

# NEWSLETTER

Volume LXX

Fall 2022

**Global Justice in  
the World  
Language  
Classroom**

## Virtual Conference!

Saturday, October 22, 2022

*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

#### FLANC TURNS 70!

Hey FLANC:

It was 1952 when Cecilia Ross founded FLANC at UC Berkeley to promote the teaching and learning of world languages. Since then, we classroom instructors, have faithfully served this mission and the community of practice for 70 years.

We are holding our 3rd virtual conference on Saturday, October 22 this year. Our keynote speakers, Dr. Stacey Margarita Johnson, Vanderbilt University, and Dr. Alice “Ali” Miano, Stanford University, will kick off our conference on “The Socially Just, Globally Engaged Language Classroom: Core Principles and Practices.” All the conference proposals have been well received. We look forward to seeing you there!

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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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# Our Conference Keynote Speakers

## The Socially Just, Globally Engaged Language Classroom: Core Principles and Practices

In this keynote, Stacey Margarita Johnson and Ali Miano explore what it means to teach and learn languages in a socially just, globally conscious language classroom.

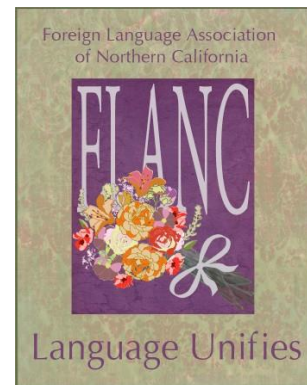
They examine three essential pillars in doing this work: global challenges, communities and community-building, and critical perspectives. Finally, practical examples will guide a discussion of how this theoretical foundation plays out in classrooms.



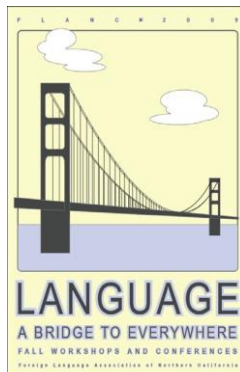
Dr. Stacey Margarita Johnson is Assistant Director at the Center for Teaching, Senior Lecturer in the Department of Spanish and Portuguese, and Affiliated Faculty in the Center for Second Language Studies at Vanderbilt University. She

is also editor of the journal *Spanish and Portuguese Review*, and producer and host of the podcast “We Teach Languages.” She has published books and articles on topics related to postsecondary language classroom practices, hybrid/blended instruction, and adult learning including transformative learning and critical pedagogy. Dr. Johnson served as the founding Chair of ACTFL’s Critical & Social Justice Approaches Special Interest Group (SIG).

Dr. Alice “Ali” Miano is Coordinator of the Spanish Language Program at Stanford University, where she teaches Spanish at all levels from a social justice standpoint. She is the Past Chair of ACTFL’s Critical & Social Justice Approaches SIG and President-Elect of the California Language Teachers Association. She has published articles on community-engaged language learning and worked alongside students at the border in Tijuana with *Al Otro Lado* and in Texas with the Dilley Pro Bono Project. Locally, Dr. Miano and her students have collaborated with the Boys & Girls Club of the Peninsula as well as the Mountain View Dayworker Center.



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# From our President

Continued from page 1

Early bird conference registration and one-year FLANC membership are available at one flat rate of \$6 for everyone to join in celebrating the 70th Anniversary. This one-time special offer expires on September 22, 2022. Please register here: <https://www.flanc.net/2022-registration-membership-rev>

Our organization has been in a season of infrastructure updates behind the scenes. It's exciting that FLANC has been reaffirmed as a non-profit organization and awarded access to Google for Nonprofits products. This provides free Business Standard's premium features and saves IT costs. At the time of writing, we've also migrated all members' email addresses to Mailchimp to help bring FLANC members together. These efforts demonstrate our extraordinary team spirit. We did it!

FLANC has also recently restructured our Cecilia Ross, Alexandra C. Wallace, Gisèle Hart awards, and Connections. Please help spread the word. We look forward to seeing your entries.  
• <https://www.flanc.net/cecilia-ross-mini-grant>



- <https://www.flanc.net/awards-grants/the-alexandra-c-wallace-scholarship>,
- <https://www.flanc.net/gisèle-hart-membership-award>,
- <https://www.flanc.net/connections>.

I want to seize the opportunity to shout out to FLANC's parliament of active past Presidents vigorously led by Francisco, Christina, Chris, Ed, Masahiko, and Sandra, for overseeing and contributing to the operations. In addition, I'd like to thank our Executive Council Members in action. Special thanks to Ali, America, Branka, Gaye, Hanan, Henri, and Hsin-Yun for helping pull the weight. Dr. Christine Campbell for the inspiration! Last but not least, I'm grateful to our mission partners, all AATSP-NorCal, CLTA, CLTAC, CWLP, and NCJTA members!

Let's reconnect with one another as we celebrate this milestone. What we do today will make a difference for generations to come.

*Cheers,  
Wendy Tu, Ph.D.  
Your FLANC President*

## Conference tidbits

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

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

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

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

**Think Green! Cyber 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!

**Teach On!**



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where you can  
subscribe to the  
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# NeaTeachBits

Compiled by fz



## Remarkable Data about 5 de Mayo

We know that 5 de Mayo is not a Mexican Independence Day celebration. It is an event commemorating the Mexican victory in the Battle of Puebla against the French Army in 1882.

There is more essential information about this special day. According to Castro (2021), General Ignacio Zaragoza was not a member of a military regiment, he was an educated and humanitarian citizen with seminarian and history studies. General Zaragoza aided troops, especially wounded soldiers. He gained respect in the military and earned his rank. In the same article, Castro declared that 40% of the voluntary combatants were barefoot during the battle, and General Zaragoza requested boots for them.

In the 2018 edition of National Geographic magazine, it mentions that General Zaragoza was an inspirational leader in the six-hour combat. He persuaded his soldiers to win in battle. The General encouraged them by saying, “Our enemies are the first soldiers in the world, but you are the first children of Mexico. Soldiers: I read on your foreheads Victory.” The same article mentions that two years later, on the 5 de Mayo battle of 1864, the French army counterattacked Mexico, and won. Maximiliano of Habsburg was the emperor of Mexico from 1864 to 1867. He was captured and executed by order of the President of Mexico, Benito Juarez in 1867.

Celiz-Carbajal (2020), curator, found an interesting painting of Ignacio Zaragoza at the New York Public Library. In this picture General Zaragoza appears quite older than the known portrait found in historical archives. The image depicts an elderly man with a white mustache and beard. In the picture that we have seen for years, he appears younger and mestizo.

### References

• Castro, C. (2021). 5 datos curiosos y poco conocidos sobre el Cinco de Mayo. El diario <https://eldiariony.com/2021/05/05/5-datos-curiosos-y-poco-conocidos-sobre-el-5-de-mayo/>

- Celiz-Carbajal, P. (2020). Cinco datos poco conocidos sobre el Cinco de Mayo. <https://www.nypl.org/blog/2020/05/05/cinco-datos-poco-conocidos-sobre-el-cinco-de-mayo>
- National Geographic. (August 9, 2018). Estos son los 5 datos históricos que debes conocer sobre la Batalla del 5 de mayo. Retrieved: <https://www.ngenespanol.com/historia/datos-historicos-batalla-de-puebla-5-de-mayo/>



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



## Estimulemos a los estudiantes a tomar apuntes

Aprender activamente es una de las herramientas clave para que los estudiantes logren el éxito educativo.

Tomar notas fomenta la atención y ayuda a procesar, resumir y reforzar información relevante.

Hay una gran variedad de métodos para este fin, pero independientemente del procedimiento seleccionado, para tomar apuntes, los puntos clave son:

1. **Escucha activa.** Para Rost (2013) esta habilidad concientiza el proceso de escuchar, entender y retener información. El oyente necesita tener buena actitud, prestar atención y ajustarse al registro del hablante; estas son herramientas para poder ayudar a resumir o parafrasear lo aprendido. Además, la focalización de atención fomenta la concentración en clase y con el apoyo de los elementos extralingüísticos se enriquece y se refuerza el contenido.

2. **Palabras clave y resumen.** Identifican los

## 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!



hechos e ideas primordiales de la clase. A veces, los profesores escriben en la pizarra este tipo de palabras para destacar la relevancia del tema o subtemas e inclusive, en ocasiones, estos detalles son esenciales para hacer conexiones significativas con el resto de la presentación.



3. **Brevedad.** Las abreviaciones o símbolos acortan el material sirven para no perder el hilo en el contenido y proseguir con la tarea de tomar notas.

4. **Colores.** Una de las características de los estudiantes de la generación Z es la preferencia del aprendizaje visual. Esta generación tecnológica se fortalece mediante el pensamiento crítico y el aprendizaje efectivo. Además, de acuerdo a Dzulkipli y Mustafar (2013) los colores pueden ayudarle a los estudiantes a transferir información de la memoria de corto plazo a la memoria de largo plazo; así mismo, en este estudio sugieren que los colores afectan las habilidades de memorización y concluyen que el uso del color azul es benéfico para el aprendizaje.

5. **Repasar las notas.** Revisar el escrito, de vez en cuando incrementa y refuerza el conocimiento adquirido.

### References

- Dzulkipli, M. y Mustafar, M. (2013) The Influence of Colour on Memory Performance. Malays J. Med. Sci pp. 3-9.
- Rost, M. (2013). Active Listening. Routledge. <https://doi.org/10.4324/9781315832920>

*Dr. Tanya de Hoyos, Associate Professor  
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## LENGUAJE. ANDALUZ NO: ‘ANDALÛH’

El colectivo AndaluGeeks introduce en videojuegos y otras plataformas digitales una controvertida propuesta ortográfica que divide a lingüistas y a expertos.

Abra Minecraft - UNO de los videojuegos más vendidos de la historia y encontrará entre las opciones de idiomas, detrás del español de Uruguay y el de Venezuela, Andalûh (Andaluçia). Esta alternativa es obra de AndaluGeeks, un colectivo que difunde, a través de plataformas digitales, la ortografía EPA:

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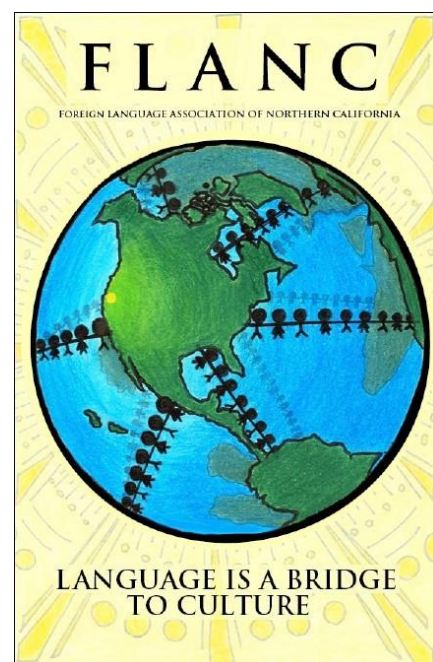
Éttanda pal andalûh. De momento, han versionado también al andaluz los videojuegos Rayman y Wordle, y la Wikipedia. Para algunos, es una cuestión de justicia. Para otros, terrorismo contra el castellano.

Los acentos con sombrero y las haches aspiradas vertebran las letras del grupo Califato

¾: “Con la manita en er pexo, te lo huro aunque me muera, bamó a un lugah tan lehó, que nadie ablará nuêtra lengua”, entonan en su último sencillo, ‘Lô amantê de Çan Pablo’. Lo mismo ocurre con las canciones de Carmen Xía y con las de Ángela Varo. Y con el poemario de María Margo ‘No ni ná’ (2020). Para Ígor Rodríguez-Iglesias, profesor de Lingüística de la Universidad Autónoma de Madrid, la EPA ayuda a reflejar el modo de ser y estar del pueblo andaluz: “Si yo quiero escribir el pasodoble del festival de Cádiz - un género literario y una reflexión filosófica, no un género menor-para reflejar exactamente qué es lo que se está diciendo, el castellano se me queda corto”.

La propuesta ortográfica tiene sus orígenes en 2018, cuando Huan Porrah tradujo al andaluz ‘El principito.’ Unos meses después nació el colectivo ‘Er prinçipito andalûh.’ Lingüistas, traductores e historiadores se unieron para crear y promover un conjunto de normas ortográficas para todas las variedades lingüísticas andalusíes, desde la sierra de Cazorla hasta el estrecho de Cádiz, con el objetivo de dotar al andaluz “del prestigio y respeto del que se ha visto desprovisto durante tanto tiempo”.

La premisa es que no hay forma más potente de prestigiar una lengua que escribirla. Dado que la mayor parte del tiempo ya no se escribe en folios, sino en pantallas, nace AndaluGeeks, también en 2018. Un grupo de voluntarios que, además de juegos, ha



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# NeaTeachBits

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desarrollado un transcriptor - que ya ha sido utilizado por más de 50.000 personas -, un teclado virtual para dispositivos móviles y un corrector ortográfico. Tienen claro que en un futuro desarrollarán “un siri andaluz”. José Félix Ontañón, coordinador de proyectos tecnológicos, explica que el objetivo es dar “ese empujoncito” para alcanzar lo que parecía imposible: ‘Acelerar el paso de la fase de autoestigmatización de nuestra lengua a la de su celebración’.

Pero no todos lo aplauden. La sensación de Araceli López Serena, catedrática de Lengua Española en la Universidad de Sevilla, es que la gente ve estas iniciativas como “un divertimento”: “Ningún hablante se va a acercar, de momento, a esas formas ortográficas entendiendo que son modélicas. Son un artificio que persigue precipitadamente conseguir lo que en otras variedades se ha logrado con el paso de los siglos”. Su colega Rodríguez-Iglesias contraargumenta: “El castellano requirió siglos porque no había medios como los actuales”. Pero mientras la EPA saca músculo por haber logrado un sistema que recoge las distintas variedades lingüísticas de Andalucía, para la lingüista esto es imposible: “Es una idea paradójica, significa sujetar a una supuesta medida común algo que es heterogéneo”.

El tiempo dirá si el auge de la EPA - fruto del florecimiento de un nuevo andalucismo cultural - acaba en una moda o echa raíces como lengua escrita de Despeñaperros para abajo. De momento, quien quiera jugar al Minecraft andaluz podrá, si lo desea, pinchar en: “Borbêh ar huego”.

Celia Fernández, *El País Semanal*, Madrid julio, 2022



**Cheese Venture.** Cheese is a social food, like paella, pizza, carne asada, tapas, bolani, and others, in difference to other foods that are eaten by one’s self, all alone – like the song ‘Alone again, naturally’ by Gilbert O’Sullivan, without interaction with others.

Now, I’m no cheese snob...it’s just that the challenge of 365 cheeses was there. Now, don’t get me

wrong. I do not just eat French cheese...all cheeses have had the pleasure of ticking my taste buds. I just had to French Cheese at least once. Yes, there are others out there, too many to name, so here are a few: Maytag from Iowa, Gorgonzola Dolce, Cashel Blue from Ireland, Stilton a blue from Britain, Cabrales from Spain, and finally, Munster from France, American Craft Singles from the USA (just kidding...and you know, I had to let go of a girlfriend back in my UCSB days because of it...she made me quesadillas with them!), Cotija from México, which, incidentally won the 1996 World Cheese Competition in Italy!

By the way, the first cheese, ever? According to the magazine ‘Muy Interesante’ (Nov, 2018, No. 11), it was elaborated in Croecia some 7,200 years ago, as some grease was found in ceramic parts in the Dalmacia region. Interesting, no?

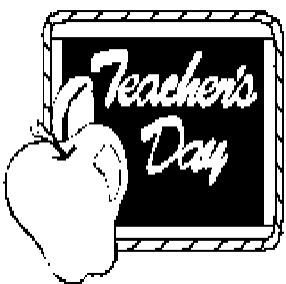
First the art of cutting it, as you don’t want to unimpress cheese experts as it happened to a friend over in Pau, when she cut the cheese wrong, and gave the French host a heart attack.

As if it were a cake, cut according to shape. The skin is evenly divided among the cheesers, and it is easier to keep. Small cheeses are cut in half first. Most are from goat. Triangle shaped cheeses, such as brie are cut length wise. Irregular shaped cheeses are cut pyramid style. Round cheeses are cut from the top, forming almost disks. Careful with blue cheeses, as you cut insides first, and leave the skin alone. Remember, the cheese skin is evenly divided among everyone!

Oh, can’t forget the cheese plate when presenting cheese for your guests. A wooden palette would be nice, or even a nice looking ceramic one.

If you will taste several ones, eat a bit of bread between them, in order to give your taste buds a chance to taste well.

What type of cheese? Depends how many are at the cheese gathering. For a couple, three is good... a blue, a soft flowery – skin that is uneven - one, and a hard one. When family includes a couple of kids, add a couple of mild ones, and even a Vache qui rit - laughing cow. For a party of 4 or more people, all of the above, plus a goat, and another hard cheese.





# NeaTeachBits



Frige or not? For our good taste bud buddy, it is best to be kept in a cool place, not in the sun, between 2° and 8° Celsius.

If you're the outdoor type, you might take along a bit Tomme. Put it near the fire then scrape the cheese onto bread. It's called 'raclette'. Somewhat like cheese fondue, in a flat dish, where folk serve themselves.

The French cows: white and black – Normandie. Cream – Charolaise (best meat). Dark brown – limousines. There are many others too, of course.

BTW, I looked around all over France for Cheeseheads. Not a single one. Guess they only exist in Green Bay Packer football games!

The world's largest cheese producer? Lactalis of France.

Cheese and champagne is a no no. Cheese and rosé wine is not as popular. Cheese and red wine, a marriage made in heaven.

Comté is a white one, and so is Raclette. For cheese fondue, try emmental or comté. Interesting note is that the French normally spread the cheese for their kids, so that they begin to acquire a cheese love. Adults aren't too keen on spreadability.

Below are some cheeses that delighted my taste buds, over in France. When is your Cheeseventure?

• Abondance, cow, Annecy, Haute-Savoie, French Alps.

From Pochat et fils, since 1919, 'the bold mountain cheese from the French Alps'. Aged over 90 days, this is a semiarid part skim cheese from grass fed mountain cows, which, apparently, are happy cows. An almost strong farmy aroma, that gives many hints of different flavors for the taste buds. Good chew and very nice. Nicer with bread and wine.

Good surprise for a large cheese that does not appear that good. A good lingering taste. \$10.99 / lb, at Costco, Hayward. Casa Zermeño with wife, 16.iii.2018.

• La Affiné de Saint Albray

Almost spreadable, good texture and a pleasant aftertaste. Had a small sample, on the run, since the ladies waiting on us at this cheese shop did not appreciate me tasting too many cheeses, or taking photos of their cheeses. With cousin Marie France Boueill plus wife, in Rontignon, Pau, 24.vii.2017.

• L'Ail aux ours, cow, Jura.

Interesting wheeled cheese covered with a washed don't eat cap that is yellowish with green small leaves in the cheese. Pleasing mouth texture, smells good, with a slight garlic presence, semihard, nonspreadable and a conversation starter due to its looks and name, especially because there are no bears in the cheese! With Michael Jones and partner Jocelyne Nimmegeers and wife, Rancho Serves, near Lannes in the countryside, France, 20.vii.2017.

• Bethmale, cow, Pyrenées.

Rich smelly aroma, hard brown crust about 1 ½' wheel that goes down well – the cheese, not the wheel. Good with bread or quince jam. Semihard, from a cow that was happy that French President Macron visited today's end of the Tour de France. With Michael Jones and partner Jocelyne and wife, Rancho Servés, near Lannes in the countryside, France, 19.vii.2017.

• Bleu, cow, Aubergne

Love the blue. The tanginess, the somewhat metallic aroma, the blue rotteness of its inner self. Semi-soft, creamy, great texture, like Roquefort, which originally is. Great trip down as our taste buds are left wanting more. Comes in a 1' wheel, in a lovely rusty looking crust that begs close proximity to the nose. Crust is yellowish, inside is white,

*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

Fall 2022

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

*Adèle Martínez*

# NeaTeachBits

*Continued from page 7*



and blue, which is its essence. Bread will add to its appeal, as well as wine. A crowd pleaser from a cow happily sharing her blue creation for your udder pleasure. Casa Boueilh, with cousins Dominique and Catherine, with brother-in-law Philippe, his partner Tony and wife. 10.viii.2017.

• Bleu, cow, Fourme d’Ambert

Creamy semisharp and salty with a taste that lingers well in the taste buds. You should also try it with butter! Spread it on the bread, then the cheese on top. Casa Zermeño with wife and son Iago, 26.vi.2017.

• Bleu de Bresse, cow.

Very creamy, a semi sweet first taste. Inner cheesy rottenness is evident and add to the taste. No smell. Comes on a cardboard round box. Spreadable with a good texture. Soft inside, harder crust. Casa Soto, Chalon-sur-Saone, with the Soto Chaubard Family and wife, 5.viii.2017.

*Merci • jfzc©28.ii.2018 • Hayward On!*



## 2021 Report

The Chinese Language Teachers Association of California (CLTAC) strives to serve and connect the Chinese language educators in California and beyond, and to build bridges connecting peoples and cultures. In 2021, the Chinese Language Teachers Association of California (CLTAC) organized the following three major virtual events:

1. The Annual Spring Conference on Saturday, March 13, from 9:00 am to 3:15 pm.
2. The 45th Annual Mandarin Chinese Speech



Contest, Award Ceremony on Saturday, April 24, from 9:00 am to 11:00 am

3. The Annual Pedagogy Workshop on Saturday, October 30, from 9:25am to 12:15 pm.

## The Spring Conference

The first event was the CLTAC Annual Spring Conference, which was held virtually on March 13 from 9:00am to 3:00pm. The conference theme was “global competence,” and it featured eight panels encompassing 24 academic papers on subjects ranging from Chinese linguistics, grammar, teaching Mandarin tones, California world language standards and online Chinese language teaching to learner motivation and autonomous learning, engaging CFL students with community-based learning, and developing intercultural competency.

Following an opening address by CLTAC Vice President and Conference Co-Chair Hsin-Yun Liu from the City College of San Francisco, the morning session kicked off with two keynote presentations by Professor Claire Kramersch and Dr. Lihua Zhang, both from University of California, Berkeley, on their book “The Role of the Multilingual Instructor in Today’s Complex World: An Ecological Perspective.” Kramersch and Zhang adopted an ecological research framework based on complexity theory and investigated the role of the multilingual instructor at the college level in the U.S.

The first presentation was delivered by Professor Kramersch. She reported on the study she and her



Chabot College is ready to welcome you soon!

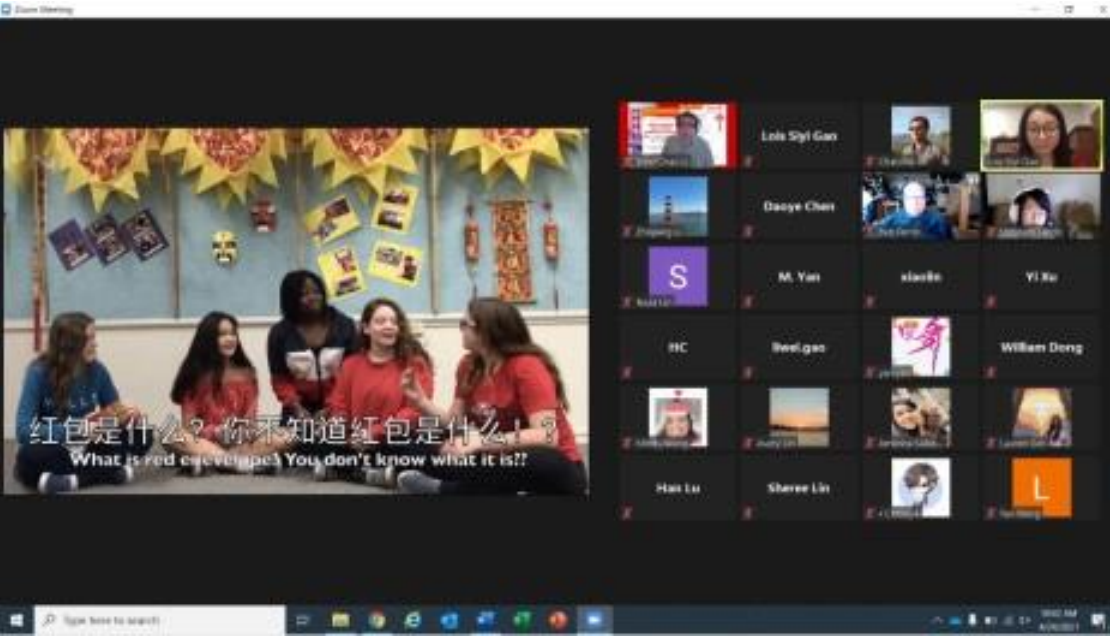


# NeaTeachBits

colleagues conducted among 78 language instructors teaching 17 different languages across the ten UC campuses. They identified three gaps between these

**The 2021 Annual Mandarin Chinese Speech Contest** of the Chinese Language Teachers Association of California (CLTAC) was held virtually due

to the Covid-19 pandemic. In compliance with the health safety regulation, the speech contest was held on a much smaller scale. Still, this event attracted 152 contestants from twenty K-16 schools around the Bay Area. Sixty teachers from nineteen K-16 schools actively engaged in this event and served as judges. Instead of delivering a live speech, contestants were required to submit a video recording



instructors and the societal and institutional environment in which they live and work: a legitimacy gap, an historical gap and an educational gap. Professor Kramersch discussed them in turn.

The second presentation was delivered by Dr. Lihua Zhang. She used the ecological principles offered by complexity theory for FL education to discuss how relationality and transformativity are enacted in the teaching of Chinese at the college level in the United States. She reported examples of pedagogical designs implemented in heritage and non-heritage classrooms at the elementary and advanced levels. She also discussed the transformation of students and herself as a multilingual instructor in the dynamic relational teaching and learning process.

The two keynote speech presentations were followed by eight panels held in three Zoom conference rooms. Three vendor presentation were interspersed during the break. The Spring conference was held without lunchbreak and smoothly ended at 3:15pm. The Spring conference attracted about 80 attendees from within and outside of California. It provided an opportunity for Chinese language teachers to share knowledge and reconnect for common growth.

of their speech. Contestants may speak on any appropriate topic commensurate with their level of Chinese. The 152 contestants were grouped in 20 categories. Among them, 26 First Prize winners, 27 Second Prize winners and 29 Third Prize winners, and 14 Honorable



Mention winners were announced. Each prize winner received a trophy and a book from the Cheng & Tsui publisher. Honorable mention winners received certificates. The speech contest award ceremony was

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# NeaTeachBits

Continued from page 9

held virtually on Saturday, April 24, from 9:00am to 11:00am. The Master of Ceremony was Prof. Chris Wenchao Li from San Francisco State University.

The award ceremony began by an opening address delivered by CLTAC Vice President and Speech Contest Chair Siyi Gao from the Defense Language Institute. Then two of the 2017 speech contest first prize winners delivered a speech on their successful experience in learning Chinese. The following ceremony was then interspersed with announcement of the winners' lists in the order of elementary school, middle and high school, and college, and various performances including a harp performance (Suzhou River), a Chinese sleeve dance and a music narration of "Nian." It was a very lively, up-lifting event which attracted 80+ attendees.

## CLTAC 45th Mandarin Speech Contest

The Fall Pedagogy workshop was held on Saturday, the Oct. 30. Following a brief opening remark by CLTAC vice president and co-chair of the workshop Hsin-Yun Liu from the City College of San Francisco, the keynote speech began at 9:30am.

The keynote speaker was Professor Charles Egan from San Francisco State University. The topic of the speech was: *Voices of Angel Island: Inscriptions and Immigrant Poetry, 1910-1945*. It's also the title of his new book, which is a historical and literary anthology of the writings of immigrants detained on Angel Island. Professor Egan explained that his motivation of writing this book is to provide a conduit for readers today to connect with early-20th-century perspectives on the process of "becoming American." He gave a general introduction of the historical background and gave a detailed presentation of examples from various languages and periods, with a focus on newly deci-

phered Chinese inscriptions.

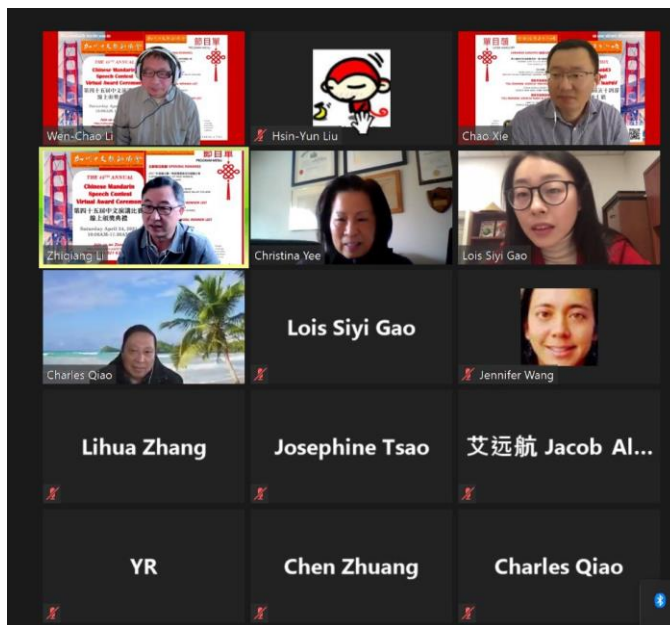
Following the keynote speech was the CLTAC Lifetime Accomplishment award ceremony. The award recipient was Patrick Lin, Professor Emeritus from Defense Language Institute. The President of CLTAC, Professor Zhiqiang Li presented this award.

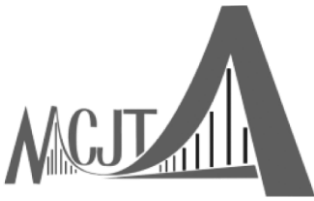
Immediately after the award ceremony was the first workshop. The speaker was Ms. Le Tang Singleton from Stanford University. Her topic was "Backward design and its application in intermediate and advanced Chinese instruction." She first introduced the concept of "backward design" and the ACTFL proficiency guidelines, then shared and discussed with the audience

her own examples of adopting backward design in the language classroom. She also discussed how to design teaching/learning activities at different learning phase to facilitate student achieving higher proficiency level. She then utilized breakout room for group discussion and idea sharing.

The 2nd workshop was given by Mr. Yuan Xu from West Side Elementary School, North Carolina. His topic was "Practical activities for Chinese language classroom." He introduced several activities and games with which he often engages his student in his own classroom and analyzed their pros and cons. He intentionally incorporates the three modes of communication: interpersonal, interpretive and presentational into his activities design; he also illustrates how he facilitates enhance students reading, writing, expressing and communicating abilities in Mandarin by showing his classroom activities photos. In addition, he shares useful resources and games with K-12 teacher attendees. The Fall pedagogy workshop attracted 60+ attendees, and successfully ended at 3:15pm.

*Hsin-Yun Liu, Vice President,  
Chinese Language Teachers Association of California*





## Northern California Japanese Teachers' Association's Virtual Fall 2021 Conference: **Thinking about Japanese**

### Language Education in the Future

NCJTA held an online virtual conference on Saturday, October 16, including the following presentations:

- Exploring the Possibilities for Future Japanese Language Education: Based on the practice of “exchange” meetings

Kyoko Takahara (University of California, Berkeley) and Fumi Yamakawa (Otaru University of Commerce) introduced the practice of “exchange meetings” as one of the activities to connect Japanese language learners in the U.S. and Japan. Then, based on this experience, they reconsidered the significance of connections and proposed possibilities for future Japanese language education. In the discussion that followed, participants were divided into groups in the breakout room to share what they had learned from the class practice during the COVID-19 pandemic, how they would like to apply it in the future, and how Japanese language education should change.

- An Example of Online Hybrid (Bichronous) Course: Significance of Asynchronous Session  
Seiko Kosaka (San Francisco State University / City College of San Francisco) claims that while we frequently hear the term “post-pandemic,” our society is still in a state of instability. Teachers who have returned to face-to-face teaching may also temporarily shift to online in an emergency. Under these circumstances, what is the significance of having a portion of the class in Asynchronous Session? Kosaka showed an example of an online hybrid course based on what she had learned in an online teaching workshop at San Francisco State University. First, she explained why the mode of instruction should be hybrid. She presented an example of a hybrid schedule. She also introduced the three principles of online teaching: (1) resilient course design, (2) enhancing instructor presence, and (3) building community and their specific activities. Participants discussed the advantages and disadvantages of hybrid teaching and future chal-

lenges.

- “Less is more”: Ideas for both face-to-face and distance-learning

In 2020, the COVID-19 pandemic caused a drastic reduction in class time due to distance learning, which led Atsuko Kiuchi (Elk Grove High School / President, Japanese Language Teachers Association of California) to reconsider the phrase “Less is more.” and reevaluate her curriculum. In her presentation, Kikuchi first introduced what should be required in Japanese language education in high schools as part of articulation. She then introduced some examples of activities she had used in distance and face-to-face instructions. Participants discussed how to incorporate these two modes of instruction into actual classes.

Overall, the conference successfully united presenters and audience participants. We gratefully acknowledge the assistance of FLANC to realize the NCJTA Fall 2021 Conference.

*Masahiko Minami, San Francisco State University*



### El origen de la palabra ‘chamba’

‘Chamba’ es una palabra que en México se refiere a ‘trabajo’ o ‘empleo’ y su origen se remonta a la migración de braceros nacionales hacia Estados Unidos en la década de los 1940.

Cuando sus contratos concluían, debían acudir a la oficina de Chamber of Commerce o Cámara de Comercio para renovar su permiso de trabajo en la ‘Chamber.’

Con el paso del tiempo, se fue degenerando y coloquialmente decían: ‘Voy a la chamba’ o ‘voy a chambear’.

Algunos expertos aseguran que el origen de la palabra ‘chamba’ es mucho más antigua, mientras que la Real Academia Española la acepta para referirse a empleo, trabajo, ocupación, no solo en México, sino también en Centroamérica además de Ecuador, Venezuela y Colombia.’



‘Teach World Languages is a multilingual, multicultural community of learning and practice for all language instructors, with a specific focus on the needs of novice teachers. It is a space for presenting

*Continues on page 12*



# NeaTeachBits

Continued from page 11

theoretical perspectives, sharing teaching materials and exchanging ideas.

Teach World Languages is:

- A meeting place where graduate students and first time instructors can find guidance.
- A source of information and support for adjunct teachers and instructors of less-commonly-taught languages.
- A place where skilled teachers can share their experience and knowledge and further their professional development.
- A valuable tool for teacher-training programs.
- A means to encourage more efficient collaboration among practitioners across languages and institutional boundaries.
- All materials submitted to Teach World Languages are covered under a Creative Commons Attribution/Non-Commercial license. For further information, please refer to [creativecommons.org](https://creativecommons.org).

This place seems interesting. Found it one day as I was surfing the internet for ideas. It's copyrighted on 2022, so it is recent, but it states that it was founded in 2006.

It's at <https://www.teachworldlanguages.org>



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



You might be interested in visiting **Tierras Sorianas**. The center of the area is Soria, a beautiful city, one that I loved visiting, because that is where Antonio Machado, my favorite Spanish poet wrote some of his best poetry, married, cried, swam on the Douro River (where I also swam), visited Numancia, and taught! That's his classroom at the university.



Please visit the website at [sperhttp://www.tier-rassorians.com](http://www.tier-rassorians.com).



**Connections** - Back issues of FLANC's jour-

nal 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.



Want to travel to Italy in 2023? 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.



**As we celebrate our first 70 years of FLANC, we thought that it would be a good idea to list all of our Presidents.** We Proudly present them you, of our first 70 years!

How about that...but for a few in the beginning years, I met every one of them!

BTW, let me know if you would like to be on this list!

- 1952, Cecilia Ross, UC Berkeley
- 1955, Marie Louise Dufrenoy, UC Berkeley
- 1956, J Oswald Asturias, UC Berkeley
- 1958, Francis J. Carmondy, UC Berkeley
- 1960, Joe McCullough, Sacramento State College
- 1961, Aurelio M. Espinosa, Stanford University
- 1962, Phillip Peterson, UC Berkeley
- 1963, Samson B Knoll, UC Berkeley
- 1965, Mary DuFort, Alameda County Schools
- 1967, Yvette Marie Fallandy, Sonoma State College
- 1968, Carol L. Sparks, Foothill Middle School
- 1970, Richard Trapp, San Francisco State College
- 1972, Sister Miriam Daniel Fahey, Holy Names College
- 1973, James Garvey, Acalanes High School
- 1975, Joseph Duggan, UC Berkeley
- 1977, David Brostoff, UC Berkeley
- 1978, Norman Litz, El Camino High School,
- 1980, Ronald Hamilton, San José State University
- 1981, John Metcalfe, Stanford University
- 1982, Peter Helene Maker,
- 1983, Susan Lister, San José State University

Continues on page 24



# Foreign Language Association of Northern California



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## Alexandra C. Wallace Essay Contest

Topic: *How Studying a World Language Has Enriched Your Life.*

**First Prize: \$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 [contact@flanc.net](mailto:contact@flanc.net).
- Submit your essay with a cover letter by May 5, 2023; attach these as doc files to an email to [contact@flanc.net](mailto:contact@flanc.net).
- <https://www.flanc.net/awards-grants/the-alexandra-c-wallace-scholarship>

## 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*

## Flyers

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.

Maybe one of your Students could create one for us next year!







# GLOBAL JUSTICE IN THE WORLD LANGUAGE CLASSROOM

*How does this work  
in your classroom?*

## FLANC 2022 CONFERENCE

Saturday, October 22, 2022



**Keynote speakers: Dr. Stacey Johnson, Vanderbilt University  
Dr. Alice Miano, Stanford University**

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# Interest Sessions / Conference Proposals

*There may be changes to our program*

## **Fast and Fun Material Development with Camtasia for an Engaging and Inclusive Language Classroom.**

Camtasia is a simple yet powerful tool with huge potential for quickly putting together instructional videos and tutorials to engage digital native language learner. The unique capabilities of this audio and video editing app helps create interactive language activities which can bring teachers and students together.

This presentation will demonstrate the capabilities of the app, from recording, trimming, combining, and splitting, to altering footage speed, adding different effects to video clips, and creating interactive quizzes to engage language learners with a variety of question types that can promote deep learning. The presenters will share how to use Camtasia for creating tutorials, providing student feedback, promoting critical thinking skills, and improving listening comprehension and pronunciation. The participants will be provided with a hands-on experience to explore Camtasia's amazing capabilities in video editing to not only save valuable time on content creation but also on how to boost student focus and engagement. In English

*Dr. Ivanisa Ferrer, Defense Language Institute Foreign Language Center*

## **Technoliteracy and Writing in Language Classrooms**

Student writing is at the heart of teaching and learning. Since learners are "tech-savvy," instructors have to cater to the learners' needs and 21st-century skills. To achieve this end, this presentation sheds light on issues from research examining the utility of writing technoliteracies and technology-based techniques that result in automaticity.

Student writing is at the heart of teaching and learning in education. It is considered one of the essential productive skills on which learners are judged on how far they master an academic discipline. Since learners are "tech-savvy," instructors have cater to the learners' needs and 21st-century skills and foster fairness among students. Evidence suggests that technoliteracies are the most critical factors for promoting learners' engagement and automaticity. To achieve this end, this presentation sheds light on some issues from research examining the utility of writing technoliteracies. It provides some interactive technology-based proven techniques that make teaching writing more engaging and maximize the effectiveness of the teaching-learning process. Not only would attendees be introduced to some interactive writing techniques, but also would have several hands-on activities to promote their effective teaching techniques towards more autonomous learners. In English

*Reem Saad Naguib Desouky, American University in Cairo and Alexandria University*

## **The words we choose: bringing more compassion into the classroom.**

By being mindful and compassionate towards themselves, teachers can better serve their students. Attendees will work on cultivating tools to learn and experience mindful self-compassion and how to help their students translate these valuable life-skills into the classroom and beyond.

The session will provide teachers with the opportunity to explore how and why they react to words and situations through surveys and discussion. Through guided self-reflection activities, participants will become more aware of the differences of sympathy and empathy, as well as ways to put empathy into action in their classroom. These will help teachers begin to establish a kinder and caring space for their students. In English

*Jennifer Schwester, Brick Township Public Schools.*

## **Building a Multi-Language School's Community Forum Using Appreciative Inquiry.**

The session explores a multi-language school's community forum with a focus on appreciative inquiry, an asset-based approach for faculty engagement using a question and dialogue structure, to identify existing strengths and opportunities for collective growth regarding instructional practice. An additional outcome is connection and unity across distinct language programs.

The session first provides an overview of appreciative inquiry, which is a strengths-based approach to leadership development, faculty autonomy, and organizational practice. It can be used by individuals, teaching

## Interest Sessions / Conference Proposals

teams, and/or an entire school. In each case, it helps individuals, teams and/or schools build on successful practices, talent, and assets by engaging others in strategic innovation. Then, the presenters share a multi-language school's practice of hosting a community forum with a focus on appreciative inquiry, where faculty engage using a question and dialogue structure to identify existing strengths and opportunities for collective growth regarding instructional practice. An additional outcome is the connection and unity across distinct language programs. Recommendations and adaptations are shared for a variety of contexts. In English

*Kara Mac Donald, Viktoriya Schevchenko, and Mirna, Defense Language Institute*

### **Global Justice as PBL Topic in the FL Classroom**

This will appear in the conference program.): Project-Based Learning actively engages students in language learning through real-world and meaningful projects. The presentation will discuss the Gold Standard PBL and examine the essential project design elements, suggesting ways of incorporating global justice topics in a foreign language learning classroom.

Project-Based Learning actively engages students in language learning through real-world and meaningful projects. And what could be a better driving question for a project than global justice? In a survey of 1,000 Gen Z-ers, about 18% listed racism or another form of discrimination as the main issue facing the world right now. Though this group of young people is concerned about other problems such as climate change, etc., social justice appears to be the prevalent topic on their minds. The presenter will discuss with the attendees the Gold Standard PBL and remind the essential project design elements, suggesting ways of incorporating global justice topics in a foreign language learning classroom. Participants will leave the presentation with proposed PBL lesson plans, used by the presenter for a Russian language classroom, that they will be able to apply regardless of the language they are teaching. In English.

*Tatyana Neronova, DLIFLC*

### **Planning and Executing a Flipped Classroom**

In flipped classroom, teachers deliver some of the instructional content online. The goal is to increase student engagement in learning. For teachers to use this technique, some of the content must be self-assessment and the teaching schedule should indicate what students should do without the teachers and with the teacher.

In flipped classroom (FC), teachers deliver some of the instructional content online. The goal is to share the responsibility of learning between the teachers and students and to save more time in the classroom for student-student and student-teacher interaction. For teachers to use this technique effectively, some of the activities must be self-assessment. This requires putting the curriculum on an online platform that allows self-assessment. The teaching schedule should include in class and out class assignments. It needs to clearly indicate what students should do without the teachers (in class and elsewhere) and what assigned to be done in teacher-mediated classes. The purpose of homework in FC changes from reinforcing the day's lesson to pre-learning some content before the teacher teaches this content. In English.

*Tarek Elgendy, DLIFLC*

### **Leave No Students Behind: Using Technological Tools to Engage Students**

Everyone should be entitled to equal learning opportunities; however struggling students tend to feel left behind or not confident enough to fully engage due to their linguistic deficiencies. This presentation will introduce several effective technological tools that all students, regardless of their proficiency levels, can use to enhance their participation. Any classroom is bound to have students with different proficiency levels. How to accommodate various needs and ensure no one is left behind is very challenging.

In this presentation, the presenters will share three technological tools they have been using in classroom teaching to meet students' needs and boost their interest and engagement : Wordwall, Padlet and Bookwidget. Wordwall is an effective tool that helps students study and review vocabulary in a very captivating and creative

*Continued on page 20*



# Interest Sessions

*Continued from page 17*

way. Padlet creates an interactive space for teachers and students to share what they have learned using various media. Bookwidget allows teachers to design and provide differentiated instruction to cater to students' varying learning needs.

The presenters will demonstrate the functions of these tools by showcasing some class activities they've developed. The audience will gain some insights on how to adapt such tools in their own classroom teaching. In English.

*Minghua Wong, Chao Liu, and Liping Qin, DLIFLC*

## **Web 2.0 Technology Tools Support Inclusive Classrooms**

Web 2.0 technology tools present opportunities for promoting inclusive learning experiences with nearly complete control. Instructors must find ways to enhance the authenticity of students' learning with tasks that engage their personal backgrounds and help them connect personal experiences to the real world using technological resources and effective teaching pedagogies.

The session starts with an explanation of a project developed and implemented by the presenters with an intensive language learning class of eight students. The objective of the project was to use a tool available in the Sakai environment to practice the target language and increase language proficiency in a collaborative environment. From the students' perspective, the project had an impact on their motivation to learn and it triggered a positive perception of language learning, possibly because of the low social anxiety environment. Also, students commented on their appreciation to read, assess, and review each other's contributions. The first outcome of this session is to discuss and share experiences using similar web 2.0 tools to create inclusive learning environments. The second is to provide feedback on the project presented considering the case parameters and to discuss suggestions for improvement. In English.

*Dr. Ivanisa Ferrer and Ms. Michelle Omid, Defense Language Institute Foreign Language Center*

## **Mastering Modern Standard Arabic Nuances in All the Arab World**

Used in an area larger than the U.S. Modern Standard Arabic (MSA) reflects the diversity of its speakers. This presentation addresses how curriculum and its sources play a vital role in bringing such diversity to the classroom to make the learner functional in any part of the Arab World.

In my presentation, I will discuss how an MSA teacher can use authentic texts from many Arabic speaking countries to reflect the diversity that makes up the pluralistic Arabic speaking community. This inclusive approach gives students the ability to understand, in the finest nuances, the texts they are exposed to. They also learn about the political, social, and cultural differences making each Arabic speaking country unique. It allows the MSA learning to be functional irrespective of the country they may be interacting with.

In addition to referencing the linguistic situation in Arabic speaking countries, I will use examples of newspapers to show how concepts have different signifiers based on the countries of origin, and how political systems shape the use of language. Participants will learn how reflecting the diversity of Arabic speaking population in the curriculum helps build MSA proficiency. In English.

*Khalid Hilal, Defence Language Institute*

## **Building Background knowledge to Achieve Higher Language Proficiency**

As foreign language learners advance, their rate of skill improvement inevitably slows, especially as they try to achieve higher proficiency. This presentation demonstrates how higher language proficiency can be consistently achieved by providing to learners sufficient opportunities to obtain in-depth knowledge of the various topics addressed in the classroom.

The initial period of a language learner's instruction sees the student making great gains for comparatively little effort. For beginners, adding even basic knowledge regarding grammar, structure or high-frequency vocabulary increases skill, and comes at a fast pace. However, as they advance in the course, the focus of their learning is shifted from fact-based content to abstract topics, adding to their learning process more and substan-

# Interest Sessions

tially different challenges. They are eventually expected to understand subtle and implied meanings, requiring them to have considerable background knowledge. This presentation emphasizes the importance of providing learners, as part of the scaffolding process, the opportunity to gain knowledge on topics to which the text relates. The presenters share the comparison data from classroom experiments conducted, which show the difference in classroom performance of students who had a preceding step of background knowledge building and those who did not. In English.

*Robin Berube and Pyong Gag Ahn, Defense Language Institute Foreign Language Center*

## **Applying Appreciative Inquiry in developing global learning**

The presentation demonstrates how to apply Appreciative Inquiry (AI) in foreign language and culture learning by engaging students in an immersive learning environment and by empowering them with independent and critical thinking skills aiming to develop students to global learners without cultural biases. As an alternative to the conventional problem solving approach of identify problems and generating solutions, Appreciative Inquiry (AI) employs the strength-based approach to explore an organization's or a human's potential via the process of discovery, dream, design and destiny. AI focuses on the positive core and is a transformational way of thinking, seeing and acting for a powerful and purposeful leadership.

The presentation will demonstrate how AI helps build an effective foreign language learning environment in which the teacher encourages the students to develop their own judgment and empowers them to grow and to become open-minded embracers of target culture via students-centered immersive activities. The attendants of the presentation will be able to employ the AI approach to enhance students' learner autonomy, critical thinking and motivation and to assume the role of nurturer, supporter and mentor as a leader in a foreign language classroom. In English.

*Ying Amatya, Defense Language Institute*

## **Language through Images**

Visual Images on flash cards to help students learn a foreign language. Students will compose grammatical sentences, communicate ideas, familiarize a culture and develop vocabulary with minimal frustration while playing with flash cards.

Define flashcards, how are they used and how can it be applied in learning a foreign language. Students can create ideas, help organize thoughts and tell a story in sequential order. These visual images provide symbolic representations of the word, give students a visual cue to trigger their memory of what the meaning of word and learn a foreign language. For students who struggle with communication, including little or to no speech, this method provides an alternate way to communicate, may lessening their frustration and facilitate expression or need. In English.

*Rosa Atristain, Loma Vista Elementary School*

## **Racial & Ethnic Inclusivity in the Spanish Classroom: Incorporating Afro-Latino Content**

Spanish curricula and assessments rarely reflect the presence and contributions of Afro-descendants in Latin America and Spain. This presentation addresses how to incorporate content that brings visibility to the historical, geographical, social, and cultural significance of Black peoples in the Spanish-speaking world. Culturally Relevant Pedagogy (CRP) is a lens through which language teachers are invited to examine curriculum, instruction, and assessment to ensure diversity and inclusion in the teaching of world languages. CRP in the Spanish classroom means going beyond learning about the many Spanish-speaking countries and taking a deeper dive into the multi-layered racial and ethnic fabric that makes up the Spanish-speaking world. Typically, Spanish teachers, textbooks, and assessments have not incorporated the African heritage that forms one of the foundational cultures of Latin America and Spain. This presentation will address how two teachers made a deliberate effort to diversify curriculum and assessment materials to incorporate learning about the Afro

*Continued on page 20*

# Interest Sessions

*Continued from page 19*

presence in Hispanic America as well as to develop awareness of the experience of being Black in the Spanish-speaking world. In English.  
*Trina Philpot-Montano and Sheryl Chávez-Silverman, DLIFLC*

## **Imbimbillelah: Ritual Listening, Pleasure and Symbolic Competence in the Arabic Language Classroom.**

I will share a practice I call “ritual listening” to poems, songs, and other sound texts in the world language classroom. Ritual listening taps into the symbolic quality of all sound and foregrounds the affective-subjective dimensions of language learning. It promises both aesthetic and political augmentations for our language classrooms.

In this paper I will discuss a classroom practice—frequent and communal—that I call “ritual listening” to songs, poems and other Arabic sound texts. This practice enables students to experience Arabic language learning not simply as a closed system of internal rules, but as an active process of meaning-making.

Ritual listening foregrounds the subjective dimensions of language learning (sonority as form, sound as pleasure). It complicates the instrumentalization of Arabic and other so-called critical languages in the US, and subverts the touristic gaze of standard textbooks.

In my paper I share how I incorporate ritual listening into the curriculum via a complementary audio-visual syllabus. I also share students’ narrative reflections on the practice of ritual listening to attest to its value as a vibrant site of meaning-making and access into broader semiotic worlds. As such ritual listening promises both poetic-aesthetic and political augmentations for the Arabic and world language classroom. In English.

*Nathalie Khankan, UC Berkeley*

## **Integrating Sustainable Development Goals to Transform L2 Classrooms**

Identifying sustainable development goals and their applications in second language classrooms empowers both teachers and language learners to gain world readiness standards in second language teaching and learning. The current presentation aims to highlight inclusive pedagogy, TPAK model, and service-learning in the target language as essential components of a socially just language learning framework.

The current presentation aims to share the California Language Teachers’ Association Wednesday Webinar Hindi -Urdu Pract In, as a model that integrates the Teacher Effectiveness for Language Learning Framework to exhibit the characteristics and behavior of a model second language teacher that integrate United Nation’s Sustainable Development Goals, world readiness standards and project-based language learning approaches to build socially just classrooms that prepare language learners for real-world performance tasks using the target language. (Hindi/Urdu)

The session begins with an interactive presentation, encouraging the audience to brainstorm and share their feedback related to the presentation. Program details, units/lessons exemplars, and community-based projects are shared as examples to support the presentation.

Session participants’ takeaway ideas on how to integrate advanced second language pedagogical skills, ed-tech tools, and integrated performance-based assessments in their second language instructions to build second language proficiency and performance of their language learners. In English.

*Bhavya Singh, CLTA, Amador Valley High School, New York University*

## **Let’s Cultivate Critical Awareness for Heritage Students**

Research shows that critical awareness creates a common approach to language education based on the identification of the specific language features for Heritage Students (HS). This presentation explores various aspects to empower students’ critical consciousness: 1) HS have learned the basic language as their primary language, but do not have formal education in this language; 2) Limited exposure to and experience with proper, written Spanish; 3) Pressure of language mixing is considered to contain too much Spanish or too much English; and 4) Teachers should attempt to embrace and integrate, language, cultural background of HS into the classroom. This session offers concrete examples based on a literature review of how to design a roadmap to raise HS critical awareness and maximize their learning. In English and Spanish.

*Tanya de Hoyos, Defense Language Institute*



# Alexandra C. Wallace Essay Contest Winners

## First Place - 'No More Sweaty Hands'

“GO BACK TO MEXICO!” hollered the landlord to six-year-old me. “Your people are crap anyway. I don’t even speak Spanish.”

I broke down in front of my parents, stating that we are being evicted from our home. In a trembling voice, they ask that I speak with the landlord as to why this is the situation, given that we have regularly paid our rent on a monthly basis.

“Ari, explícanos esto, hija. ¿Qué significa ‘Urgent eviction?’”

My hands began to sweat as I experienced an anxiety attack over how people could be so harsh with their comments. My head throbbed with the anxious thoughts of having to explain the situation to my parents.

As a first-generation Salvadoran-American, I’ve had to study two languages simultaneously: Spanish and English. My parents and extended family didn’t speak much English when I was growing up, so I had to step in as the family translator at a young age. Despite the fact that their ability to communicate in English is minimal, it became my motivating factor to assist others in similar situations. Witnessing my parents go through an extensive process involving intricate policies, convoluted lingo, and several documents while renewing insurance programs, credit card bills, work permits, and invoices on a monthly basis piqued my interest in working at a law firm in Richmond, California, that specializes in education.

Learning Spanish has enabled me to improve my communication horizons, particularly in terms of the acquisition of new knowledge and strengthening my intellectual capabilities. When confronted with an unforeseen challenge, I now have more tools at my disposal to cope with it and resolve a conflict. This constant language barrier challenge has inspired me to further pursue a career in the legal field, where I will be able to use my skills to foster greater solidarity and compassion in the Hispanic community while working in a progressive manner to give back to my community.

Being bilingual is one of the most crucial responsibilities I undertake as a paralegal assistant who educates families about their rights, as well as aiding

them in deciphering reports and evaluations and explaining the implications for their children’s academic success. Being able to communicate in their native tongue is an example of additional care that I provide that other assistants don’t have. Being able to communicate well in Spanish is vital because it removes any language barrier that would otherwise prohibit me from being candid with my clients. When I communicate across languages, what may seem like a subtle difference in translation has profound impacts on the overall meaning of what is communicated. Despite the complexity of legal language and procedures, I have successfully communicated with clients and naturally developed trust.

Maintaining a consistent pursuit of higher education is challenging while simultaneously helping others in the profession I love. Nonetheless, I enjoy using my mother’s tongue to help others in need. My good memory, ability to communicate effectively in Spanish, and interest in social justice has led me to the conclusion that I want to continue to be the reason others don’t arrive at the office with sweaty hands. I have too much to fight for and I can’t give up knowing that there are millions of people still in that situation. Speaking Spanish has influenced me in many ways, for not only is it a way for me to communicate with my family, but also a reminder of what my purpose holds.

*Arianna Eduardo-Hernández  
Grade 12, Albany High School  
Teacher: Pamela Lim-McAlister*

## Honorable Mention - Understanding My Parents

When I started Spanish in middle school, I didn’t think much of it. Taking a language was something that everyone else had to do so I saw it as merely another academic obstacle to get through. I already knew how to speak two languages fluently: Korean and English. But I came to realize that I had taken that for granted. I had been lucky that my parents had taken the time to teach me and my sister Korean in a primarily English-speaking country because Spanish turned out to be one of my most difficult classes.

For both Korean and English, I don’t need to translate the sentences to understand them. When I

*Continued on page 22*

# Alexandra C. Wallace Essay Contest Winners

*Continued from page 21*

read or hear them, I can instantly connect the words to what they mean. I don't need to interpret Korean with English, or vice versa. Understanding Spanish doesn't come with that. I have to rerun Spanish sentences in my head in English, second guess myself on the definitions.

I've matched to the words, and struggle to perceive the deeper meaning of a text. It takes a lot of concentration to do more than scanning texts for helpful cognates, especially when Google Translate is within my fingertips.

Once I realized this, I started to wonder what I had never really considered deeply before: if that's what English is like for my immigrant parents. Do they have to repeat phrases in their head until they understand them? Do they doubt every word they read and every word that comes out of their mouth? I think about this when I watch yhem interact with their American friends, when I'm nearby and they ask me to review an email to understand it, a text before sending it, a sentence before writing it.

I became aware of the perspective of my parents, who learned English as a second language, because talking to someone in an unfamiliar language is like treading water in the middle of the ocean without anything to keep you afloat. To have that language be the only way to communicate with the people around you, I realized, must require a lot of bravery. I'm sure that if I didn't know Korean, I would have felt uncomfortable and like an outsider around my Korean relatives.

Learning a language is a bridge to communicating with different people and by studying a new one, I came to appreciate the time it takes to overcome the difficulties in learning and using it. I have gained a broader understanding of what it means to be immigrants and gratitude for the ability I have to communicate with my family.

*Michelle Seo, Grade 11*

*Albany High School*

*Teacher: Pamela Lim-McAlister*

## Second place - Connection Is The Purpose

Because I am part of a Spanish-speaking family, the language was present throughout my childhood. My mom's family is from El Salvador, all fluent in Spanish. I picked up key phrases and pronunciation as I grew up, but I mostly spoke English. I remember my mom teaching me specific words or phrases in Spanish when I was little, such as "servilleta" and "dame permiso". But a

language is so much more than scattered words, and I wanted to learn.

I started taking Spanish classes in middle school and the entry-level material was easy for me. But once I reached the extent of my preexisting knowledge, I ran into a learning block. The new material was much more difficult for me to understand and I was embarrassed for having assumed that it would all be easy. After that, I made a stronger commitment to my studies. For a long time, I felt like I wasn't making any progress. My speaking voice felt stiff and sluggish whenever I talked, and I wondered to myself, "Will it ever feel natural?"

Then in high school, I noticed a change. I was starting to become familiar with the words I was using and I was starting to communicate more smoothly. I remember a phone call with my grandma, where we were talking in Spanish. The conversation wasn't complicated and my speech was still a bit shaky, but my words were more confident. It was my first time speaking in only Spanish to my grandma and I was overjoyed. To this day, I remember that phone call as an important milestone. My grandma is fluent in Spanish and English, so it wasn't as if we couldn't talk before. My reason for studying Spanish isn't just to communicate. Communication is the goal, but connection is the purpose.

Last year, my grandma told me the story of how she learned English. She came to America in the 70s and became fully immersed in the language. She even went to night school and took English courses. Hearing about her experience was inspiring and it gave me confidence that my Spanish would get better with time. By practicing Spanish, I want to show my grandma and my family that I'm willing to put in the work to communicate with them better. It doesn't feel totally "natural" yet, but I'm proud of all the progress I've made since I started.

I plan to continue my studies after I graduate because studying Spanish has enriched my life and become a way for me to connect with my family and show them my love.

*Vidalicia López-*

*St. John,*

*Grade 12*

*Albany High School*

*Teacher:*

*Pam Lim-McAlister*



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2020 FLANC  
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CHABOT COLLEGE  
SATURDAY, OCTOBER 3, 2020

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

*www.flanc.net*



## NeaTeachBits

*Continued from page 12*

1985, J Francisco Zermeño C, Chabot College  
1988, María Luisa Castillo, Mercy High School  
1990, Agnes Dimitriou, UCBerekely  
1992, Richard Trapp, San Francisco State University  
1994, Patricia O'Reilly, School of the Arts of San Francisco  
1996, Christina Yee, City College of San Francisco  
1998, Christopher Wallace, Sacred Heart Cathedral Prep  
2000, Liz Barthe, Mercy High School  
2002, Francine Shirvani, Head Royce School  
2004, Noriko Nagata, University of San Francisco  
2006, Ed Stering, City College of San Francisco  
2010, Masahiko Minami, San Francisco State University  
2014, Fabián Banga, Berkeley City College  
2016, Sandra García Sanborn, CSUniversity Stanislaus  
2020, Wendy Tu, Defense Language Institute

*Editor's Notes:* Any tidbits of interest to our colleagues teaching World Languages.

**COVID's Coronavirus and all its relatives** 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.

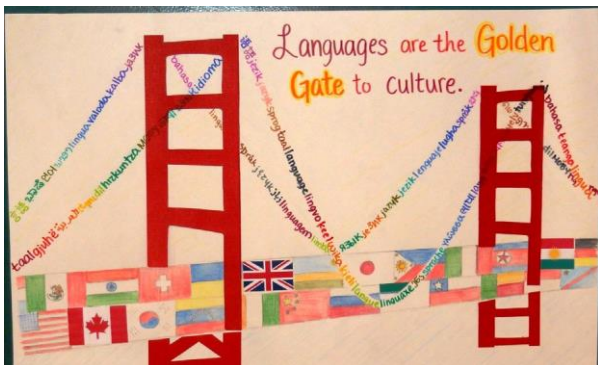
So, would like to share some of the tools that could make World Language Online effective?

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!

**BTW...**are you interested in joining our Executive Board? Let me know, please.

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.**



FLANC Newsletter

## FLANC's Conference Program

*(subject to change)*

- **08:00-08:20 Welcome and Registration**  
*<https://flanc-net.zoom.us/my/all.welcome>*
- **08:20-08:50 Announcements**  
*<https://flanc-net.zoom.us/my/all.welcome>*
  - o Cecilia Ross Mini-Grant 2022
  - o Alexandra C. Wallace Essay Contest Award 2022
  - o Gisèle Hart Membership Award 2022
- **09:00-09:50 Concurrent Presentations 1**
  - o Building a Multi-Language School's Community Forum Using Appreciative Inquiry  
Dr. Kara Mac Donald,  
Dr. Viktoriya Shevchenko, and  
Ms. Mirna Khater,  
Defense Language Institute Foreign Language Center (DLIFLC)
  - o Racial and Ethnic Inclusivity in the Spanish Classroom: Incorporating Afro-Latino Content  
Dr. Trina Philpot-Montan and  
Dr. Sheryl Chávez-Silverman, DLIFLC
  - o Technoliteracy and Writing in Language Classrooms  
Dr. Reem Desouky,  
American University in Cairo and Alexandria,  
and Ms. Yossr Waheed ElDin
  - o The Words We Choose: Bringing More Compassion into the Classroom  
Ms. Jennifer Schwester,  
Brick Township Public Schools
- **10:00-10:50 Concurrent Presentations 2**
  - o Cecilia Ross Mini-Grant Nominee - Laurent Paget
  - o Building Background Knowledge to Achieve Higher Language Proficiency  
Ms. Robin Berube and  
Ms. Pyong Gag Ahn, DLIFLC
  - o Integrating Sustainable Development Goals to

# FLANC's Conference Program

Transform L2 Classrooms

Ms. Bhavya Singh,  
Amador Valley High School, CLTA

Yo Azama

(Salinas Union High School District),  
Atsuko Kiuchi-Fagerness (Elk Grove High)  
Mio Nishimura (Alisal High)  
Michelle Lupisan (Salinas High)

- o Fast and Fun Material Development with Camtasia for an Engaging and Inclusive Language Classroom  
Dr. Ivanisa Ferrer, DLIFLC

- o Planning and Executing a Flipped Classroom  
Mr. Tarek Elgendy, DLIFLC

## • 11:00-12:00 Keynote Address

- o The Socially Just, Globally Engaged Language Classroom: Core Principles and Practices

Dr. Stacey Margarita Johnson,  
Vanderbilt University, and  
Dr. Alice "Ali" Miano,  
Stanford University

- o Leave No Students behind: Using Technological Tools to Engage Students

Ms. Minghua Wong,  
Ms. Liu, Chao, and  
Ms. Qin, Liping, DLIFLC

- o Applying Appreciative Inquiry in Developing Global Learning

Ms. Ying Amatya, DLIFLC

## • 12:00-13:00 Lunch and Walk

- o Annual meeting of  
AATSP-NorCal/CLTAC/NCJTA

## • 15:00-15:30 Closing Circle

- o Complete the Post-Conference Survey to enter the raffle.
- o Community Building Activities
- o Fun Mugs as conversation starters
- o Scavenger Hunt
- o Wheel of Names
- o Pen Pals: meet someone new, swap email addresses, and keep the network growing.

## • 13:00-13:50 Concurrent Presentations 3

- o Let's Cultivate Critical Awareness for Heritage Students

Dr. Tanya de Hoyos, DLIFLC

- o Mastering Modern Standard Arabic Nuances in All the Arab World

Dr. Khalid Hilal, DLIFLC

- o Language Through Images

Ms. Rosa Atristain,  
Loma Vista Elementary School

- o Global Justice as Project-Based Learning Topic in the Foreign Language Classroom

Ms. Tatyana Neronova, DLIFLC

## • 14:00-14:50 Concurrent Presentations 4

- o What does your Japanese-language learning journey look like?: An introduction to the Compass Interactive Workbook

# Teach on!





# FLANC



## Fall 2022 Conference Registration Form

# Global Justice in the World Language Classroom

Saturday, October 22, 2022 • 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 of 'Connections', FLANC's journal. \_\_\_\_\_

### Pre-registration Fees (Pre Reg Deadline - September 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](http://www.flanc.net)

*\* Please note that after September 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) \$ \_\_\_\_\_

CLTA Membership (\$25)

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, providing input into their programs, keeping our books, and constantly recruiting new members for our organization.



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

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

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

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



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

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



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



## FLANC Membership Dues For 2022-2023



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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For more info: 1.510.732.2746  
 fax 1.510.732.6624  
*machetez@sbcglobal.net*  
**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 Fund 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 Fund, and to the Cecilia Ross Memorial Grant. We really appreciate all these donations.

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

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

¡Gracias mil!



## THANKS!

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

*We certainly miss our InPerson Conferences!*



# For your Agenda, 2022-2023

## 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!**



February 23-25, 2023  
• **SWCOLT's Conference, Life & Languages Elevated**, at Salt

Lake Marriott Downtown. Info at [www.swcolt.org](http://www.swcolt.org).



July, 2023 • **96th AATF Annual Convention**, in Trois-Rivières. Info at [www.frenchteachers.org](http://www.frenchteachers.org).



June 26-29, 2023 • **105th Annual Conference of the American Association of Teachers of Spanish and Portuguese**, 'Nuevos horizontes para la comunicación y la cultura' en Salamanca, España. ¡105 años...híjole!

Info at [www.aatsp.org](http://www.aatsp.org).



## FLANC's Fall Workshops and Conference

October 22, 2022

**Global Justice in the World Language Classroom**

*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.net](http://www.flanc.net),  
or with Francisco Zermeño at 510.732.2746.



November 18-20 •

**Annual AATG Conference** in Boston, California.



Info at [www.aatg.org](http://www.aatg.org).

November 18-20 • **Annual AATI Conference**, in Boston, CA. Info at [www.aati-online.org](http://www.aati-online.org).



November 18-20 • **ACTFL's 51st Annual Convention & World Language Expo**, in Boston.



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

January 5 -8, 2023, **21st Modern Language Annual Convention** - 'Working Conditions', in San Francisco, CA. Info at <http://www.mla.org/convention>.



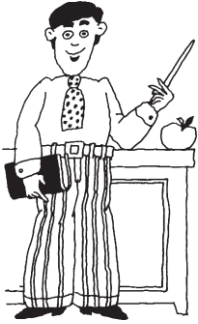
March 15-19, 2023 • **CLTA, California Language Teachers' Association Annual Conference**, 'Keeping Language and Culture in the Center of our Heart' in Visalia, CA! Info at <http://clta.org>.



**FLANC in 2023**

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

# FLANC Virtual Conference 2022



## *Global Justice in the World Language Classroom How Does This Work in Your Classroom?*



**Saturday, October 22, 9am**

at  
**Zoom, World Wide**  
**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 2021-2022 : Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

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

\_\_\_\_\_

**Abstract** (100 Word Maximum) : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Please Note : Proposal submission deadline: Friday, April 30, 2022

Acceptance letters will be sent out by Monday, May 31, 2022

**Level of Presentation :** K- 8 \_\_\_\_\_ (9-12) \_\_\_\_\_ Community College \_\_\_\_\_ University \_\_\_\_\_

**Language of Presentation :** English : \_\_\_ Other : \_\_\_\_\_

**Equipment Needs :** \_\_\_\_\_

**Please send proposals and questions via email to:**

*contact@flanc.net* and to *machetez@sbcglobal.net*.

# FLANC Executive Council for 2021-2022

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

**FLANC ROCKS!**

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

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

Please Register Today at  
[www.flanc.net](http://www.flanc.net)

Contact us for more information  
P.O. Box 92 • Hayward, CA 94557-0092  
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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,  
reroot.**

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Ann L. Alderman  
Martha C. Arnold  
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Fabián Banga  
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Fall 2022

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Foreign Language Association  
of Northern California

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

**Attend**  
**FLANC's**  
**Virtual Workshops and Conference**  
**October 22, 2022**  
**Via Zoom, World Wide**

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

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touch...Please fill out below...

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