

NEWSLETTER

Volume LXXI

Fall 2023

Awakening Cultural Understanding & Competence in Language Classrooms

Hybrid Conference!

Saturday, November 4, 2023

Campbell, CA & Hybrid 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, with a Hybrid/Zoom experience.

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

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 InPerson and in cyberspace!

Teach On!



Our Friends in the promotion of World Language Study!

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From our President

Dear FLANC Members:

As we stand on a global platform, our student's success in the 21st century is our success. With a deep sense of purpose, we empower our students to navigate the complexities of an interconnected world. Linguistic skills and cultural awareness foster conflict resolution, economic growth, and national security. They are keys to unlocking a united world.

FLANC is holding our first hybrid conference on Saturday, November 4, 2023. We thank our keynote speaker, Ann Jordan, Past President of the American Association of Teachers of Japanese, and all presenters for sharing their insights and best practices.

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www.flanc.net

Our Conference Keynote Speaker

Getting Students Started on the Road to Cultural Competency, the Journey of a Lifetime



Ann Jordan has been a learner and a teacher for almost her entire life at every level from elementary through high school and now works with adults. She began her teaching career in the Salinas Valley and retired in 2018 from full-time teaching at Los Gatos High School to coach and train teachers across the U.S. in

the Japanese Language Education Assistant Program (J-LEAP).

She is a past vice-president and president of the American Association of Teachers of Japanese and has received the California Language Teachers Association Outstanding Teacher Award as well as recognition as a Santa Clara County Teacher of the Year and the California League of Middle Schools Teacher of the Year.

She has also served as College Board Advisor on the AP Japanese Language Development Committee and is currently on the CLTA advocacy team.



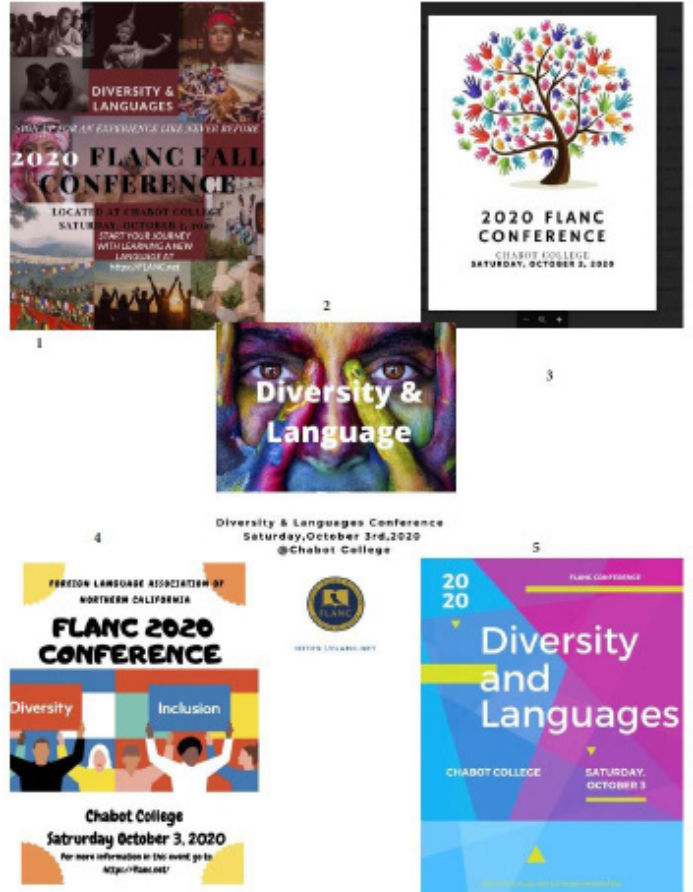
www.flanc.net

Flyers

Students of Mt. Eden High School in Hayward have created these wonderful art pieces for our Conference.

Our Executive Board is happy always in selecting from among them for our Conferences.

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



From our President

Continued from page 1

Please visit page 13 of this Newsletter or online for more information.
<https://www.flanc.net/2023-conference-agenda>

Conference presentations will be accessible via Zoom or in-person participation with limited room capacity. Early-bird registration ends on Wednesday, October 4, 2023.

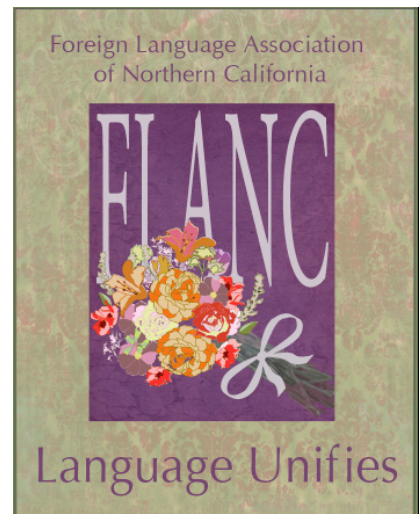
Please register here:
<https://www.flanc.net/2023-registration-membership>

On behalf of the Executive Council, I take this opportunity to introduce our next President, Branka Sarac, and Vice President Henri-Simon Blanc-Hoang. They will lead us forward from June 2024 to 2026 and continue contributing to a diversified community. As a constant companion in the journey, I am beyond grateful to council members and partnering organizations for their persevering action and commitment.



FLANC is a non-profit organization of volunteers from the teaching profession. I invite all FLANC members to embody the spirit of volunteerism in our endeavors. Seeds are tiny, and seeds are slow, but when seeds transform, growth begins. We are in this together. Happy Teaching!

With gratitude,
Wendy Tu, Ph.D.
FLANC President 2020-2024



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!
Fall 2023

Teach On!

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

contact@flanc.net

NeaTeachBits

Compiled by fz



Mundo metafórico en la clase ELE

En la vida todo es una metáfora - Haruki Murakami

¿Cómo amaneciste? Es una frase común en nuestro día a día que utilizamos como una metáfora para preguntar cómo nos sentimos al comenzar nuestra jornada. Pero, ¿cómo podemos explicar este significado a nuestros alumnos?

En un curso básico, podemos decirles simplemente que es una forma diferente de decir buenos días, y eso será suficiente para satisfacer su curiosidad. Este enfoque mecanicista, según el Centro Virtual Cervantes, enriquece el vocabulario, mejora la competencia lingüística y, a la postre, enriquece el bagaje cultural y las habilidades comunicativas de los estudiantes.

En el aula, los educandos pueden acostumbrarse a repetir frases metafóricas sin darse cuenta de que están utilizando una figura retórica (Ausubel, 1968). Sin embargo, si les pedimos a alumnos intermedios o avanzados que analicen el sentido de la misma frase, se aventurarán a hacer un análisis concienzudo y tendrán curiosidad por saber más al respecto.

Las metáforas son elementos fundamentales en cualquier idioma, fomentan la creatividad, claridad en la estructura del lenguaje cotidiano y añaden una dimensión multifacética a su significado. Aristóteles comentaba que en las metáforas, las palabras se intercambian por otras con conceptos distintos para denotar ideas. Esta definición sigue siendo válida en nuestros días y, analógicamente hablando, enriquece la imaginación del creador, mejorando la autoconciencia y el don de la comunicación activa.

Inmiscuemos al cuerpo estudiantil en un laberinto metafórico con el objetivo de coadyuvar en la realización de su anhelo más elevado, que es la continua reflexión, engrandecimiento y perfeccionamiento del idioma español.

Referencias

FLANC Newsletter

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



Teaching in a Diverse World: Master Intercultural Competence

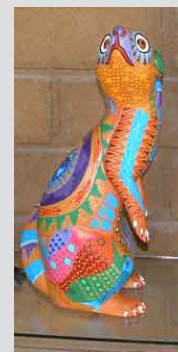
Developing Intercultural Competence is a fundamental set of skills in a foreign language classroom. According to Page (2020) building intercultural competence mirrors students' own life-worlds in different areas: 1) Personal identities and cultures. 2) Think-pair share in small groups. 3) Reorganize the classroom arrangement. 4) Incorporate in the lesson plans team-building activities. 5) Interact with students from other countries and regions. Also, using active listening skills helps learners gain a better understanding of others, build knowledge, improve relationships, and increase confidence in their abilities.

Buecker et al (2018) think that fostering social

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! It may be with us this October! Thank you!



skills in the classroom give students the opportunity to improve their critical thinking, raise wellbeing, enhance motivation, increase academic success, understand their experiences, respect other cultures, and see things from different points of view.

Learning environments where diversity and inclusion are welcome promote clear communication,



feeling thoughts, and encourage acceptance. These ideas keep students motivated and inspire them to practice higher-level critical thinking skills in

a non-judgmental environment and help them succeed during the language learning process.

Thomas (2014) affirms that authentic materials connect students with their realities. The exposure of real-life situations promote natural conversations and students can take advantage of the conversational formulas because they stimulate memorization which triggers reflections.

Other intercultural competence materials are analyzed in similar situations, in role plays, celebrations, food, games, debates, jokes, cross-culturalism, exile, migration, and globalization.

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



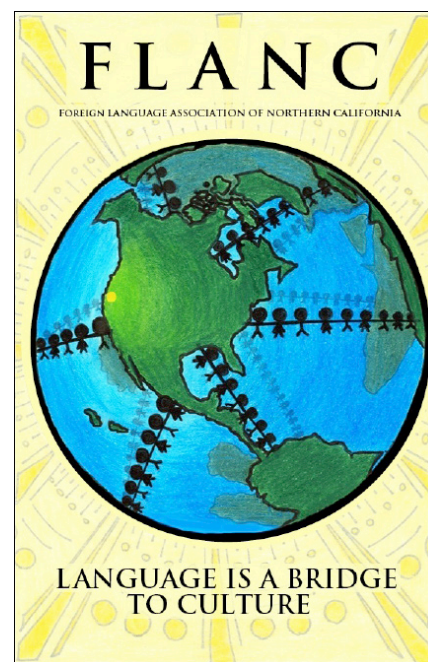
Celia Correás de Zapata and her friendship with Isabel Allende: the impact of a dedicated professor.

When I joined the faculty at San José State in fall of 2002, it was my good fortune to arrive before Celia Correás de Zapata, a distinguished professor in the Department

of World Languages and Literatures, retired. I knew of Celia Zapata's works, *Detrás de la reja: Antología crítica de narradoras latinoamericanas del Siglo XX* and *Isabel Allende: Vida y espíritus*, before I met her in person, but you had to experience her dynamic and energetic Argentine presence to fully appreciate what she brought to the classroom and the students in our Spanish program. As I presented at state and regional conferences and met teachers of Spanish who had graduated from SJSU, former students invariably asked about la profesora Zapata. They positively adored her and called her reina, diosa, and other superlatives. Some former students recalled that thanks to Celia's friendship with a famous author they had dined with Isabel Allende!

Celia's prescient interest in women writers from Spanish America meant that she realized the significance of Allende's *The House of the Spirits* (*La casa de los espíritus*) before it became a landmark novel, with translation into many languages and became a Hollywood movie as well. It was Celia who invited Isabel Allende to the Bay area and introduced her to San Francisco lawyer William Gordon, two facts of great consequence. Isabel's marriage to William Gordon was the anchor that kept Isabel living in Northern California, where she became a publishing powerhouse. Isabel Allende is the most read contemporary Latin American author, with over 75 million books sold.

Continúa en la página 6



NeaTeachBits

Continúa de la página 5

Celia's friendship with Isabel Allende and the generous nature of both women benefitted the Spanish program at San José State. After Isabel's daughter Paula died in 1992, Celia suggested that Isabel honor Paula's memory with an endowment to support scholarships for students in Spanish at San José State. After establishing the endowment, Isabel continued to contribute until Celia's retirement in 2003. Isabel Allende made no further gifts until 2006, when students in the Spanish program's *Círculo Hispánico*, inspired by Isabel's example and grateful for her support, launched a book sale that raised over \$1,000 to add to the Paula Endowment. As part of the sale, Celia's publishers contributed copies that we could sell. After the student gift to the Paula endowment, the Isabel Allende Foundation began to contribute again making annual donations that could be used without drawing down the endowment. From 2008 to 2014 the Foundation granted \$5,000 of non-endowment funds each year to the Spanish program, funds that helped students defray costs for winter session and summer courses, when tuition was higher. The Allende grant funding ended with an award of \$2,500 in 2015, but the Paula Endowment distribution money remains available each year for scholarships in Spanish. Over the years Allende has given, nearly \$100,000 to the Spanish program through her Foundation.

Once contributions from Isabel Allende resumed, I served as the liaison between the department and her Foundation, filling out applications for the grants each year and sending annual reports about their use to the Isabel Allende Foundation. Each year I ensured that students send notes of appreciation to the Allende Foundation for the awards they received. In truth, students of Spanish at San José State who

were awarded Isabel Allende Foundation scholarships felt privileged and were eager to say thank you.

As I approached the SJSU retirement program in 2012, I took stock of all that Isabel Allende had meant to

the university and decided that it would be appropriate to find a way to honor her. After speaking with Isabel and proposing an Isabel Allende Day on our campus, we confirmed a date: November 27, 2012. On that day San José State celebrated with library and bookstore exhibits, a gala luncheon in the King Library with SJSU-produced animations of two Allende stories, theatre adaptations of the short story "Tosca," a Q&A with the author and her husband before a packed Morris Dailey auditorium, and a dance presentation by Luna y Sol. After the campus events, Isabel was honored by the city of San Jose at City Hall, and television and press accounts helped record the festivities. As a follow up to Isabel Allende Day, the author sent books from her personal library that now form part of the King Library's Isabel Allende Collection.

Celia Zapata could not be with us on Isabel Allende Day, but without her the celebratory day and all that led to it would never have happened. (Celia Zapata died in August 2022.)
¡Gracias de todo corazón admirada Celia!

Anne Fountain

San José State University



FLANC Brushstrokes

FLANC was born on March, 1952, in the office of Cecilia Ross, Italian professor, at UC Berkeley, Dwinelle Hall. It was a small meeting. A modest one. It was the dream of Cecilia to help foreign/world language teachers improve the teaching of languages in order to create professional bilinguals, trilinguals, and polyglots. Her idea caught on. The rest is history.

I started teaching at Chabot College in 1978. Found FLANC gold in 1980. Where? At UC Berkeley! I was drawn in to FLANC by Conferences, the workshops, the sessions, by the multilingual camaraderie, by the presenters. I have not left. BTW, the initial invitation to join the Board was done by Roland Hamilton! He is highlighted in the next page.

My worldly soul was infiltrated/taken over/conquered by FLANC's good ideas, teaching sponges and tidbits, and practicality for my classroom. It absolutely FLANCized me into submission, into giving my



NeaTeachBits



energies, to help fulfill its objective - improve our World Languages teaching! Any and every way possible!

Since 1980 I've given my all on the 2nd Saturday of the month, as many others have because, they, like me, possibly like you, believe in the FLANC mission. That mission is evident in today's Conference and I welcome you all, as we end our first 70 years and begin our next 70 years, of FLANC.

I am happy to share these few notes about my favorite organization. Many of these notes are in our Newsletter and in our website. Please check them out.

I also thank ALL past, present, and future Board members, who have, do, and will volunteer their time for the sake of our Students, our profession.

As an ending note, in FLANC's 70 birthday, a couple of things about 1952...a great year... the Finland Olympics, Nobel Prize In Literature went to François Mauriac, Nobel Peace prize to Albert Schweitzer.

The birth of one my favorite tequilas, 7 Leguas (photo) was born in 1952. Like FLANC, it is a good one. Incidentally, it was named after Pancho Villa's favorite horse! Go ahead, look for it, and have a couple of delicious sips!



Finally, the birth of José Francisco Zermeño Cárdenas, me, also born in 1952, and I am a good one, not as good as FLANC, but still a good one.

As many teachers and professors have, and will, do have a great Conference today!

Thank you!
Teach On!

jfranciscozermeyoc
newsletter publisher



Remembering Roland Hamilton.

National Endowment for the Humanities grant winner, author of four academic books, MA thesis advisor, cherished faculty member of San José State's Department of World Languages and Literatures (formerly department of Foreign Languages) Northern California AATSP chapter President in 1972, and long-time member of FLANC: Roland Hamilton was all of these. At the 2005 SJSU retirement party sponsored by the department and held at my home in the east hills of San Jose, we rejoiced in his both his professional life and impact on students. We served Dulce de leche cheesecake in honor of his Argentine wife, Celia Zapata.



After earning a PhD in Romance Philology in Madrid, Roland became a specialist in Andean Studies, and his books reflect that trajectory: History of the Inca Empire, University of Texas Press, 1979; Inca Religion and Customs, University of Texas Press, 1990; Narrative of the Incas, University of Texas Press, 2002; and Guaman Poma de Ayala's The First New Chronicle and Good Government, University of Texas Press, 2009.

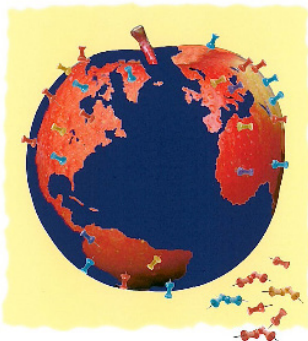
Barrie Fairley, a Stanford physician who enrolled in our Spanish classes through the "over 60" program and earned both BA and MA degrees in Spanish at SJSU, remembers Roland as an excellent and accessible teacher, one who allowed him to enroll in an overenrolled class and chatted with him over coffee outside of class. Roland's expertise in Andean Studies was invaluable as Barrie (Dr. Fairley) wrote a Master's thesis completed in 2006: "Los cronistas, la medicina y la anestesia incaica / The chroniclers, Inca medicine and anesthesia"

Continues on page 8

El que habla dos lenguas vale por dos

Adèle Martínez

NO LANGUAGE LEFT BEHIND



FALL WORKSHOPS & CONFERENCE

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

Foreign Language Association of Northern California

Fall 2023

NeaTeachBits

Continued from page 7



Along with his wife, Celia Zapata, Roland helped honor recipients of the Paula scholarships for students in Spanish funded by Isabel Allende. He is pictured here along with Celia in the award presentation of 2007.

Roland Hamilton contributed significantly to San José State's programs in Spanish, to research and publications about the Incas, and to Northern California professional organizations, including a local chapter of the AATSP and FLANC. I remember him with great appreciation.

*Anne Fountain
San José State University*



Crossculturung - Atole and Champurrado

During this, my favorite time of the year, December, when the Tamal is king, what to drink? If tamales are not in your December menu, then eggnog would be your choice.

By the way, love my eggnog! Such good taste. Normally, it's a cup in the morning and one the evening. When do you have yours? What do you eat with it? You really want to have a cup on its national day in our USA, December 23! It reminds me a bit of Mexican rompope. However, the big difference is that rompope has alcohol, so it might not be that Christmasy.

Latin America has many eggnogs besides rompope, which incidentally was first produced by a nun! Her name was Eduviges, a nun in the Convent of Santa Clara, Puebla. Back in 1600! Yes, I have a bottle of Rompope Santa Clara at home. A bit more...



FLANC Newsletter

it's 'coquito' in Puerto Rico, 'biblia con pisco' in Peru, and 'biersuppe' in Germany.

Now, back to where we were...tamales and their companion drink. It's actually drinks...atole – cornmeal drink - and its cousins champurrado and maicena. Talk about triple wow!

Atole, from Náhuatl's 'atolli', is best served nice and hot. What a great aroma, soft texture, and a taste that makes tastes buds do summersaults. It really takes me back to my young days in México, especially during Day of the Dead celebrations and Las Posadas in December. That's when it is king.

When I was studying at UNAM in México City, metro was my transportation to the university. Outside of one of the metro station, my sense of smell would push me to the lady at the corner, with her tamales and her atole. ¡Híjole! That's 'wow' in México. That was my breakfast, tamales and atole in a jarro [earthen mug], for a mere dollar, every morning. It was my breakfast of champions. I would alternate, as another lady would sell atole and tortas de tamal... ¡Híjole x 2!



Chabot College is a good FLANC partner!

NeaTeachBits

I remember it well...bite, sip, bite, sip. ¡Ayay-ayayayyyyy...! Loved mom's atole too, along with her mole, enchiladas, menudo, pozole, tortitas de camarón...but that's another story. Thank you, mom...

Atole goes back to Mesoamerica, when Aztecs and others began to drink ground maize [corn] mixed with water. I can just picture the wife telling the husband 'here, I mixed a drink for you so that you can work better.' Husband drinking it, liking it, and asking 'what is it?' She probably said, 'well, it has some 'atl' [water]. So, he then said, 'ah, atolli!' It's a good mental exercise, imagining what happened back then, some 10,000 years ago, in central México, when Aztec goddess Chicomecóatl (photo) gifted domesticated corn to our Olmec, Maya, and Aztec Mesamerican forefathers. It does look like she had help from a couple of other gods...Centeotl, Xilonen, and Xipe Totec. Looks like a team effort to me, no?

Atole nowadays does not have water. It has milk! Huh? How did that happen? Well, we have to hit the history books to 1519, when Hernán Cortez took a couple cows, I imagine a bull too, to México. He conquered México on 1521, and by then I'm sure that he had tasted atole, was not too impressed with its taste, maybe even used it to quell stomach aches, since the Aztecs told him that it was a healthy drink. He decided to experiment. '¡Venga! Decidle al cocinero que le ponga leche en vez de agua a este atolli. A ver si así mejora el sabor, por Dios!' Cook Juan probably said 'Vale. A ver, pinches, ponedle leche a este atolli. Pero, joder, ¿qué es eso de 'atolli'? ¡Atole, por Dios!' Modern atole was born! Talk about a radical change in the diet of the folk in México.

Champurrado comes the closest to what the original drink was like. It lacks the consistency of milk, so it's a bit rougher, earthy in its taste, not as smooth or sweet as atole. The biggest difference? The corn is accompanied by chocolate, not water. Essentially, it's atole de chocolate, but it's so good that it has its special name. Boy, do I love it! Have you had some? No, you can't buy it at the store.

Maicena is a more commercialized atole, as in corn starch that is mixed with milk. It is found at most stores. You should try it at least once, but once you have champurrado or atole, you will not go back.

With all of these, you can add piloncillo (brown sugar cones), cinnamon, vanilla, and other goodies. That means that there are many flavors of atole! Life sure is wonderful, no?

A visit to Arteaga's on Jackson St., Hayward, will be rewarded with an atole rainbow of atoles...vanilla, strawberry, blackberry, pecan, pineapple, pine nut, guava, tejocote. Please, do your taste buds a huge favor, liven them up with 'chileatole' made with peppers! My taste buds and Tummy Z were most impressed!

Let us know your favorite atole!
¡Provecho / Cheers!

Thank you! jfzc©18.XII.2020



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.



Want to travel to Italy in 2024? Want to take me with you? No, not right now! Corona is still on the loose! Please contact Susan Galindo Schnellbacher at 510.206.0716.



Some folk requested that I repeat the list of our FLANC Presidents. Your wish is my command!

Presidents. We Proudly present our FLANC Presidents of our first 70 years!

1952, Cecilia Ross, UC Berkeley
1955, Marie Louise Dufrenoy, UC Berkeley
1956, J Oswald Asturias, UC Berkeley

Continues on page 10

NeaTeachBits

Continued from page 9

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
1985, J Francisco Zermeño C, Chabot College
1988, María Luisa Castillo, Mercy High School
1990, Agnes Dimitriou, UC Berkeley
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 Sterling, City College of San Francisco
2010, Masahiko Minami, San Francisco State University
2014, Fabián Banga, Berkeley City College
2016, Sandra García Sanborn, CS University 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 had, has, is, and probably will be 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 FLANC Newsletter

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.**

Teach on!



Neutralizing Linguistic Prejudice

- Standardization versus equal treatment of valid forms of language
- Lexical versus semantic search
- World "languages" versus World "language"es



(© The Manila Times)

Acknowledgement versus Acknowledgment

- Brainstormed by artificial intelligence chatbots
- World Englishes <https://cas.illinois.edu/node/1750>
- <https://ling.yale.edu/news/yqdo-members-speak-about-linguistic-prejudice>

by Wendy Tu
with the DEI Committee at CLTA 2023



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, 2024; attach these as doc files to an email to contact@flanc.net.



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FLANC 2022 CONFERENCE

Saturday, October 22, 2022



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

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VIDEOS

GRADED READERS

MAPS & GAMES

CATALOGS CAN BE DOWNLOADED AT
WWW.CONTINENTALBOOK.COM/CBCSTORE

FLANC Conference

Interest Sessions

1. **The Role of Pragmatics in Achieving Higher Proficiency Levels**

Since pragmatic rules for language use are often subconscious, even native speakers of a language are often unaware of such rules until they are broken. The purpose of the presentation is to make participants conscious of what they already know about pragmatic language awareness and implications for higher proficiency levels.

The development of pragmatic competence assures learners use language according to context. Since pragmatic rules for language use are often subconscious, even native speakers of a language are often unaware of such rules until they are broken. When learners fail to understand context and use language that is not socially appropriate for a given situation, misunderstandings and communication breakdowns could happen. The objective of pragmatics instruction is to show learners the different linguistic resources that could be used for specific contextual factors. Knowing grammatical rules do not automatically guarantee learners would function well within the target language. The purpose of the presentation is to make participants conscious of what they already know about pragmatic language awareness and to facilitate the discussion of ways to use this knowledge of transferable L1 pragmatic knowledge in L2 contexts to achieve higher proficiency levels.

Ivanisa Ferrer and Oya Bolgun

Defense Language Institute Foreign Language Center (DLIFLC)

2. **Enhancing Language Proficiency by Teaching Intercultural Communicative Competence Using OSEE**

In today's diverse world, language learners frequently interact with people from other cultures. Are these learners respectful in their exchanges with people from different cultures? In this interactive session, the participants and presenters will discuss OSEE (Observe, State, Explore, Evaluate) to teach intercultural communicative competence for students' understanding of culture.

This interactive presentation will start with questions: "What is the most effective way to put the culture into the learners' hearts? Do we teach language learners how to interact effectively with people from other cultures? When do we draw the line to when to incorporate cultural elements?" After the short discussion, the presenters will introduce the OSEE model and share examples of effective ways to apply the model in teaching learners of all levels (beginners, intermediate, and advanced). The presenters will engage the participants in brainstorming ideas applicable to their teaching environment. Furthermore, the participants will explore several assessment tools. The participants will leave with additional samples of the practical application of the OSEE model in teaching learners of all levels and the appropriate assessment rubric.

Svetlana Davidek and Sumbal Ayaz

Defense Language Institute Foreign Language Center (DLIFLC)

3. **Assertive Communication in a Multi-Cultural Language Learning Environment**

Building on a detailed study of the existing literature on assertive communication, the presenters will discuss a communication paradigm toward developing inter-cultural competence. Two real life case studies will be presented to help participants in further exploring and applying the concept in a multi-cultural language learning environment.

Building on a detailed study of the existing literature on assertive communication, and its relevance in an organizational context, the presenters will discuss a communication paradigm toward developing inter-cultural competence. They will highlight the significance of assertiveness in a diverse learning environment and discuss the ways to be direct and unambiguous for developing inter-cultural competence. Two case studies based upon real life situations helps audience in further analyzing and applying the concept of assertive communication in a multi-cultural language learning environment. Through facilitating an interactive discussion on the principles of assertive communication as well as the potential barriers to assertively communicate in a

Interest Sessions

multi-cultural learning environment, the presenters will share an intercultural communication model to assess and enhance intercultural competence. This model will then be further discussed and analyzed in the context of two case study presentations.

*Michelle Omid and Surinder Rana
Defense Language Institute*

4. Cultivating Learner Competence through Culturally Enriched Classroom Teaching

Culture is an indispensable element in language classrooms. Integrating culture in language learning can awaken and enhance learners' interests and motivation towards the target language. Presenters will demonstrate various effective and engaging activities used in different stages of students' learning process to build their cultural awareness and competence.

Presenters will first introduce the importance of culture in foreign language learning. Then, they will each share various culturally enriched classroom activities used at different stages of students' learning process. At the initial stage, we designed a fun Kahoot game to learn about students' general understanding of the target culture. During the pronunciation stage, we used Chinese Poems, children's songs, 100 Chinese Surnames, tongue twisters to instill cultural awareness while helping students improve their pronunciation and tones. As students' language proficiency progresses, we introduced in-house Mini Cultural Immersion, cultural reports on different aspects of China, and Chinese traditional games, etc. Towards the end of the language program, we empowered students to hold debates on Chinese social issues, and give presentations on Chinese idioms, etc. In addition, students were also offered opportunities to participate in out of class cultural activities such as cookery day, field trip, and Chinese community events.

*Minghua Wong, Liping Qin, and Chao Liu
Defense Language Institute*

5. Strategies for Developing Linguistic Intelligence and Pragmatic Competence in the Foreign Language Classroom

This presentation, IN SPANISH, will approach specific linguistic and pragmatic knowledge for second language acquisition learners. The result of emerging these competencies: 1) improves the capacity to use words effectively, 2) analyzes information, 3) communicates, 4) solves problems, 5) interprets in a specific context, 6) develops a sense of humor, 7) expands the enthusiasm for the subject, and 8) increases students' confidence when using the language. This session offers concrete examples based on written overviews of previous research related to the ability to use words and their combination effectively. We will open-up a forum with the audience on proposed lessons for implementation. There will be time for Q&A at the end of the presentation.

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*Tanya de Hoyos
Defense Language Institute*

6. Building a Multi-Language School's Community of Learning; Promoting Faculty Development and Student Success through a Team of Teams

The session explores an approach to building a community of practice through a team of teams (Mc-

Interest Sessions

Crystal, et al., 2015). Overcoming the isolation of different language programs, faculty collaboration was fostered through student in-school clubs and events, cross-language class observations, instructional practice forums, and cross-divisional partnerships to leverage resources.

The session first provides an overview of McChrystal's, et al. (2015) notion of team of teams where professionals as part of specialized teams work both independently and collectively. Next, the presenters describe how through such a leadership approach, faculty can collaborate through self-initiatives to foster faculty-student lead in-school student clubs and events, elective cross-language class observations, shared instructional practices through forums, and cross-divisional partnerships within the university to leverage resources. With self-initiated collaboration, rather than always directed by leadership, natural groups (tribes) can be formed among professionals of like interests, passion, and common goals (Logan, King, and Fischer-Wright, 2011). Tribe members as part of sub-teams develop trust in working relationships that lead to high levels of engagement, innovation, and creativity. The presenters share the leadership framework and recommendations for operating a school with a team of teams, building cultural understanding and enhancing student learning.

*Kara Mac Donald, Viktoriya Shevchenko, Ying Amatya, and Mirna Khater
Defense Language Institute*

7. Increasing the awareness of politeness in email requests with assistance of Chat GPT

This presentation will introduce classroom activities to enhance students' awareness of politeness in Korean and French email requests. Utilizing Chat GPT, it will demonstrate how Chat GPT can serve as a sample generator and evaluator for students' email requests, providing valuable feedback for improvement.

Email is a critical means of communication in business. However, the absence of visual cues can lead to misunderstandings and conflicts when politeness markers are missing. Thus, teaching the art of writing polite emails in a business context is highly important. Our presentation will introduce diverse classroom activities that enhance students' awareness of politeness in email requests, with a specific focus on Korean and French. To develop their sensitivity to politeness markers, we will utilize Chat GPT to generate samples and demonstrate the model when composing request emails. Additionally, Chat GPT will evaluate students' emails, addressing issues and suggesting improvements. These activities will greatly benefit language instructors incorporating Chat GPT to teach pragmalinguistic features in both Korean and French to their students.

*Jean Young Chun and Sonia Perchaud
Defense Language Institute Foreign Language Center (DLIFLC)*

8. Foreign Language Clubs as a Core Function in Exceeding Proficiency Goals

Drawing on published work on the value of foreign language clubs, the session shares a school-wide framework for offering a variety of foreign language clubs aligned with the curriculum to enhance learner proficiency and cultural competence.

Language clubs are often viewed as superficial and ancillary language practice for students. The session draws on the work of Brady (1995), Darling, Caldwell, and Smith (2005), and Mahoney et. al. (2003) that highlight the value of such clubs and provides a practitioner perspective of establishing and running foreign language clubs that align with curriculum goals and World Readiness Standards (NSCB, 2015). The presenters share a school-wide framework for offering an array of socio-cultural foreign language clubs (e.g. amine, film, dance, singing, book, calligraphy), permitting learners to expand their language learning and cultural competence across all proficiency levels. The session also provides evidence of effective teamwork between students, teachers and academic leadership in support of learner academic performance and maintenance of motivation.

*Chia Ning Liu, Liyuan Liao and Kara Mac Donald
Defense Language Institute*

Interest Sessions

9. **Harnessing Artificial Intelligence in the Humanities Classroom**

This talk centers around the use of generative artificial intelligence (AI) tools in a variety of methods of assessment. Within the context of a second-year Culture Studies course on offer at the University of Toronto Mississauga (Italian Food Studies; enrollment cap: 150), presenters will emphasize the ways in which AI has been harnessed to outline its benefits and the attempts made to mitigate its potential disadvantage. The place of AI in the classroom will be evidenced by anecdotal documentation and samples of student course work. This presentation hopes to inspire discussions on how AI can be adapted in various multi-disciplinary courses, at all levels.

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Dellannia Segreti and Teresa Lobalsamo
University of Toronto

10. **Fostering Critical Thinking: The Mission Possible**

Though critical thinking (CT) is one of the essential 21st century skills, little is known about it in terms of the construct and the appropriate methods to foster it in the language classrooms. Accordingly, this workshop aims at helping teachers understand what is CT and how to teach it. To achieve this end, attendees will be provided with various activities and examples by which they can easily introduce, foster and accurately assess critical thinking in their classrooms.

The presentation will be uploaded on Nearpod where attendees will collaboratively be engaged in answering some questions as well as solving some critical thinking games and videos. The presentations will have three stages: What is Critical thinking, why is it important and how to foster it in the language classrooms. -As for the outcomes, this presentation aims at fostering CT in the language classrooms using hands-on activities that could be easily transferred to language classrooms.

Reem Desouky, AUC

11. **Assembling a Life: Assemblage in the World Language (L2) Classroom**

This unit invites world language students to examine contemporary artworks and create their own assemblage artworks. Through note-taking, discussion, creation, and presentation, students examine the intersections of the political and personal through their L2. Students create and deliver an oral presentation in the target classroom language.

Learning Outcomes...Students will be able to do the following:

- to understand, discuss, and write about art;
- to create an original creative writing piece inspired by art; and,
- to describe their artwork in understandable, spoken French.

Content Area Standards

CC Reading 6-12 standards for literature standards 1, 2

CC Reading 6-12 standards for informational texts Standards 1, 7

CC Writing Standards 9-12 standards 3-6, 10

CC Speaking and Listening Standards 9-12 standards 1, 4, 6

ACTFL Standards Communication 2, 3 & ACTFL Standards Connections 1, 2

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ACTFL Standards Communities 2

Suggested Materials

- copies of works of art (digital and/or print)
- notebooks (paper or digital)
- If digital, a note-taking software with sharing capabilities (e.g., EverNote, Notability)
- copies of OASIS questions
- Cultural Eye guide
- Art creation materials: shoeboxes, photo boxes, boxes of assemblage items, collage materials, yarn, ribbon, string, glue dots, glue sticks, tacky glue, scissors, box cutters, x-acto knives, tape
- copies of rubrics for oral presentation (digital and/or print)

*William (Billy) Heidenfeldt
Salesian College Preparatory*

12. Developing Deep-level Cultural Competence in Classrooms

The presenters will share best classroom practices for developing deep-level cultural competence that enhances superior language proficiency. In addition to presenting culturally relevant activities to enhance learners' interest in the target language culture, the presenters will also introduce effective usage of digital tools to develop learners' linguistic and cultural proficiency.

To acquire high-level language proficiency, learners must develop deep-level cultural competence, i.e., an acute awareness of contextual appropriateness and the ability to extract or communicate meaning in cultural contexts, to comprehend or adhere to social norms pertinent to a particular setting, and to grasp or convey mood, feeling, emotion, attitude, and stance. The presenters will provide six culturally relevant activities on how to inspire and facilitate learners to study and explore the target language culture to develop their cultural competence and language proficiency. The presenters will provide both the rationale and the procedures of classroom activities and the students' feedback to demonstrate that culturally relevant activities can efficiently enhance learners' cultural curiosity and linguistic proficiency. The presenters will also share some practical strategies and activities for using digital tools, including AI chatbots, to engage digital native learners, enrich cross-cultural understanding, and maximize learning outcomes.

*Kuei-lan Chen, Ruiqi Ma, Marilyn Chakwin, and Xiaohui Wu
Defense Language Institute Foreign Language Center (DLIFLC)*

13. Leveraging Use of AI in a Foreign Language Classroom

The impact of technology on education is undeniable and recently artificial intelligence (AI) has been transforming the way our students learn. The presenter will explore ways of incorporating AI in all aspects of foreign language teaching, including cultural component, to promote students' interest and increase effectiveness in foreign language learning.

We cannot truly learn a foreign language without learning the culture of the people speaking that language. While there has been a lot of discussion on how to integrate language apps and other AI systems in teaching foreign languages, there has been less talk about the role of AI in cultivating cultural competence. This presentation will address ways of incorporating AI in foreign language learning and will focus on teaching cultural aspect to today's learners with the help of various technological tools, including chatbots. The participants will walk away with concrete suggestions on how to present cultural component in a foreign language classroom in the interactive and engaging way that would be understood and appreciated by Gen Z and Gen Alpha students.

*Tatyana Neronova
Defense Language Institute Foreign Language Center (DLIFLC)*

Interest Sessions

14. **Self-Compassion for Professional Growth**

Burn-out can lead to negative emotions and potential loss of productivity in our work environment. Self-Compassion is a valuable tool to transform burn-out into balanced productivity and joy. Discover how to identify and label your emotions without judgment and focus on yourself in order to be your best self at school (and outside of school)!

Through discussion and self-reflective exercises, participants will learn to recognize life imbalances and burn-out symptoms. This experiential workshop will help participants to develop daily, actionable steps to cultivate and practice self-compassion. Teachers will be given time to contemplate and discuss with colleagues in order to reconnect and know they are not alone in the ever-changing school and classroom environments.

*Jennifer Schwester
Brick Township Public Schools, NJ*

15. **Stories that connect: Folktales, Proverbs and Sayings**

This presentation delves into the complex process of teaching a language's cultural characteristics by interpreting figurative meanings found in Folktales, Proverbs, and Sayings. The presenters will showcase practical strategies to enhance linguistic competence, foster cross-cultural communication, and promote cultural and linguistic competence in the Korean language classroom.

This presentation highlights the value of Folktales, Proverbs, and Sayings as tools for teaching language and culture. The presenters, experienced teachers from the Defense Language Institute, share successful strategies for incorporating these literary devices into Korean language classrooms. By studying these texts, learners gain insights into the beliefs, structure, and mindset of the target culture. The session includes activities promoting cultural immersion, authentic materials, and learner-centered tasks, enabling students to develop authentic relationships with the language and culture. Attendees will acquire practical approaches for maximizing learner engagement and cultural understanding, while also enhancing language proficiency. The presentation provides specific lesson activities, outcome measurements, and

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valuable resources, empowering educators to foster both cultural competence and language skills in their own classrooms. By utilizing Folktales, Proverbs, and Sayings, learners can gain a deeper appreciation of the distinct identity of the Korean culture, fostering a meaningful connection between language and cultural understanding.

*Yerie Han and Jeongsun Kim
Defense Language Institute Foreign Language Center*

16. **Addressing the listening input deficit with ChatGPT**

This presentation explores the reasons behind students' varying listening proficiency levels, outlines the essential components of listening materials that can consistently support students in achieving ILR Level 2+ or higher, and demonstrates how ChatGPT can be used to accelerate the development of such materials.

This presentation explores the reasons behind students' varying listening proficiency levels and outlines the essential components of listening materials that can consistently support students in achieving ILR Level 2+ or higher. It aims to give participants both an analysis of the typical listening exercises in high-level language teaching materials and an understanding of the types of adjustments needed (as supported by neuroscience research) to help students reach higher levels of listening proficiency. Participants will complete real-world tasks to determine the elements needed to process language (especially listening passages) at higher levels. The presentation will also discuss declarative and procedural memory systems, highlighting their respective prerequisites for efficient performance. Lastly, it will showcase sample listening exercises that engage procedural memory for language acquisition and demonstrate how they can be efficiently created using ChatGPT.

*Ali Bolgun
Defense Language Institute Foreign Language Center*

17. **Using Cultural Music with RACE and Socratic Seminar Discussions**

Students learn how to write effective and strong constructive responses that demonstrate the

Interest Sessions

RACE (restate, answer, cite, and explain) technique. Students write responses based on the connection of music with various cultures. Afterwards, students continue working on oral speaking by utilizing the AVID strategy of Socratic Seminar discussions.

Students will first learn how to use the RACE strategy in reading, speaking, and writing. The RACE response helps to convey the student's answer in a constructive writing approach while also extending their vocabulary, reading comprehension, and writing skills. Afterwards, students will begin listening to various types of music while they answer a question(s) that connects and applies to the song. Afterwards, students continue working on oral speaking by utilizing the AVID strategy of Socratic Seminar (SS) discussions with Costas level of thinking and questioning. Students help guide the discussion of the question. Materials given - handouts of RACE, song list, and SS questioning guide. Outcome - increase of academic achievement with reading, writing, and speaking

Amy C. Waddell

Carver Middle School/Spartanburg District 7

18. Leveraging ChatGPT's Capabilities for Enhancing Inter-Cultural Competence

ChatGPT provides a unique, and personalized experience by engaging learners in interactive dialogues full of cultural references and nuances, hence promoting cultural competence of language learners. This presentation will demonstrate how to integrate ChatGPT capabilities in lesson plans to create an immersive language learning experience focusing on developing inter-cultural competence.

ChatGPT is a revolutionary technology that provides a unique and personalized language learning experience. With its cutting-edge capabilities, ChatGPT enhances language fluency, accuracy and efficiency by engaging language learners in natural and immersive language practices. As a virtual tutor, ChatGPT provides instant feedback on the choice of word, structure, pronunciation and cultural references and nuances, hence promoting cultural competence of language learners. Through engaging learners in interactive conversations tailored to their needs, interests, proficiency levels and pace, this invaluable teaching tool not only helps students build language proficiency

and cultural understanding but also improves their linguistic attitude, engagement and motivation.

The presenters will demonstrate how to integrate the aforementioned ChatGPT capabilities in lesson plans to create an authentic and immersive language learning experience focusing on developing inter-cultural competence. Besides providing interactive sample activities, the presenters will discuss challenges and limitations of ChatGPT in providing culturally-sensitive feedback to language learners.

Michelle Omid and Ivanisa Ferrer

Defense Language Institute Foreign Language Center

19. The Japanese-American Experience in the Ethnic Studies Syllabus: New Perspectives from Recently Translated (and English) Texts

California Congress mandates that introductory Ethnic Studies classes must include the experiences of Native-Americans, African-Americans, Asian-Americans and Latinos. Consequently, instructors of Japanese-American history face a time-deficit. A workable solution is integrating newly-translated texts by early 20th century Japanese visitors to the US into our reading list — as well as graphic novels by Japanese-Americans.

The description should specify your content, procedures, materials, and outcomes for participants.) In mandatory Ethnic Studies courses taught in California's public colleges, instructors must cover the history of Native-Americans, African-Americans, Asian-Americans and Latinos. Moreover, we must teach concepts that are essential to our field through the reading of testimonial texts. In this context, how much time should be allocated to Japanese-American history without bypassing the experience of other ethnic groups? In my proposed syllabus, I present different solutions to fix this time deficit. When teaching about Japanese immigration in California, I rely on the narratives of Yoshitaka Kiyama, an early 20th century Japanese visitor to the United States whose "protomangas" have recently been translated into English. I also include testimonial works by different generations of Japanese American artists (Miné Okudo, George Takei, Adrian Tomine, and Kiku Hughes). Because these authors adopt the graphic novel as a mode of expression, the reading materials that I assign to students

Interest Sessions

can be completed in a reasonable amount of time. This system allows me to cover many perspectives of Japanese-American history.

*Henri-Simon Blanc-Hoang
City College of San Francisco*

20. Using Collocation to Accelerate Learning and Enhance Fluency

This presentation demonstrates to attendees the value of teaching students using collocation. This method can allow students to absorb target language more quickly, and to produce with greater fluency.

Presenters explain the integration of collocation in teaching materials and review case studies that confirm the method's efficacy.

Language learners, particularly those at the beginning of their education, are taught vocabulary as distinct, individual units. While this method assures clarity of meaning, it relies on the student to piece units together, often incorrectly, betraying their lack of fluency. This presentation recommends and demonstrates the use and usefulness of teaching vocabulary through collocation, the combining of two or more words in commonly used groups. Employing this method can increase the students' absorption rate and confer greater confidence in use of the target language. Learning vocabulary simultaneously with its common or idiomatic usage will generate greater fluency, both written and verbal. The presenters explain practical strategies for employing collocation in the classroom with examples of relevant materials. Additionally, presenters provide case studies and demonstration of a student's improvement of target language acquisition using collocation.

Robin Berube and Pyong Gag Ahn

*Defense Language Institute Foreign Language Center
FLANC Newsletter*

21. Cancelled.

22. Teaching Japanese honorifics: How they can be taught better

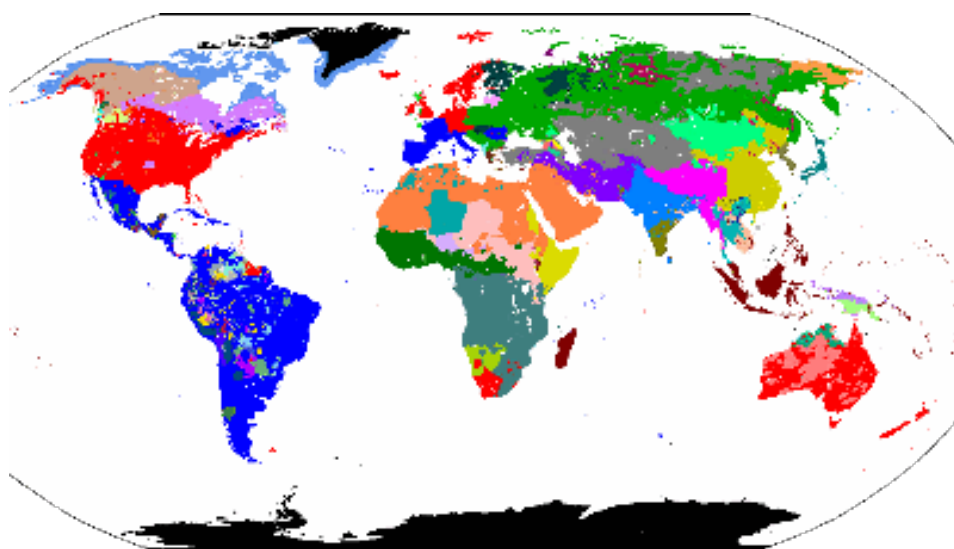
The current study investigates how Japanese honorifics should be taught. Japanese honorifics are considered difficult to acquire not only by learners but also by native speakers. Despite enormous domestic publications that teach the prescriptive usage of honorifics (Horikawa & Hayashi, 1969; Kabaya, 2009; Okuyama, 1973, 1976; Ozaki, 2009; Uno, 1988),

studies on real-life data suggest that the usage of honorifics is flexible, diverse, and dynamic (Cook, 2008a, 2008b, 2021; Fujiwara, 2002; Lee, 2003; Matsumoto, 2008a, 2008b; Ochs, 2005; Ohkubo, 2009). However, contrary to Bella, Sifianou,

and Tzanne (2015)'s suggestion, teaching practices in classrooms are not necessarily informed by and aligned with latest study findings. In other words, students still tend to conceptualize honorifics on a static, one-on-one form-function mapping, perceiving it to be perceptualizing a vertical society.

In this talk, I will share my dissertation research on bringing latest sociolinguistics research to language classrooms. The talk will cover 1) factors observed from real-life data that influence the diverse usages of Japanese honorifics; and 2) a workshop that aims at implementing a new pedagogy in teaching Japanese honorifics. In an era that emphasizes language diversity and de-emphasizes teaching normative usages only, my research argues for including deviating usages in language classrooms and provides thoughts on what matters in language teaching.

Taraneh Cao, Earlham College



Interest Sessions

23. Exploring student engagement with written corrective feedback: A classroom case study of JFL learners

The purpose of this case study is to explore student engagement with written corrective feedback (WCF) among learners of Japanese as a foreign language (JFL). This study also investigates the roles of individual and contextual factors in learners' engagement. Using Ellis's (2010) analytical framework, the study examines learners' cognitive, behavioral, and affective engagement with WCF. The focal participants are 3 learners of Japanese at a US university, and data is collected from interviews, retrospective verbal reports, and student essays. The results reveal that each learner's engagement differs due to individual and contextual factors. This study highlights the need to tailor WCF to individual learners for optimal benefits.

Jun Takahashi, Colby College

24. Let's Talk about LGBTQIA+ Communities and Social Issues in Japanese Language Classrooms

This presentation examines and proposes ways to introduce social issues as discussion topics to Japanese language classrooms and to stimulate students' critical thinking and creativity. In particular, we examine the instructional steps to utilize a variety of readings about LGBTQIA+ communities in Japan in advanced Japanese language courses at the University of California, Davis, based on the data from Winter Quarter 2017 to Winter Quarter 2023.

In advanced Japanese language courses, students are prepared in steps from the roundtable discussions on socio-cultural issues, reading and learning about LGBTQIA+ communities in Japan, discussing and exploring other social issues that interest them, and to doing their research on their selected social issues to produce a term paper. As scaffolding, regular class discussion precedes in-class reading activities on LGBTQIA+ communities. This process opens up a window of opportunity for students to be actively engaged in discussing difficult but relevant topics. Reading and learning about LGBTQIA+ communities in Japan not only helps students become aware of the current social issues but also provides them with an intellectual tool to discuss and explore other issues such as discrimination, racism, sexism, identity, and so

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forth in Japanese.

Nobuko Koyama, University of California, Davis

25. Expressing Subjective Judgments and Evaluative Feelings in Japanese: Japanese-language Learners' Acquisition of te-shimau for Implying Disappointment

This study focused on the ways in which learners of Japanese express their emotions and evaluative feelings, particularly with regard to the acquisition of te-shimau to imply disappointment. Using storytelling data from the "International Corpus of Japanese as a Second Language (I-JAS)," we analyzed the actual use of te-shimau at the emotional culmination (high points) of narratives, and the use of alternative expressions for disappointment by learners of Japanese who speak Chinese, English, and Korean as their mother tongues. The results revealed that the use of te-shimau was less common among learners of Japanese than among native speakers of Japanese, regardless of their native language, and that usage of te-shimau tended to increase at the intermediate level. Learners of Japanese also conveyed their feelings of disappointment using expressions other than te-shimau. However, they tended to use those expressions as predicates or modifiers rather than as components of the formulaic adverbial expressions more commonly used by native Japanese speakers. These results suggest that the acquisition of expressions for emotion and evaluation is not generally difficult for learners of Japanese, but they do not intuitively use them in the same ways as native speakers.

Masahiko Minami, San Francisco State University

26. Teaching Idioms and Proverbs to Promote Intercultural Competence

The purpose of integrating Idioms and Proverbs to language courses is to aim at developing students' awareness of cultural differences and their communicative and cultural competence to be prepared to acknowledge differences in terms of cultural values, communication and behavior patterns, habits and attitudes. This presentation will introduce how Idioms and Proverbs can be effectively integrated in the existing language curriculum and help language learners acquire knowledge about

Interest Sessions

Continued from page 24

how to use the language in order to function successfully in socio-cultural contexts through developing their awareness of cultural differences between L1 and L2.

The description should specify your content, procedures, materials, and outcomes for participants.) The importance of teaching culture in language education has long been argued. Halliday (1975) has stated that language learners should acquire knowledge about how to use the language in order to function successfully in socio-cultural contexts. Idioms and Proverbs (I & P) are not only a significant part of everyday conversations in socio-cultural context but also provide significant insights into history, culture, society, way of life and way of thinking of the target language (TL) people. In order to fully understand “Idioms and Proverbs (I & P)”, learners need to be familiar with the TL culture more than merely knowing a lot of words.

The purpose of integrating “Idioms and Proverbs (I & P)” to language courses is to aim at developing students’ awareness of cultural differences and their communicative and cultural competence to be prepared to acknowledge differences in terms of cultural values, communication and behavior patterns, habits and attitudes. This presentation will introduce how I & P can be effectively integrated in the existing language curriculum to promote languages classes for Intercultural Communicative Competence. It will first discuss the benefits of I & P learning, and then, introduce instructional approaches along with its material development and collaborative class activity design, promoting critical thinking skills and learner autonomy. Designing “Idioms and Proverbs Study” is based on adult learning and the transformative nature of culture knowledge through language learning as it shows how to assist language learners to acquire experience of the world through socio-cultural interaction and become autonomous thinkers.

Deborah Choi

Defense Language Institute Foreign Language Center

27. Peer Teaching

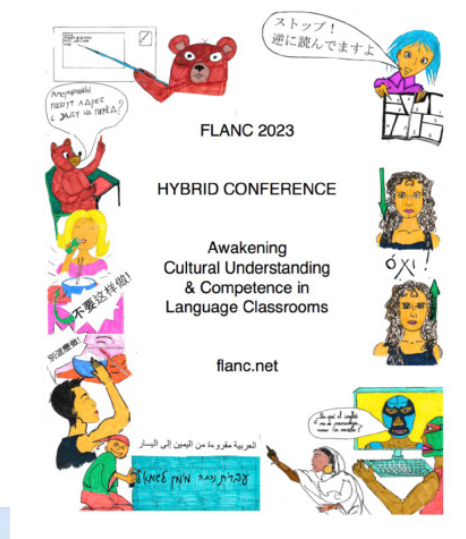
In a Flipped Classroom technique, peer teaching plays a crucial role. The goals of peer teaching are to promote students self-regulated learning and to enhance student-student cross learning. Activities that can be used during these sessions include identifying areas that need clarification and areas that need confirmation, gamification, and text-analysis; deconstruct

texts into meaningful independent ideas.

The content highlights the importance of including student-led sessions in language learning class. The goal of student-led sessions are mainly to shift focus of teacher-mediated sessions to active language activities and to practice working collaboratively on projects. The presenter directs a projects that experimenting several initiatives. Among these initiatives is the student-led hour. The presenter will share the goals, guidelines, and suggested activities giving examples of activities. The target outcome of the presentation is to limit the teacher-student sessions to active language activities and to promote the student regulated learning.

Tarek Elgendy

Defense Language Institute Foreign Language Center



Part of our FLANC Board, enjoying a photo op, after a productive June meeting.

FLANC's Conference Program

(subject to change)

- **08:30-08:50 Welcome and Registration**
<https://flanc-net.zoom.us/my/all.welcome>

- **09:00-09:50 Concurrent Presentations I**

- **10:00-10:50 Concurrent Presentations II**

- **11:00-12:00 Keynote Address & Announcements**
 - o Ann Jordan

<https://flanc-net.zoom.us/my/all.welcome>
 - o Alexandra C. Wallace Essay Contest Award Recipients 2023
 - o Gisèle Hart Membership Award
 - o Cecilia Ross Mini-Grant 2024

- **12:00-13:00 Lunch and Walk**

- **13:00-13:50 Concurrent Presentations III**

- **14:00-14:50 Concurrent Presentations IV**

- **15:00-15:20 Closing Circle**
 - o Complete the Post-Conference Survey to enter the raffle.
 - o Our Poster Game!

Teach on!

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 |
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Send FLANC your
Retired Dues
to be included above.

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



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 In My Community!

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, 2024

All entries will be broadcasted throught the day during FLANC's annual Conference.

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

Questions? Please contact América Salazar, at *aasalazar85@gmail.com*

Professeurs de français: Vous rêvez de vous imprégner de la culture française?
OUR 26TH ANNUAL TOTAL IMMERSION WORKSHOP



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10-20 juillet 2024

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Welcomes you!

www.flanc.net

Alexandra C. Wallace

2023 Essay Contest Winners

First place - Lowering the Language Shield

Like my kindergarten friends, I filled boxes with ‘treasures’ – a butterfly clip, pressed flowers, Barbie dolls. But in my mind, I collected something far more valuable: words. I plucked blessings in Hindi and Hebrew out of winter nights lit first by Diwali diyas and followed by Hanukah candles, memorized Bollywood songs after saying Shabbat prayers. Already, I noticed that being mixed-race was an invitation to have my identity questioned, but somehow, when I read a Haggadah or carried a conversation flawlessly, the pressure briefly lifted.

For years, I learned languages only to shield myself, changing from someone never ‘brown enough’ to blend into photos from both Purim and Holi celebrations to a social chameleon who could go from one to the other. But soon, my attitude towards language-learning reforged my shield into a double-edged sword. By middle school, I no longer viewed words and languages as treasures to cherish, but as standards to surpass. The more fluent or ‘perfect’ I became, the more I believed that one mistake in a Torah reading, one lapse in conversation during Kathak class, would reveal the truth: I wasn’t Jewish or Indian enough. I was mixed and I didn’t belong – but if I spoke just right, they’d never know.

As this fear spilled into my everyday life, I became convinced that perfection was necessary everywhere, not just mandir or synagogue. Though I loved Spanish, when faced with new grammar, rules, and vocab, I chose to retreat rather than risk messing up. In seventh grade, I would develop mysterious illnesses on presentation days, taking a grade drop over public failure. But in eighth grade, there was no escape: my teacher required bimonthly presentations.

However, despite my chronic over-studying, my best efforts at perfection...I choked. Blanking mid-way through, I closed my eyes, bracing for laughter. Yet all I heard were my teacher’s encouraging words,

offering to let me finish when I was ready. What I believed would be the worst moment of my life ended up being nothing but another pause in a class presentation. After years of using language to hide my identity and meet impossible standards, I realized I was the only one upholding them.

I still struggle with insecurity and shyness, but I’ve tried to take risks which have changed my life for the better, from studying abroad in Barcelona to joining the choir at my synagogue. Languages aren’t a way to fit in, but instead a means to be wholly myself. Hebrew and Hindi allow me to speak to my grandparents, to explore both my Jewish traditions and Indian culture, while Spanish is just one of many languages I hope to learn as I pursue my dream career as a diplomat or ambassador. Today, the

same languages I once viewed as weapons to defend myself are the very tools I hope to carry with me *en una vida y una carrera dedicadas a buscar la paz y la aceptación.*

*Leela Hensler
Junior, AP Spanish
Albany High School
FLANC Sponsor and AP
Instructor:
Pamela Lim-McAlister*



Second place - Spanish Makes My Writing Sing

I am a storyteller at the core of my being, but I have worked to become a writer. I did not learn to craft stories but I have had to learn how to tell them, how to mold the words on the page so they fit the images swirling in my mind.

Learning a world language has been essential to my becoming the writer, storyteller, and person I am today. Growing up in the American education system, we are not taught how our language works because we, as native speakers, know all the rules simply from the language being spoken around us. While this shaped my communication, I had no true understanding of how language really worked until I started learning Spanish. Not only did I begin to

continued from page 28



FLANC



Fall 2023 Conference Registration Form

Awakening Cultural Understanding & Competence in Language Classrooms

Saturday, November 4, 2023 • Via Hybrid

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 - October 04)

Member	<input type="checkbox"/> \$ 0 (Zoom)	<input type="checkbox"/> \$20 (InPerson)
After October 4	<input type="checkbox"/> \$55 (Zoom)	<input type="checkbox"/> \$125 (InPerson)

Lunch \$ 0 (to the OnLine attendees)

Registration OnLine at

www.flanc.net/2023-registration-membership

* Please note that after October 4, 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

Alexandra C. Wallace Essay Contest Winners

continued from page 26

understand the words of those who spoke Spanish around me, to understand their perspectives with a deeper empathy than I could have without their language, but I began to comprehend the nuances of my own native language. When I wrote in English I played with the verb tenses and noticed the roots of the words, the meanings behind meaning; ‘la amistad’ taught me friendship is valued as love, as amor. ‘Palpar’ y ‘sentir’ showed me that outward and inward feeling can be distinguished. Spanish words danced in my mind, teaching my prose to sing like they never had before.

To me, learning Spanish has not simply been about communication, it has expanded my view on the world and shifted my perspective. I have begun to see things that, while they were in front of me all the while, I had never seen, never understood before. No one in English classes ever explained that there is more than one way to speak in the past tense. Yet, I had been missing it. I had missed it. I missed it. Each of these adds a unique meaning to my sentence; however, if I had never learned Spanish, I never would have known.

Language has power, and understanding how it works is essential to harnessing that power. Lack of understanding leads to lack of control, but I am learning to tame my words like a fire, not so much that I let it fizzle out, but I no longer let them blaze and scorch. I hold my words close so they flicker with light, pulling in readers with the promise of warmth. The flames of my words grew only after I understood them, and for that I have my educa-

tion to thank. I am learning to harness my language not through itself, but understanding its roots, its cousins and everything that has made it what it is today.

I will always be a storyteller, but my skill as a writer will only grow as I explore the world and its languages, as I learn from people who do not speak as I do, and from their meanings behind meanings. One language cannot capture all the stories that are itching to be told in the world.

Suz Blattner

AP Spanish, Class of 2023, Albany High School

FLANC Member and Instructor:

Pamela Lim-McAlister



Honored Emeriti FLANC Members



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

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

money man, keeping FLANC afloat and always concerned about our finances, always looked for funds for FLANC and for our world language teaching colleagues. He was there, at every Spring and Fall Conference, guiding the Executive Board, 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!**



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, 2024
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 2023-2024



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:

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

For more info: 1.510.732.2746
 fax 1.510.732.6624
machetez@sbcglobal.net
www.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!

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 Love our InPerson Conferences!

For your Agenda, 2023-2024

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 29-March 2, 2024 • **SWCOLT's Conference**, with the Hawaii Association of Language Teachers, The Branches Grow Because of the Trunk, in Honolulu. Info at www.swcolt.org.



July 23-26, 2023 • **96th AATF Annual Convention**, in Trois-Rivières. Info at www.frenchteachers.org.



June 29-July 2, 2024 • **106th Annual Conference of the American Association of Teachers of Spanish and Portuguese**, 'El español y el portugués como lenguas globales: conexiones y oportunidades más allá del aula' en el Hilton Portland Downtown. ¡106 años...híjole! Info at www.aatsp.org.



FLANC's Fall Workshops and Conference

November 04, 2023

Awakening Cultural Understanding & Competence in Language Classrooms

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, or with Francisco Zermeño at 510.732.2746.



November 17-19 • **Annual AATG Conference** in Chicago. Info at www.aatg.org.

November 17-19 • **Annual AATI Conference**, in Chicago. Info at www.aati-online.



November 17-19 • **ACTFL's 52st Annual Convention & World Language Expo**, in Chicago. Info at www.actfl.org.



January 4 -7, 2024, **22nd Modern Language Annual Convention** - 'Celebration: Joy and Sorrow', in Philadelphia. Info at <http://www.mla.org/convention>.

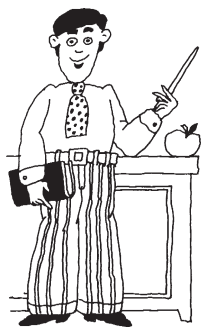


March 7-10, 2024 • **CLTA, California Language Teachers' Association Annual Conference**, 'Cultivating and Promoting a Sense of Belonging', at the Hayt Regency, in Monterey, CA! Info at <http://clta.net>.



FLANC in 2024 World Languages
Stay tuned for Conference information

FLANC Conference 2024



*To
Be
Announced*



Saturday, TBA, 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 2023-2024 : 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, 2024

Acceptance letters will be sent out by Monday, May 31, 2024

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.

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Do you have any ideas for your teaching colleagues?

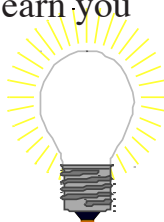
Are you doing anything which could earn you the Nobel Prize for Language Teaching?

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
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加州中文教師協會

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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
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machetez@sbeglobal.net

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

Our Vice President of FLANC for 2024-2026!

I hold a PhD in Spanish from the University of Florida, but I am a native speaker of French. I taught the languages of Cervantes and Molière at the Defense Language Institute from 2007 to 2022.

In 2023, I accepted a lecturer position in the World Languages and Cultures department at the City College of San Francisco. I use my extra time to pursue my artistic career. For the past three years, I have designed the poster for the FLANC conference.

*Best Regards,
Henri-Simon Blanc-Hoang*



GLOBAL NAVIGATOR
HIGH SCHOOL STUDY ABROAD



FLANC's Green Team

Please
**remember, respect, rethink, reduce, reuse,
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reroot.**

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Foreign Language Association
of Northern California

POBox 92
Hayward, CA 94557

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

Attend
FLANC's
Hybrid Conference
November 4, 2023
Via Zoom, World Wide

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

FLANC Newsletter

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J. Francisco Zermeño C.
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Hayward, CA 94557-0092
510.732.2746
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School address _____

School City, State, Zip _____

and mail, fax or email to

