world, that every day is more globally interconnected. It is also vital to remember to value what each person can offer to our society and to be proud of one’s own culture. To me, a classroom should be a place of cultural exchange, a platform to share



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one's experiences and knowledge, an opportunity to learn not only academics but real life skills that promote respect and a safe environment to learn to express ideas, to question prejudice and to observe diversity.

In order to achieve this goal, I try to engage with each student; "personalizing" his or her learning experience as much as possible by learning their backgrounds and using this information as a tool to get them interested in the class. Being cognizant about their talents and taking advantage of them is also very important; some are good speakers, some better at writing, others at organizing, etc. Participation is key as well, so I search for means of motivation; games, songs, jokes, drawings, contests, in order to involve even the most reticent student seated in the back of the classroom. Together, these techniques may enable an environment of mutual respect where individuality matters. History has demonstrated that inequalities and prejudice destroy communities. In my classroom, prejudice has no place, differences are celebrated and all students are given an equal opportunity to learn and excel. In this way I can plant the seeds of tolerance for future generations.

Mary Bueno de Jasso
Chabot College



2018 Return from Cuba and 2019 Update

Our September cruise on Oceania's Sirena docked in Santiago, Cienfuegos, and Havana, places we have visited often. We rendezvoused with friends,

authors, and colleagues related to Anne's Cuba research. We took plenty of pictures, spoke with cab drivers, chatted with ordinary people on the street, asked questions, to gauge the truth of what we saw and heard. Taken together, these gleanings revealed momentous changes over the last quarter century and even in the last five years. Those who say

the Cubans didn't make changes consonant with the restoration of diplomatic relations overlook this new reality. Cuba has a new president, a democratic constitution in preparation, open doors to foreign investors, and a new generation of young people hoping for better lives. What a change from the special period!

Our first meeting took place over lunch with writer/publisher Aida Bahr (*left on the photo below, with me, Anna, on the right*)

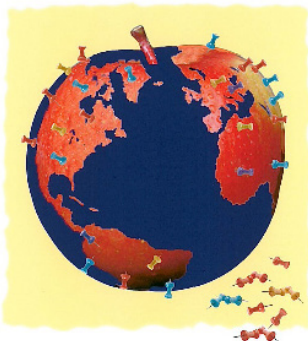


and teacher/historian Hebert Pérez Concepción in Santiago. We visited the UNEAC (the Cuban union of writers and artists) office

in Santiago and the Bacardi Museum, and then lunched with Aida and Hebert (*dancing away with me, in the photo on next page, top*) at a paladar (private restaurant) and had mojitos at a bar called La Floridita, that fancied itself a branch of the famous Hemingway haunt in Havana. We asked about the new president, Miguel Díaz-Canel and learned that he hasn't shaken things up much—the transition from Raúl Castro's presidency occurred almost seamlessly. Aida knows the first lady and met the president when he was climbing through the political ranks. She thinks there is a chance he can make politics more open and democratic, and he may get the possibility of three five-year-terms under the constitutional deliberations now under way. The draft constitution underwent a review by the Legislative Assembly in mid-November, following a period of *Continues on page 8*



NO LANGUAGE LEFT BEHIND



FALL WORKSHOPS & CONFERENCE

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

Foreign Language Association of Northern California

Spring 2021

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

Adèle Martínez

NeaTeachBits

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public comment and will be submitted to a referendum next February.

Two big constitutional issues: same-sex marriage and term limits, at the national and provincial levels, which our friends debated a bit.

They both attested (as did we) to the growing economic activity now, increasingly managed by private businesspeople (called *porcuentistas* or *cuentapropistas*, after “por cuenta propia” or self-employed), and they expect it to continue. As for the future, they avoid sounding too optimistic but seem hopeful. Their lives are certainly more comfortable than in years past, and they have several children living and working abroad, opening other possibilities.

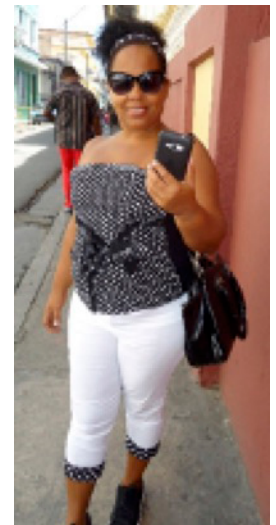
We observed what may be the biggest change ever, the advent of cell phones for ordinary citizens, only widely available since 2014 (*photo on the right*). They have taken over quickly, although Aida says she needs more time to master its potential and Hebert hasn't gotten one yet.

Our friends took issue with predictions of the demise of socialism, saying that Cuba's is doing quite well, thank you. They say that if the United States had not tried to grind them into the ground for 60 years, they could easily be a middle-class socialist democracy like counterparts in Europe. Still, stodgy bureaucracy and disincentives to invest play a role too.

In general, more cars, taxis, buses, and trucks now share the streets with pedal bikes and the horse-drawn carts and carriages seen in some places (*photo, next page, top*). Private taxis, often spiffed up for visitors, vie with the official ones. In Santiago, motorcycles, which we seldom saw in prior visits and were at first prohibited, have now taken over as multi-purpose transportation. The city police chief tried to stop them but relented because they are now indispensable for ordinary citizens. In Havana, 1950s Detroit cars still ply the streets and are especially popular with U.S. tourists. Most are so cobbled-together and patched up that only their exteriors remain authentic. Their mechanics deserve medals for keeping them running.

We learned that agriculture seems more robust, especially in the regions north and east of the Sierra Maestra range. We saw vegetable, fish, and meat stands in the streets, spotted numerous pharmacies, and smelled bread baking. Increased availability of food may account for the occasional overweight persons we saw, though nowhere near their occurrence in the United States.

Cubans take pride in their education and health care systems, and we saw evidence of them along the



Chabot College is ready to welcome you in 2022!

NeaTeachBits



way, in the form of elementary schools (*photo below*), hospitals and

clinics, and children's parks. They did not seem much changed from earlier times but certainly a legacy of the revolution.

We exchanged books with Cuban colleagues even though mail and phone service between here and the United States is mostly reliable. One friend, however, said postal service from abroad continues to be slow and undependable. Our cell phone service provider texted to let us know we could use our cell phones in Cuba, but we did not take up the offer.

We visited the Emilio Bacardi museum in Santiago, established there after the patriarch's death in 1899. The family business dates to the 1850s, and its profits helped support independence struggles and civic improvements. (See the wonderful family/company history by Tom Gjelten, *Bacardi and the Long Fight for Cuba*.) The museum highlights key moments



in Santiago's evolution from first capital to today's second city.

In Cienfuegos we revisited sites we

had seen in previous travel and talked with our horse drawn carriage driver and others. The carriage (*photo to the right*), which was essentially a rustic converted cart, featured popular music from a speaker that could be activated by Bluetooth on the driver's cell phone. Another example of enterprise! Use of cell phones again stood out, as did denser street traffic. We did not see oil tankers arrive for the refinery there, a hint of potential shortages if Venezuela cuts its subsidized deliveries. Alternative energy projects crawl ahead to

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relieve the pressure, and talks have begun with Russia about some relief. We spent an enlightening hour in the Museo Naval, which emphasizes the city's resistance to Batista in the September 1958 revolt and its suppression with aerial bombing. We were the only visitors. Most Americans going on pre-arranged People-to People excursions like the ones offered to our fellow cruise passengers are not likely to visit the smaller museums, libraries, and cultural centers when sites such as the Hemingway locales and popularized artist enclaves are possibilities.

In Havana for two days, we enjoyed meeting up with friends and colleagues. On our first day, we met with Historian Ibrahim Hidalgo and specialist on translation Carmen Suárez León researchers at the Center for Martí Studies. Ibrahim and Carmen, spending the morning in a shaded and beautiful garden spot neat the Plaza just steps from where our ship had docked. It was clear that cruise passengers could easily disembark and navigate the beautiful streets and historical sites of Old Havana and that is what some of our shipmates did. Historian Ibrahim Hidalgo and Carmen Suárez León researchers at the Center for Martí Studies met us and we exchanged books. One of our friends, Ibrahim, has two children living abroad, a daughter in Ottawa and a son in Houston, so he's been to see them and has regular contact there. His new cell phone helps with this. He noted that the constitutional review used a computer network to allow citizens to submit their thoughts and wishes about its content. These comments would then be sifted and selectively incorporated into a final version. The final version was put to a vote in the February referendum and was approved.



Ibrahim also said that he has the government newspaper *Granma* delivered to his home every day so he can keep up with official news. But when he wishes to speak frankly, he says, "Esto no es Granma . . ." i.e. not the party line, and left at that.

Continues on page 10

NeaTeachBits

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What the cranes told us

Scanning the Havana skyline from the ship's upper decks, we spotted a few construction cranes,



which were deployed mostly at building sites for international hotels. One French project, adjacent to the entrance to the harbor, will have a beautiful view of the El Morro fortress. But we saw little other construction underway, because U.S. economic sanctions imposed by the 1960 embargo still hamper investment, and investors aren't fully confident that Raúl's 2014 Foreign Investment Act will really protect their interests.

Another observation prompted by cranes concerns the small number available in Havana for containers, now the preeminent method of shipping cargo. One reason for their paucity in Havana is the recent completion of the deep-water port of Mariel, some 25 miles west of Havana, where in fact containers will dominate trade. Online photos of the port show perhaps a dozen modern cranes, and the port has enough depth to accommodate larger neo-Panamax ships. Havana's port has the capacity for 350,000 containers a year (though we saw no activity), while Mariel could take two or three times that number. Ibrahim said that highway and railroad connections from Mariel to the rest of the island need improvements. And relaxation of U.S. sanctions must occur for shippers to take advantage of its capacity and for Mariel to participate fully in the logistics business.

Speaking of cranes, now that tourism has rebounded, the island stands out for its undeveloped natural coastlines. Pink flamingos abound around the island, where they winter, coming from Yucatan and Florida and eventually reaching Venezuela. We experienced these sights in 2004 when we took two college biologists around Cuba, partly to search for the Cuban manatee. In Cayo Coco we saw thousands of flamingos on the beaches. The government agency that pro-

TECTS them and other species reports that their numbers remain robust, though some coastal areas have been degraded by nickel mining.

Constitutional matters

Here in Havana many debated the new constitution to be enacted next year, usually in meetings sponsored by government representatives. The process had online Internet access for citizens to give their opinions to the legislature, which made final revisions and submitted it to a referendum. (Mike first experienced computer feedback to constitutional deliberations for Brazil's 1988 charter. The drawback then was a tsunami of suggestions that mushroomed into a 1,100-page document.) Cuba's experience will be more closely monitored than Brazil's, which occurred in the heady years following the end of the 21-year military dictatorship. Political scientists, diplomats, journalists and government officials will certainly be paying close attention to the process here.

Ibrahim acknowledged that same-sex marriage and term limits are hot constitutional issues, but he added two others: unifying the currency and policing foreign investors. The country still has traditional pesos for ordinary citizens but convertible CUCs for tourists. No serious nation can operate this way, and five years ago Raúl promised to transition to a single currency. Still, it's a challenge that Ibrahim says mobilizes powerful groups to protect or end the dual currency system. He's hopeful that president Díaz-Canel, familiar with the forces at work, can manage a solution.

He also sees choosing provincial governors by appointment or election as a key issue for the constitution, since elections could bring a decentralization of power away from the capital. Speaking of decentralization, the once-powerful Committees for the Defense of the Revolution (CDRs) are now mostly dormant, though the constitutional draft under review.



NeaTeachBits

Foreign investment may be the biggest challenge. Ibrahim noted that previously outside money was forced into 49-51 percent “joint ventures” with Cuban partners, who were often inactive or associated with cliques within the government. Lately investors have insisted on larger shares and more control, and the government, desperate for capital, has ceded up to 70-80 percent foreign ownership. All of this on the margins of the formal provisions of the 2014 Foreign Investment Act.

What’s more troubling, current and potential investors have used their new leverage to bring in foreign technicians and workers, sometimes from third countries, denying opportunities for qualified Cubans. They have also used contractors to avoid assuming direct responsibility for employee rights and benefits. The new constitution will undoubtedly set broad rules for foreign participation in the economy and its future prosperity.

Investors’ frustrations relate partly to the incredible red tape and bureaucratic obstacles they face. If doing business were more straightforward and transparent, foreigners might compete for opportunities instead of carving out special breaks. Since the bureaucrats would lose in a more open and competitive system, the new president would need to curb their vested powers.

At 58, President Díaz-Canel is young (compared to Raúl and the military brass) but is experienced in the ways of Cuban government. He also knows where the power centers and special interests reside. It will be his job to oversee their struggles for more wealth and status while keeping the nation’s broader, long-term interests in sight. And a cautionary warning, his wealthy rivals play for keeps.

Technology

Certainly the biggest change in technology for Cubans is the availability and access to cell phones; until a few years ago they were largely restricted to government officials and foreign businesspeople. We sighted



whole lines of people waiting on the streets, noses buried in phones. Cell tower coverage isn’t as dense as in the United States, and service is only 2G and 3G, so people in the suburbs end up clustering around local hot spots for reception. Cell phones also bring access to the Internet, until recently the worst in the hemisphere and still intermittent. Cell accounts outnumber land lines 4:1! We believe that social media will seduce Cubans in a short time (68% of cell users have Facebook and 57% e-mail) and start to revolutionize inter-personal relations the way they have elsewhere.

Obviously, social media excesses in manipulating public opinion and behavior portend problems. We weren’t aware of government limits or censorship of these media, but authorities are studying the issues. The potential for flash mobs convoked by social media must raise red flags among members of the older generation. Still, Díaz-Canel has a twitter account and encourages other officials to communicate via this medium.

We noticed new ATM machines operated by foreign banks available to Cubans and foreigners, except Americans, who are not allowed to conduct financial transactions beyond turning in



dollars for CUCs. At the cruise terminal we also saw machines to exchange foreign currency for CUCs and vice versa. Since money exchanges are called *cadecas*, these might be termed *auto-cadecas*. We didn’t learn any new information about how Cuban-Americans abroad transfer money now or how it’s converted and invested, but plenty of studies focus on this critical inflow. Foreign remittances mounted to \$3.4 billion in 2016, accounting for some ten percent of national income.

Middle class well-being

Our friends belong to the middle class, which

Continues on page 12

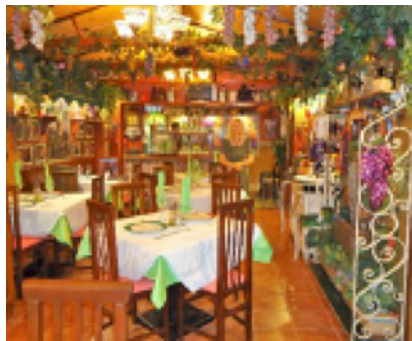
NeaTeachBits

Continued from page 11



had shrunk since the 1980s but then has rebounded in recent years. Their observations gave us a snapshot of standards of living. They have homes and enough income to dress and eat

reasonably well, possess cell phones, and a few own cars now. They have family living overseas, which provides a lifestyle cushion and fresh opportunities, including extended travel and residence abroad. They also bought into the economic options available since the 1990s, especially opening small restaurants (*paladares*) and offering rooms for rent in their homes. Signs advertising rooms have a standard logo but use various terms, like “room for rent,” “hostal,” and “arrendamiento.”



The government periodically encourages and discourages such entrepreneurship, so that operators are at the mercy of bureaucratic whims. We saw dozens of rentals in the cities we visited, and we ate in two *paladares*, including the now historic Gringo Viejo in Vedado (above), founded in 1995. Urban wisdom holds that most of these family-style businesses build on remittances invested in furnishings and upgrades. Labor is usually by family members.

The government now collects income taxes from these micro-businesses yet returns little in services. Rooms for rent get little signs to hang outdoors



but no Internet referrals, like Airbnb. *Paladares* typically don't have websites and often lack items on their menus due to supply short-

ages. More distressing, the current welcome mat out to cruise ships (ours and two others docked in Havana



during our stay, and plans are afoot for four more berths) means that most of the thousands of visitors get their meals and lodgings on board. One friend said she hadn't had a paying guest in over a month. Perhaps cab drivers are hurting, too, because cruise ship passengers in Havana disembark in the heart of the old city and walk around its pedestrian-friendly streets. And the taxi stand at the terminal is three blocks away, giving ship-side priority to tour buses. From there cruise passengers board tours that go all over.

Finally, our friend Ibrahim, asked about whether he would retire someday, scoffed at the idea, saying his pension would hardly support a decent life. Most professionals, he said, worked until they could no longer carry on. With a new president and constitutional overhaul underway, he's prudent to keep on working.

El Plan Trump

As in many other policy areas, U.S. President Trump has endeavored to roll back many of the changes instituted by the Obama administration. First off, with the mysterious attacks on embassy personnel in 2017, the State Department has withdrawn much of its staff in Havana and curtailed basic services to Cubans. Visa applicants must travel to third countries, like Mexico or Guyana, to apply to travel to the United States, with no assurances they will be granted permission. The \$100 application fee is non-refundable. People-to-People licensed travel by Americans is circumscribed, and the embassy circulates a “list of restricted entities,” that includes hotels, restaurants, and travel agencies that Americans are urged to avoid because they primarily profit the Cuban government. Middle-class people who gambled on starting businesses to cater to U.S. tourists call these policies “El

NeaTeachBits

Plan Trump,” designed to punish them for living in a socialist society. These measures also play to Cuban-American supporters in Miami, a few of whom still harbor dreams of financial compensation for properties seized in 1959-61.



Despite Trump’s sabre rattling, much of the Obama opening continues in place. U.S. travelers can book with scheduled airlines to reach the island, and remittances are delivered legally through Western Union and other outfits, or by traveling relatives. Cruise ships opened a big new window for Americans wishing to visit the island although under President Trump that travel has recently been curtailed. All U.S. travelers must be licensed under one of the official categories, but we saw little evidence of enforcement. Passport control and customs searches at the cruise terminals both in Cuba and in Miami were minimal. What a difference from the harassment that Anne remembers in returning to the U.S. after returning from research trips and from leading student groups to Cuba.

What to watch for

Clearly, the biggest change in government, and indirectly in the economy, will come out of constitutional deliberations under way now. The president and his cabinet will play an important, though perhaps muted, role in their advance. The Communist Party remains powerful behind the scenes. How they deal with citizens’ comments and feedback will suggest the degree of democratic give-and-take the elite will allow. Some signs suggest a more open and responsive government, especially when a new prime minister is chosen as a power-sharing move. Turnout for the February referendum will reveal how much faith Cubans put in their leaders and their future well-being.

President Trump will likely continue the harassing campaign that Cubans so far have deflected. Chances of the U.S. Congress relaxing or dismantling the 60-year-old embargo seem remote, despite many

bills pending before it. Meanwhile, Cuban diplomats work the halls of the OAS and UN to further engage in global affairs, providing something of a buffer against Trump. And U.S. polls show that most Americans, even those in South Florida, favor normalizing relations with Cuba.

Cuba’s economy has shifted farther toward dependence on tourism, which approached four million visitors in 2018. Investment continues to lag and will not likely improve until rules to attract foreign capital are enacted. Continued subsidized oil imports from Venezuela could taper off should the Maduro regime stumble further, putting Cuba’s energy budget in jeopardy. Perhaps most critical is whether the government can relax its tendency to micromanage, truly allow free enterprise to flourish, and coax more productivity from its workers and professionals under the new constitution. An example of the squeeze on enterprising Cubans is what a friend told us: she pays a tax on her rental unit even when it is not rented.

Virtually all the colleagues, mentioned in this report, and many others, including Pedro Pablo Rodríguez of CEM and authors, Nancy Alonso, Mirta Yáñez, and Nancy Morejón have stayed with us in the United States. Now the targeted health attacks on U.S. diplomats in Cuba that began in 2016 and the resulting withdrawal of personnel has left the Embassy re-opened under President Obama, so short staffed that Cubans must go to a U.S. Embassy or Consulate in another country to request a visa for U.S. travel. This has directly affected many of our colleagues.

Update for 2020

Fears of a Trump crack-down on Cuba, largely for ideological reasons, have come true. Cruise trips were forced to cancel, airline flights became scarcer, visas for Cuban travelers have gotten more difficult, and rules for American visitors have become stricter. Trump even threatened to invoke the never-enforced Helms-Burton rule that Cuba must settle outstanding U.S. and exile claims from the revolution before relations stabilize. It now seems that only a change in the U.S. government can put the two governments back on a path to normal. So, the question for you is...when are you going to Cuba?

Continues on page 14

NeaTeachBits

Continued from page 14



Anne Fountain and Mike Conniff
From Cuba!



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



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



Connections - Back issues of FLANC's journal for teachers, 'Connections', are available in print and will be at the conference at Chabot College at next year's Conference. Members who wish to receive a print version can let us know at the Registration Table. They are free when they renew their membership in FLANC for the current academic year on the membership form. They are good reading with lots of ideas for you.



TIPS: Going from Teacher to Student!

Tip 1: Stay positive! Just like you would tell your students, we know this is a challenging time, but the investment will definitely be worth it!

Tip 2: Establish a flexible routine. Carve out time in your schedule to not only attend Zoom classes, but get your assignments complete - but don't become too fixated on following your schedule exactly.

Tip 3: Start on track and stay on track! Try to FLANC Newsletter

stay ahead of assignment due dates by breaking up assignments into more manageable parts.

Tip 4: Make virtual friends with classmates. Being in a program so rigorous can leave you feeling drained or in need of extra academic support, build a community with classmates and form virtual study groups or hang-outs!

Tip 5: Communicate that you are having problems early. If your situation changes unexpectedly, let your professor know soon so they are aware and together, you can work out solutions for coursework. At SLI, we want to support you through this unprecedented time, for information about how to contact your instructor, visit <https://sou.edu/academics/summer-language-institute/faculty/>.

From Summer Language Institute



Want to travel to Italy in 2021? Want to take me with you? No, not right now! Corona is still on the loose! Please contact Susan Galindo Schnellbacker at 510.206.0716.



Coronavirus has and is creating much havoc and chaos in our lives. One of the results is that we now have to go full blast to Online teaching.

That said, I have to admit that Online teaching of a World Language does not seem to be the best way to teach our students.

So, would like to share some of the tools that could make World Language Online effective?

Thank you!



Do you have any lesson plans that you would like to share with us? Send them over, and I'll publish them, so that we can all be effective World Language Teachers! Thank you!



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!

NeaTeachBits

Continued from page 14

FLANC's Conference Program

Interest Sessions

9:00am - 4:00pm

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

Conference Schedule

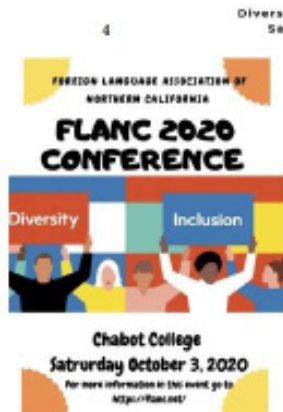
(subject to change)

Registration & Welcome	8:15am
Exhibits • Poster Contest	
First Interest Session	9:00 - 10:00
Second Interest Session	10:00 - 11:00
Keynote Address & Announcements	11:00 – 11:45
Exhibits • Poster Contest • Lunch	11:45 - 1:30
Exhibits • Poster Contest	
Third Interest Session	1:30 - 2:30
Fourth Interest Sessions	2:30 - 3:30
Affiliates Associations may schedule a Mtg.	
AATF • AATG • AATI • AATSP • NCJTA	
Reception, Raffle, & Friends	3:30 - 4:30

Students of Mt. Eden High School in Hayward have created these five wonderful art pieces for this year's Conference.

Our Executive Board is now in the process of selecting one for this year's Conference.

Hope that you like our final selection, which is on page 13.

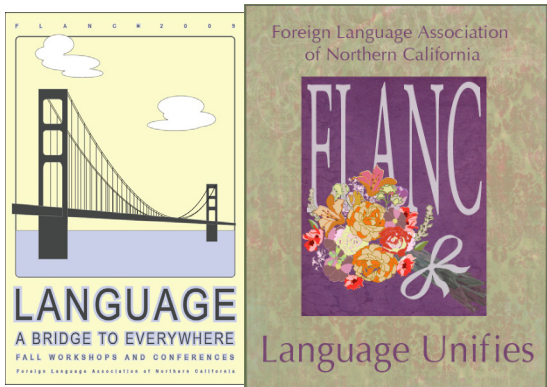


Diversity & Languages Conference
Saturday, October 3rd, 2020
@Chabot College



Teach on!

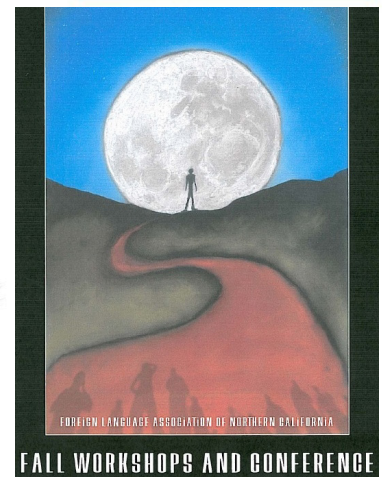
Past art creations by Students of our World Language Teachers!



got
culture?



www.fla-nc.org
F.L.A.N.C.
Foreign Language Association of Northern California



FLANC Salutes its Retired Members!

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

Send FLANC your
Retired Dues
to be included above.

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

Our Conference Keynote Speaker



Robert Blake is a Distinguished Professor of Spanish (emeritus), the current UC Davis Language Center director, and a member of the North American Academic of the Spanish Language since 2004. He developed online courses for first- and second-year Spanish taught across the UC system, co-designed Arabic Without Walls and Punjabi Without Walls, co-authored *Brave New Digital Classroom*, 3rd edition (2020, GUP), and co-authored *El español y la lingüística aplicada* (2016, GUP).



www.flanc.net



Enter FLANC's Digital Art Contest

Win \$150.00!

Create a 45-60 second Video on the fun and importance of learning other languages and what it means to study a

World Languages OnLine!

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

Upload your Video on YouTube and send a link to FLANC at contact@flanc.net

Deadline is May 15, 2021

All entries will be broadcasted throught the day during FLANC's annual Conference on Saturday, July 24, 2021.

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

Questions? Please contact Sandra García Sanborn, at garciasanborn@gmail.com

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- Earn 85 professional development hours
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Welcomes you!
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FLANC



Fall 2021 Conference Registration Form

World Languages OnLine!

Saturday, July 24, 2021 • Via Zoom

First Name: _____ Last Name: _____

Mailing Address: _____

City, State, ZIP: _____

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

Institution: _____ Position: _____

Languages Taught: _____

Please indicate whether you would like a copy 'Connections', FLANC's journal. _____

Pre-registration Fees (Pre Reg Deadline - June 30)

Member \$40

Non-Member \$50

Student \$10

Sure wish that we could have breakfast and lunch, no? Next year!

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

Registration OnLine

at

www.flanc.net

** Please note that after June 30, registration will be late.*

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

FLANC Membership Dues

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

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

Grand Total Enclosed: \$ _____

You may pay with a check, payable to FLANC and sent to:

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

Honored Emeriti FLANC Members



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

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

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



Cecilia Ross is part of the history of the Foreign Language Association of Northern California from its inception up to the present, we find one name continually and predominantly appearing on every page of that history. In 1951, Cecilia and two colleagues founded the Foreign Language Association of Northern California, to which she brilliantly and consistently contributed her talent, time and energy right up to the day of her fatal accident in June 1989. Cecilia made FLANC the effective and dynamic force it is today among teachers of foreign languages in Northern California. Her teaching, her research and her vigorous interest in every aspect of foreign language curricula at every level of instruction made Cecilia Ross an outstanding leader in foreign language education not only in the state of California, but nationwide as well.

Her years of selfless devotion and service to students and colleagues revealed how many great accomplishments one person can make who has such a deep love and understanding of his or her chosen profession. Among her many gifts, her ability to

FLANC Newsletter

communicate her knowledge and love of the learning and teaching of foreign languages is most to be remembered and to be praised.

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



Gisèle Hart devoted many years of service to FLANC. Mrs. Hart, who had been a truly dedicated and enthusiastic French teacher and long-time FLANC Council member, made significant contributions to the field of foreign language teaching. Gisèle also acted as our Exhibits Chair for many years, building bridges with our publishing friends. As the Master Teacher of dozens of aspiring French teachers in the Bay Area, Mrs. Hart has been greatly instrumental in the promotion of language learning for over thirty years.

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

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

Teach on!



Dear FLANC members, don't forget to send your nomination for the
2021 CECILIA ROSS TEACHER OF THE YEAR AWARD!



The Award is up to **\$500**.

The Award Winners will be contacted by June 30, 2021

and announced at the FLANC Conference.

Please send your nomination with a short statement
explaining the reason for your nomination by May 31st, 2021.

Email to:
contact@flanc.net

Or by postal mail to:
FLANC
P.O. BOX 92
Hayward, CA 94557

for more info and criteria about the Cecilia Ross Teacher of the Year Award, go to:

<https://flanc.net/awards-grants/cecilia-ross-grant/>

FLANC Membership Dues For 2021-2022



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

TOTAL ENCLOSED \$ _____

Please make checks payable to FLANC, complete form, and mail to:

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 FLANC
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For more info: 1.510.732.2746
 fax 1.510.732.6624
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www.flanc.net

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)

- | | | |
|---|---|---|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> AATF (French) | <input type="checkbox"/> AATG (German) |
| <input type="checkbox"/> AATI (Italian) | <input type="checkbox"/> AATSEEL (Slavic and East European) | |
| <input type="checkbox"/> AATSP (Spanish and Portuguese) | <input type="checkbox"/> CCA (Latin and Greek) | |
| <input type="checkbox"/> CLTAC (Chinese) | <input type="checkbox"/> CAJLT (Japanese) | <input type="checkbox"/> NCJTA (Japanese) |

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

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

www.flanc.net

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

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

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

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

¡Gracias mil!



We certainly miss our InPerson Conferences!

THANKS!

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

For your Agenda, 2021-2022

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. Also, let us all know what great diverse World Languages activities you did and what realia was added to your classroom!

Teach on!



March 26-28, 2021 •
SWCOLT's Conference, Via Zoom. Info at www.swcolt.org.



July 19-22 • **94th AATF Annual Convention**, in New Orleans. Info at www.frenchteachers.org.



July 9-12 • **103rd Annual Conference of the American Association of Teachers of Spanish and Portuguese**, 'Celebrando la diversidad; El español y el portugués' en Atlanta, Georgia. ¡103 años...híjole! Info at www.aatsp.org.



FLANC's Fall Workshops and Conference

July 24, 2021

World Languages OnLine!

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!



Don't forget to tell your Students about our **Video Contest!**

Info:

www.flanc.org,
or with Francisco Zermeño at 510.732.2746.



November 19-21 •

Annual AATG Conference in San Diego, California. Info at



www.aatg.org.

November 19-21 • **Annual AATI Conference**, in San Diego, CA. Info at www.aati-online.



November 19-21 • **ACTFL's 49th Annual Convention & World Language Expo**, in San Diego, CA. Info at www.actfl.org.



January 6 -9, 2022, **19th Modern Language Annual Convention** - 'Multilingual USA', in Washington, D.C. Info at <http://www.mla.org/convention>.



Date TBA in 2022 • **CLTA, California Language Teachers' Association Annual Conference** in our grand city of Sacramento, CA!

Info at <http://clta.net>.



FLANC in 2022

World Languages InPerson
Chabot College, Hayward (if allowed by COVID)

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Do you have any ideas for your teaching colleagues?

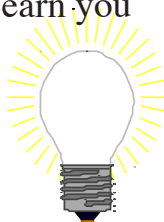
Are you doing anything which could earn you the Nobel Prize for Language Teaching?

Does your activity cross language barriers?

Any unique classroom stories?

Let's share them! • Get them to fz!

Teaching ideas received and published will earn you FLANC Points!



Conference! Portuguese Japanese
Français
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Español
English Arabic
加州中文教師協會

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

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

Please Register Today at
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F.L.A.N.C. Welcomes you!



*We also miss our FLANC's Executive Board
planning sessions
at Casa Zermeño's Garden!*



GLOBAL NAVIGATOR
HIGH SCHOOL STUDY ABROAD

FLANC's Green Team

Please
**remember, respect, rethink, reduce, reuse,
 recycle, renew, refresh, recover, restore,
 refuse, reintegrate, revitalize, replant, re-
 planet, regreen, refurbish, regrow, retree,
 recreate, regenerate, recharge, rebirth,
 rehabilitate, return, rebuild, repurpose,
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Registration, Membership forms,
Conference Proposal,
Grant Applications!

Attend
FLANC's
Virtual Workshops and Conference
July 24, 2021
Via Zoom, World Wide

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

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