

FLANC NEWSLETTER

Volume LIX, Number 2

Fall 2011

FLANC Fall Workshops and Conference! Friday and Saturday, November 4-5, 2011

Berkeley City College

The Executive Council of FLANC invites you to join us at our annual Fall Workshops and Conference. As always, it will present you with material which will infuse your classroom with something exciting by offering a wide array of Interest Sessions. There will be many Exhibitors. The

presentations will have practical how-tos for use Monday morning, ideas for the classroom, and the ever present technology and its adaptation to our classes.

Mark the date on your calendar, send in the registration form today, **take Public Transportation**, and see you in Berkeley! **Teach on!**



President's Message

Almost every year I spend early June in Japan. Because I recently published a book entitled "Telling Stories in Two Languages: Multiple Approaches to Understanding English-Japanese Bilingual Children's Narratives" (<http://www.infoagepub.com/products/Telling-Stories-in-Two-Languages>), this summer I gave a series of lectures on the new book at prestigious universities in Japan, such as Nagoya University, Hiroshima University, and Kwansai Gakuin University (near Kobe). In addition to those lectures, of course, I enjoyed staying in Japan. I visited Hiroshima Peace Memorial Park for the first time, for example. The Peace Memorial Park, which is adjacent to the A-Bomb Dome (the skeletal ruins of the former Industrial Promotion Hall), is not only for memorializing the victims, but

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www.fla-nc.org



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FLANC's Green Team

Please - **remember, reduce, reuse, recycle, renew, refresh, recover, restore, respect, refuse, reintegrate, rethink, revitalize, replant, replant, regreen, refurbish, regrow, rot.**

- Recycle for cash. Turn your trash cans into piggy banks, by contacting Recyclebank. They pay you to recycle. Good, huh?
- A bottledwaterless town. Would it be great if we could copy the town of Bundanoon, Australia? They actually outlawed it. Now, they make money selling plastic bottles for their tap water. (9/2009)
- A plasticbagless town. In Modbury, England, Rebecca Hoskings convinced the storeowners to do away with them! She had seen too much plastic bag destruction in a visit to an island. Way to go! When are we going to do it here? (9/2009)
- Solar lamps! D.light Design sells solar powered lamps that even now recharge cellular phones, for from \$10 to \$25. Good idea.

CLASSIFIED ADS

TRAVEL

SPANISH courses in Guatemala & through skype for Spanish, regular teachers, administrators, HS students and CSET preparation. casaxelaju.com

A-Z SPANISH STUDY GUIDE!

Your friendly neighborhood FLANC Newsletter Editor, has created a student friendly study guide for your students and for you. Kilos of information about Spanish grammar, lots of verbs and is only \$15! Contact me. Receive 3 A-Z Study Posters with a 10-guide purchase. Call today!

PARTICIPATE

Interested in working with language teachers promoting language study here in California? Contact the Newsletter Editor today!

ADS?

Place a Classified Ad today!

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Students find our digital language lab technology anything but foreign.

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- Facilitates differentiated instruction and mixed-level classes
- Includes tools to help teachers create unique lessons with rich content

"The lab has given students the opportunity to self-reflect and assess their language skills by listening to their own voices, their peers, and real life access to media and music."

Vincenza Graham
Language Department Chair

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News from the Language Fronts

Compiled by fz

加州中文教師協會

Chinese



“The Chinese Language Teachers Association of California (CLTAC) is a nonpolitical, nonprofit educational and professional organization.

The mission of CLTAC is to promote the study, teaching,

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

the awareness of the importance of the Chinese language and culture.

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

YCT • “Confucius Institute at San Francisco State University, in South San Francisco, now is offering free YCT level 2 and HKS level 2 test trials to all students who are learning Chinese at elementary/middle/high schools and colleges/universities in Northern California.”

What is YCT? The YCT (Youth Chinese Test) was launched by Hanban in an effort to encourage young students to learn Chinese and improve their Chinese language proficiency. The YCT exam is designed for 15 year old or younger students at elementary and middle schools. For more detailed information, please check their website at <http://www.sfsu.edu/~ci/ChineseTestCenter.html>.

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FLANC Life Members

Ann L. Alderman
Martha C. Arnold
Anita Aileen Axt
Fabián Banga
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Sister María Campos
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Hisako Takahashi
Manuel Tarango
Yolanda Thompson
Jean Paul & Sara Trélaün
Chris Wallace
Christina S. T. Wu Yee
J. Francisco Zermeño C.



Silence, ssssh!

by Ed Sterling



Not just another SHOUT OUT.

I want to give a “shout out” for the FLANC silent auction at this fall’s conference. At Berkeley City College we will have a table of cul-

tureally exciting and useful realia, arts and crafts (even tequila in an artful collector’s bottle), classroom stuff like posters and DVDs, books, and even the cat and tequila below, on the silent auction tables.

Most attendees are familiar with our silent auction by now. But just in case, I will describe it here. Donated items such as foreign language books, serapes, ethnic pottery, posters and media are set out on the silent auction table. Paper forms are taped to the table by each item. When you find some things you would like to take home, just add your name and the amount of your bid to the form. At the end of the day, the highest bid “wins.” After the fourth interest session, just pay in cash or check and take your items. Over the years, the silent auction has sustained its popularity with FLANC members.

Why do we do it? Well the one to two hundred dollars received help FLANC to keep the cost of conference attendance as low as possible.

Support your professional organization, support FLANC. Shop the silent auction, bid to win!

To donate, you can reach me via email at esterling@ccsf.edu or by telephone at 415.452.5053.



Horror Story! - please do NOT share it with your children! What’s this my students who have transferred to our Bay Area four-year universities, from Chabot College, tell me about their Spanish classes? Professors speaking English, Spanglish, and even allowing compositions to be written in English! ¡Qué horror! Quelle horreur! How horrible! Here I am, at Chabot, sweating, and torturing my brain cells to death, searching for synonyms, antonyms, cognates, coming up with facial expressions and body language, so that only Spanish exists in my classroom, only to have it be for naught at the Big U! What’s up with that? What happened to Target Language teaching! Let’s correct this! I am NOT pleased, nor happy or impressed by this. Are you? Target Language, from Pre to Ph.D! No if and or buts about it! If you can’t do it, change profession, please! TL forever!



“The Building blocks of language. Literary beings early, according to the latest research, which finds that experiences in preschool can predict outcomes several years later. Children whose preschool teachers read with them more and talked to them using sophisticated vocabulary had better language and reading school in fourth grade than kids whose teachers did not engage them” (*Time magazine*, 5.ix.2011). I believe that we world language teachers have known this for years, and, in the case of the three Chabard-Zermeño children, it was the m.o.



“Cutting class. Not all students will return this fall to the same schools they left, thanks to significant budget cuts in 23 states. Illinois has eliminated funding for some AP courses. Parts of South Dakota have moved to a four-day school week. Schools in Wilcomico County, Maryland, are looking to scale back bus contracts, and Wisconsin schools are considering cutting custodial staff. A middle school in Ocala, Fla., was forced to allocate \$0 to teachers for classroom supplies.” Sad state of affairs in our nation. Imagine what they are doing to world language programs!



NeaTeachBits

Compiled by fz



Puppet Theatre in Ms. Victoria's high school classroom. Just having a full-time high school position could be a highly satisfying step up in your career of foreign language teaching. But some jobs have administrations that generously assign a particular room for the exclusive use of a single teacher (which is a much more common occurrence at the elementary level). Exclusive use of a high school room facilitates so many enhancements to your teaching. I think principals should make it a priority.

At Central High (a fictitious example) one of the Spanish teachers, Victoria Valenzuela, was assigned the corner room on the second floor of Portola Hall. After dressing up the walls with colorful posters and verb conjugation charts, Ms. Victoria brought in a huge cardboard refrigerator box and stood it on end. With a box cutting knife, she cut out one side but left about two inches of the cardboard so the corners were left untouched. Students would be able to step in and out of the box freely. To make a puppet theatre, Ms. Victoria cut a window into the opposite side of the up-right box. She wanted to be able to open and close the "shutters" on the window so she made just three incisions with the box knife: two horizontal cuts—one about eight inches from the top of the box to within four inches of the sides, then one vertical cut right down the middle from the top horizontal cut to the bottom one. Now she folded back each "shutter" and worked it carefully and repeatedly until the shutter moved easily. The shutters try to return to their closed position, so a hook needs to be added to each side to keep them open. Ms. Victoria decided to have the shutters open out and hook flat against the box. Now the shutters stuck out like "wings."

She tried several ideas for making the hooks and settled on big clamps that are used to keep potato chip bags closed. She used some string tied to the clamps so they would always be handy when the shutters were closed. One more

Fall 2011

structural task remained: a crossbar to hang the back curtain from. This was a two-person job the way she did it. She took home the measurement of the width of the box and cut an old wooden broomstick handle to the size required.

Back at school with someone's brief help, she positioned the stick four inches below the top of the box and eight inches away from the shuttered window. Now came the complicated part; Ms. Victoria carefully hammered a single nail with a large flat head through the box into each end of the stick. It took some trial and error to line up the nails with the center of the stick. She measured each side of the box wall to make X's where she wanted the stick to be. She pushed a nail through the box to see if her X's lined up.

Then her helper held the stick in place with the opposite side of the box braced against the wall to resist the blows of the hammer. Having anticipated all this, Ms. Victoria was quickly ready to rotate the

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Cecilia Ross Memorial

In order to enrich their teaching of foreign language, all members of FLANC are encouraged to apply for the Cecilia Ross Memorial Grant. The next Award will be made in the Spring of 2010. A list of the criteria for application is appended at the end of this article.

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

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

In honor of Cecilia and her many creative contributions to the growth and enhancement of foreign language teaching and research in California, a Cecilia Ross Memorial Grant was created by the FLANC Executive Board in 1989. Since the creation of the award in 1989 there have been many winners. The following teachers won in the past: 1990, Laurie Rodgers, Pacific Grove High; 1992, Stephen Covey, Sunnyvale Middle School;

Criteria for Application

The person applying for this Grant must present the following:

1. Be teaching a foreign language in K-12, College, or University.
2. Be a paid-up member of FLANC for the current year and the previous year.
3. Submit a description of the project for which the Grant will be used, e.g.,
 - a) Provide for the improvement of language instruction in the classroom.
 - b) Present a project which would enhance the cultural knowledge of students in the classroom.
 - c) Present methodology for the improvement of instruction.
 - d) Need to submit a budget
 - e) What other funding will be asked for to complete this project?
4. Submit a letter of recommendation from a School Administrator or the Department Chair.
5. Applications must be received by March 31, 2012.

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

FLANC Cecilia Ross Memorial Grant Committee
c/o Agnes Dimitriou
Dwinelle Hall
Department of Spanish and Portuguese, #2590
University of California
Berkeley, CA 94720

The Award is up to \$1,500.

The Award Winners will be contacted by June 2012 and announced at the FLANC Fall Conference.

1995, Wendy Ruebman, Albany High, Albany; 1996, Anne McCormick, U.C. Berkeley and Sheree Lin, Cal State University at Hayward; 1997, Rebecca Shirah, Sacred Heart Cathedral Prep in San Francisco; 1998, Lynda Southwick, Mendocino College, Ukiah; 1999, Ignacio González, Sacred Heart Cathedral Prep in San Francisco; 2001, Lois M. Moore, San Marin High

Grant Award

School, Novato; 2002, Adelaida Cortijo, U.C. Berkeley and Martha Melara, Sacred Heart Cathedral Prep in San Francisco; 2003, Rakhel Villamil-Acera, U.C. Berkeley. For the year 2004 there were two winners: Lynda Southwick, Mendocino College, Ukiah, doing a project called “Bretagne Culture Capsule” and Dolores Isern, U. C. Berkeley, doing “Aproximaciones hacia la enseñanza de la escritura: el ensayo de exposición.” The winner for 2005 was Pamela McNees whose topic was “A Curriculum for Students in Careers for Biliterate and Bilingual Employees.’ The winner for 2006 is Carolyn Bradish-Barailles, with “Bringing West Africa into the K-12 Classroom.” Tsueyling Tracy Wang and Gloria Huerta were the awardees for 2008.



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

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

Application for the Cecilia Ross Memorial Grant

Name _____ School _____

Address _____ Address _____

Name of Principal or Department Chair _____

Address (if different from above) _____

Title of Project _____

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

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

Additional materials needed for submission:

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

Thank you for your application

News from the Language Fronts

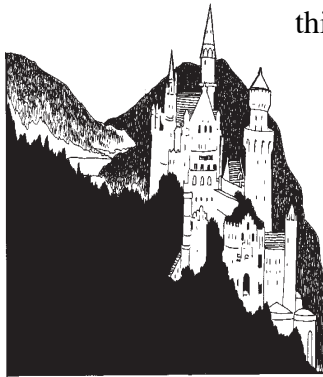
Continued from page 3

If any teacher is interested in applying for this trial exam, please fill out the attached form and send it back to our Institute before October 5th at cisfsu@gmail.com.”

Deutsch

“Members have expressed concerns about the cost of attending the annual meeting, so we are trying a different format for the awards ceremony.


We will not have a luncheon this year. Instead, the awards ceremony will take place Saturday evening, November 19 at 7 pm. Immediately following the awards ceremony, we will salute Helene Zimmer-Loew’s 25+ years of service as Executive Director.”




 “**Time in Germany**, October 30 - November 7, 2011. Application Deadline: September.


The German American Chamber of Commerce of the Midwest (GACCoM) is now accepting applications for the third Transatlantic Program - Young Technology Leaders (TAP-YTL) with the delegation focus on “Water Management.” TAP-YTL will join together 12 young US leaders from the fields of “Water Management” to Germany for an intensive delegation program, Oct. 30 - Nov. 7, 2011.

More updates available soon at www.transatlanticprogram.org.”

 “Do you want to know where the nearest **Deutsche Sprachschule** is located? Or the five deutsche Auslandsschulen, public charter immersion schools, regular public immersion schools, DANK Schulen, or independent immersion schools teaching German?” Visit www.aatg.org.

 “**The Federal Statistical Office** reported just a few days ago that close to half a million more people were employed in June 2011 than were a year previous. These data, which represent a 1.2 percent improvement on June 2010 and 66,000 more employed persons than May 2011, are consistent with the generally upward trend enjoyed by the German labor market this year.”

FLANC Newsletter

 “**The Goethe-Institut** is offering stipends available for professional development seminars in Germany. The stipends include course costs and accommodations. If you are interested, please adhere to the following registration procedure.

The deadline for consideration is November 15, so act fast to take advantage of this opportunity!

Current course offerings can be viewed here <http://www.goethe.de/lhr/prj/fid/deindex.htm>. Once you have three choices, that is one principal choice and two backup choices, please proceed here <http://www.goethe.de/lhr/prj/fid/gii/bsg/deindex.htm> where you can download a copy of the application.

Please send the completed application as well as a copy of your CV to language@newyork.goethe.org.”



ESPAÑOL

Vocabulario. La palabra ‘arte’ es masculina en singular, mientras que en plural es femenino: el arte fotográfico, las artes visuales.

- La palabra ‘cinco’ tiene cinco letras. Ningún otro número en español presenta esta coincidencia.

- La palabra ‘abenuz’ tiene todas las letras en orden alfabético.

- ‘Mil’ es el único número que no tiene e ni o.

- La palabra ‘murciélago’ es correcta. La palabra ‘murciégalo’ también.

- El texto más antiguo que se conoce en español es del año 975 y es un texto religioso.

- Es correcto decir ‘vagabundo’. Decir ‘vagamundo’ también lo es.

- El español es el segundo idioma más estudiado del mundo. El primero es el inglés.

- Es posible viajar por casi todo el territorio de EEUU comunicándose únicamente en español.

- Senegal, Japón, Rusia y Costa de Marfil son países en que a la gente le gusta mucho aprender español.

- En español, los gatos “maúllan” y también “mían”.

Árabe: acémila, aduana, ajuar, alarde, alazán, albañil, alberca, albóndiga, aldea, alfalfa, alfanje, alférez, alcohol, álgebra, algodón, algoritmo, almacén, 8

News from the Language Fronts

almohada, alubia, alumbre, arancel, arrabal, arroba, azogue, azúcar, azufre, azulejo, cenit, cifra, elíxir, mancha, tabique...

Germánico: abolengo, heraldo, agasajar, gallardo, mico, alarde, ganar, orgullo, arpa, alcaparra, ataviar, guardar, rapar, banda, rico, brotar, robar, cofia, románica, ropa...

Hebreo: (nombres) Ana, Isaac, Josué, Abraham, Aisabel, Jesús, María, Adán...

Francés: anres, dardo, flecha, trotar, galope, alar, duque, canciller, danzar, desmayar, pabellón, borde, amarrar, damisela, jardín, maleta, barricada, calibre, conserje, chimpancé, tráfico, coqueta...

Italiano: fachada, carroza, medalla, soneto, escopeta, banqueta, centinela, blanco, pelota, espadachín, gaceta, cúpula, libreto, caricatura, y más.
Teach on! *jfzc*



España 2011. Mi esposa y yo acabamos de pasar un mes en Europa. Dos semanas en la cuna de la lengua de Dios, España y dos en la tierra de mi media naranja, Francia. Claro, espero ver un español divinamente intachable in la tierra de mis antepasados. Sin embargo, como pueden ver en la foto abajo, parece que el anuncio fue hecho en México - mi pobre país, tan lejos de Dios y tan cerca de Estados Unidos. ¿'internet'? ¿Qué es eso...y cómo se come? ¡Válgame Dios! ¡Red! ¡Y que viva el español!

Vi demasiados ejemplos de la lengua anglosajona en periódicos, revistas y anuncios. No quedamos impresionados. A ver si empiezan a limpiar un poco nuestra lengua, mis parientes lejanos del otro lado del charco.

Después les pongo más ejemplos. ¿Tienen algunos que deseen compartir? ¡Enviádmelos!

jfzc

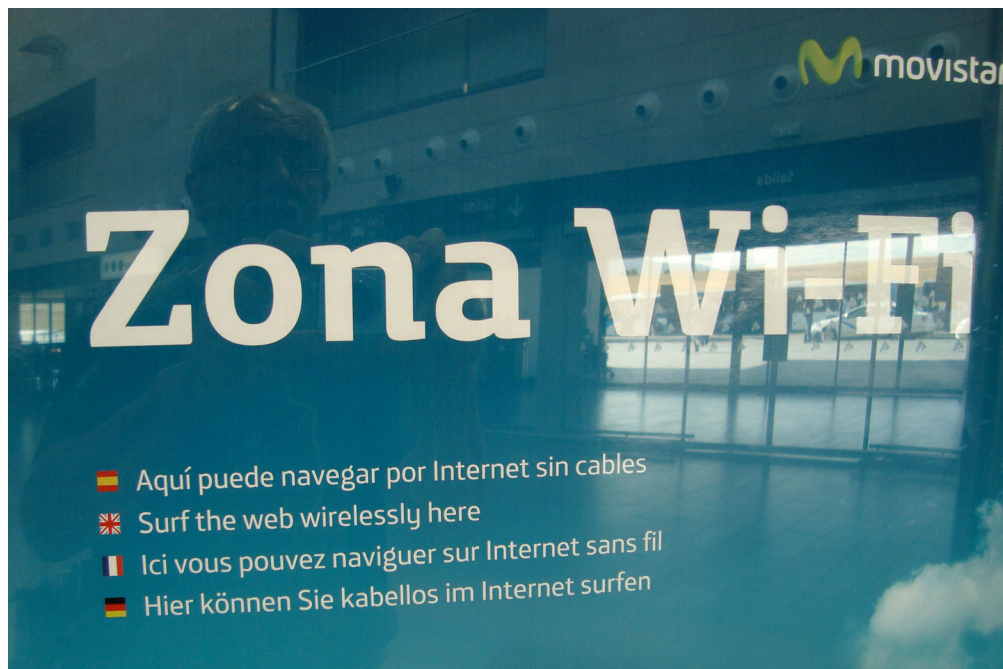


How to prepare your students for a Spanish Immersion Program. Studying Spanish Abroad is one of the best ways for a student to improve his/her Spanish language skills. To get the best results, you should prepare them before they study Spanish abroad. For example, exercises that improve their vocabulary are well worth the time and effort. If they are a beginner, this will help them feel more comfortable once their total immersion program begins.

If they are an absolute beginner, we recommend that yourself or a Spanish native speaker records some of the most common Spanish phrases and have them listen to the recording and repeat them as they learn them. By mastering a short list of phrases, they will be surprised how many simple situations they can deal with. Spanish expressions of this sort will not solve all their communication problems, but they will facilitate basic conversation at a Spanish speaking country.

If your student is a more advanced Spanish learner, you will need to give them more complex advice because they are not learning the language from scratch - it's more often a case of building on a weak or average foundation. Our advice in this case is to have them learn as many common words as they can before they leave for their study Spanish abroad trip. When they learn a foreign language in a Spanish speaking country they lack a great deal of "everyday" vocabulary. This can

Continúa en página 13



Gisèle Hart FLANC Membership Award



This award was created to honor Gisèle Hart for her many years of service to FLANC. Mrs. Hart, who had been a truly dedicated and enthusiastic

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

It seems that half of the French teachers in Northern California had Gisèle Hart as their master teacher. I did, and I have always felt unbelievably lucky to have had her as a guide into our profession. As a nervous student teacher, I was immediately impressed by her quiet, calm presence in the classroom, rather serious; *c'est-à-dire*, there was never any question about who was in charge. The second thing I noticed was her smile. It lit up the room. It still does.

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

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

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

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



At 19, Gisèle entered UC Berkeley as a Junior (so much for Breadth Requirements!). She adapted easily to Cal, finding it not more demanding than the French

lycée. "It was such a relief that I didn't have to take *gymnastique*." After graduating, she received a Masters in French and then a Teaching Credential. "I learned how to teach at Cal, how to shed that French arrogance. I remember being asked in an upper division course, 'How can you explain the infinitive?' I couldn't explain it. I had to learn how it is different than English."

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

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

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

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

Here are a few more Gisèle thoughts.

THREE YEARS OF FREE FLANC MEMBERSHIP (2012-2014)

- Many French native speakers often have a difficult time in the classroom. The student teachers I had were horrible. They taught the way they were taught. I learned quickly that, that didn't work in US schools.
- I knew that I wanted to be a teacher when I was about 7 or 8. We had a piano and a young neighbor wanted to learn how to play. I was so demanding that I don't think I taught her more than twice, but I liked the bossy attitude.
- Cecilia Ross asked me to get involved in FLANC. She knew I had two young children so she was patient. I have enjoyed the camaraderie of working with other teachers.

FLANC's people are charming, a word I rarely use. What do we get out of it? Nothing, really, except a lot of hard work. But it's pleasant. Companionship.

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

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

Wendy Ruebman

GHFMA Awardees:

2005 - Jerrica Spizarsky Brown and Anne Pettygrew, 2006 - María de Leo
2007 - Jennifer Fox, Sebastopol Independent Charter S., 2008 -

Gisèle Hart FLANC Membership Award Application



Purpose of the Award:

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

Criteria for the Award:

Current member of FLANC. Fewer than 3 years of teaching experience.

Application Procedure:

- Complete the award application — applications must have a signature from a school principal or department chair verifying language teaching experience.
- Along with the application, send in a brief curriculum vitae.
- Applications must be received by November 30, 2011.

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

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

First Name: _____ Last Name: _____
Address: _____
City/State: _____ Zip Code: _____
Home Phone: _____ Work Phone: _____ Email: _____

Work Experience Verification

School: _____
Address: _____ City/State: _____ Zip Code: _____
Start Date: _____
School Administrator: _____

Signature

Print Name

Title

Please mail this application by November 30, 2011. to: J. Francisco Zermeño C.
FLANC Membership Award Committee • P.O.Box 92 • Mt. Eden, CA 94557-0092

The winner of the award for 2012-2014 will be chosen by drawing at the December 2011 FLANC Executive Council meeting. Thank you for our participation in FLANC activities!

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



FLANC



Fall 2011 Conference Registration Form

Workshops, Friday, November 4, 2011
Berkeley City College
Conference Sessions, Saturday, November 5, 2011
Berkeley City College

First Name: _____ Last Name: _____

Mailing Address: _____

City, State, ZIP: _____

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

Institution: _____

Languages Taught: _____

Position: _____

Pre-registration Fees

	Fri. Workshop Only	Sat. Conf. Only	Fri. Workshop & Sat. Conf.
Member	<input type="checkbox"/> \$30	<input type="checkbox"/> \$45	<input type="checkbox"/> \$60
Non-Member	<input type="checkbox"/> \$40	<input type="checkbox"/> \$65	<input type="checkbox"/> \$80
Student	<input type="checkbox"/> \$10	<input type="checkbox"/> \$15	<input type="checkbox"/> \$25

On-site Registration Fees

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

** Please note that after October DATE registration will be on-site only.*

Friday Workshop (Choose 1):

#1 (AP Spanish) #2 (French) #3 (Technology)

Saturday Luncheon: Vegetarian Chicken \$16

FLANC Membership Dues

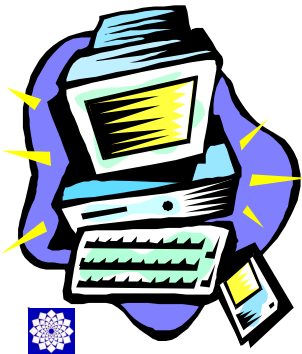
If you are not a current FLANC member, but wish to become a member, check below:


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


Grand Total Enclosed:
\$_____

Please make checks payable to FLANC and send to:


Elisabeth Zermeño, FLANC
P.O. Box 92, Mt. Eden, CA 94557





 I have received some very good sites. Send me more! Happy surfing! Anyway, I thought I'd key in 'world language teacher' in Google, to see what comes up. Holy Tamal! Over 10,300,000 sites in just 0.21 Mac seconds! So, I'm sharing some with you.

 American Council on the Teaching of Foreign Languages Mission Statement: To provide vision, leadership and support for quality teaching and learning of languages. www.actfl.org/.


The National Capital Language Resource Center is full of material for your and your students. www.nclrc.org/about_teaching/topics/world_lang_teaching.html.

 The Center for Advanced Research on Language Acquisition (CARLA), out of the University of Minnesota has good material. It is a pdf file, so it's a bit more difficult to copy. www.nj.gov/education/frameworks/worldlanguages/res.pdf.

 At Foreign Language Lesson Plans and Resources, you can access material for French and Spanish, such as 'Bonjour. The site, for students and teachers of French, offers a host of activities and resources,' and 'Casa de Joanna: Spanish Activities and Casa de Joanna: French Activities On-and off-line activities for middle and high school Spanish and French classes. Also included are lesson plans and printable worksheets.' www.csun.edu/~hcedu013/eslsp.html.

 At Omniglot, their statement, to be shared with your students, is quite correct: 'A knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after.'

www.omniglot.com/language/careers.htm.

 And don't forget CLTA, AATG, AATI, AATSP, CLTAC, NCJTA, and FLANC. All great websites for your daily classroom needs!

cause a real shock when they go abroad and attempt to talk to native speakers.

They cannot really be functional in the Spanish language until they know 2,500 to 3,500 words well. That's roughly the same number of words that a five-year-old child knows - enough to cope with most everyday situations. Like anything else, a good start is half the job. Please help your student be prepared before they start an immersion program.

Antonio Prado - Director

Spanish Institute of Puebla, www.sipuebla.com



La Santa Muerte, que es una veneración a esqueletos, viene desde la era Colonial mexicana, pues se llevaban en procesión durante Semana Santa, que ya era un cambio en sí de las procesiones españolas. Hoy en día, en Chiapas y Guatemala, se venera a San Pacualito Rey, un esqueleto coronado.



Lecciones de español:

- 'Pair Done' – perdón (sorry)
- 'N L C John' – en el sillón (in the armchair)
- 'Be a Hope and son' – Viejo panzón – fat old man
- 'Desk can saw' – descansa (rest)
- 'As say toon as' – aceitunas (olives)
- 'See eye' – sí hay (yes, there is/are)
- 'T N S free O?' - ¿Tienes frío? (Are you cold?)

Editor's Note: No, I don't remember where I found these, or maybe I made them up...who knows. They're cute, no?



Visite **Tierra del Sol** para ver sus programas y servicios en México, en www.mexicoprograms.com.



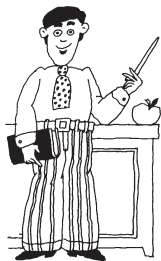
The Center for Cross-Cultural Study is pleased to announce its 2012 Group Site Visits to Seville and Alicante, Spain, and Córdoba, Argentina. These Site Visits are intended to enable faculty, study abroad staff and administrators gain a deeper understanding of CC-CS programming, and to consider how our programs can be integrated into their own respective curricula. It is also a great opportunity to meet CC-CS Resident Directors and staff, observe classes and interact with students and the host culture.

Continúa en página 15

FLANC Fall Conference 2012

San Francisco

November 9 & 10, 2012



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 : Yes _____ No _____

Complimentary Lunch: Yes _____ No _____ (Saturday only)

If there is a co-presenter, Name: _____

School: _____

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

Saturday Interest Session : _____

Presentation Title (10 Word Max.):

Abstract (100 - 150 Word Maximum): _____

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

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

Language of Presentation : English : ____ Other : _____

Equipment Needs : _____

All conference presenters will pay a presenter's rate of \$30 or be a member of FLANC.

FLANC members who present need not pay Conference Fee.

Please send proposals and questions via email to:

flancproposals@nomos.org

All proposals should be received by June 15, 2012

News from the Language Fronts

Continúa de página 13

Seville & Alicante, Spain, March 4-10, 2012, Registration Deadline: January 15, 2012. Programs Offered in Seville: Advanced Spanish Studies, Integrated & Semi-Integrated Studies Programs, Winter Program, May Term Program, Summer Programs, Internship & Service Learning Programs, Customized Faculty-Led Programs. Info at www.spanishstudies.org/seville.

Programs Offered in Alicante: Intermediate & Advanced Spanish Studies Programs, Integrated & Semi-Integrated Studies Programs, International Business Program, Summer Programs, Internship & Service Learning Programs, Customized Faculty-Led Programs. Info at www.spanishstudies.org/alicante.

Córdoba, Argentina, April 7-11, 2012, Registration Deadline: February 15, 2012. Programs offered in Córdoba: Advanced Spanish Studies, Semi-Integrated Semester Program, Summer Program, Internship & Service Learning Programs, Customized Faculty-Led Programs. Info at www.spanishstudies.org/argentina.

With over 40 years of experience in international education, the Center for Cross-Cultural Study continues to provide new opportunities for students through our challenging and innovative programs across the Spanish-speaking world. If you or a colleague is interested in participating in one of these visits, please contact gisella@spanishstudies.org.



Yucatán, just for you, courtesy of jfzc! In one week, we tried 32 different tequilas! Heavenly, I must say. There were 163 tequilas at Casa Tequila in Cancún. At a restaurant, I had Chancla de Cuahuatémoc, which was a cactus leave with beef and Oaxacan cheese. If you have chicken with it, it's Chancla de Moctezuma. Very nice, indeed. Life is tough!

1502 was the first contact with Maya out at sea when Columbus saw Maya merchants/traders, in Isla Guanajo. A slave used to bring the trader 100 cacao seeds. 4 for a pumpkin, 10 for a rabbit. They used to hunt men for slaves and

sacrifices, just as the Aztecs and others. They never attacked to kill, only to capture.

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

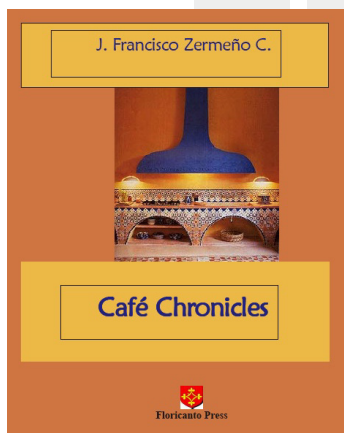
To the side of the plaza and the monument to maternity, is Café Peón Contreras with outside seating in the carless street. It has music until midnight. The Plaza is next to the church, which, ironically, is better decorated inside than the city Cathedral. There are three restaurants, with its most expensive dish being Shrimp Opera style. That's because the Opera is nearby. Anyway, the shrimp came with all kinds of goodies, for only \$13!

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

To remind us of bygone colonial days, there are horse-drawn carriages – *calezas* - for tourists, for a trip around the downtown. Now, if the horses had been brothers of the Budweiser Clydsdales, we might have gone on a tour, but they were a bit on the slim side.

Hacienda Yuc. Gorgeous, with some 70 employees. Some haciendas are still fully operational, making rope with *henequén* – a cousin of the *maguery*, century plant – fiber. Maestro Jorge showed us how strong Yucatán *sisal* is, compared to Brazil's, that México actually imports. Why? Yuc produces 15 million sisal ropes. However, México needs 25 million. So, it imports from Brazil. Yucatán Mayan

Continúa en página 16



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

Adèle Martínez

News from the Language Fronts

Continúa de página 15



pride speaks of a better quality, and Don Jorge (below) pointed out to me that while the *penca del henequén* (leaf) may be longer, the Mayan is stronger. I always look for the one from México.

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

In Cancún, the butter in our Hotel Grand Oasis is from Harleyville, Pennsylvania. Either the butter produced by Mexican cows is more expensive than the Wisconsin ones, or it is cheaper, so, due to bottom line economics they have butter from unhappy cows, or the



owner is Usamerican. However, the owner is Spanish, so it's only a matter of economics. Shame.

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

Editor's Note: These are some of my notes from our last trip to Yucatán. Why in English? I

thought I'd let non-Spanish speakers get a glimpse of Yucatán, so they then would decide to pay that great state a visit.



Français

jfzc

Off to the Cinéma. Three very different French films are at your local theatre. All of are of interest to the teacher and student.

'Cave of Forgotten Dreams' (Les Grottes de Chauvet). Run to see this Werner Herzog film before it leaves your local theater. The reason: It is in 3D, a filming device I have never understood until I saw this film. In 1994 three scientists felt an unusual draft of cool air as they were wandering in the Ardeche (accent). They pulled back some rocks and entered into caves which humans decided to decorate some 32,000 years ago (Lascaux -- 17.300 years) and have been undiscovered (except by local animals) ever since. It is an amazing find and completely off-limits to the public. But, Herzog got unusual permission to film the inside of these caves and the result is absolutely magical.

'Potiche'. If your mental picture of Catherine Deneuve and Gérard Depardieu is of two dashing attractive French actors, then this movie will bring you up to date...charmingly. It really is an homage to Deneuve, still lovely, who plays a trophy wife (the title) and ends up being a powerhouse in her husband's company and in her community. Depardieu plays an old friend and, eventually, the viewer remembers why we were once charmed by him. This is first-rate entertainment, French-style.

'L'Amour Fou.' Yves Saint-Laurent (1936-2008) and Pierre Bérge were lovers and business partners. After Saint-Laurent's death, Berge decided to sell their sizable collection of paintings, sculpture, furniture, etc. On the surface, this film is about this sale -- from viewing the collection as it was once displayed in their various homes, to seeing it being

Suite à la page 20



at
www.
kukulcan.
com.mx

The “Norman Litz” Page



This page is in honor of a FLANC long-time member, our indefatigable Treasurer, Membership Chair, Accountant, Cofounder, and Colleague, Norman Litz. On this

page, we will present to you information about scholarships and grants. Why? Well, Norm was always our money man, keeping FLANC afloat and always concerned about our finances. As a teacher, you are also concerned about these matters, and will appreciate some of these opportunities, in his honor.

Norm was born on September 4, 1938, in Vallejo but grew up in Napa, where he worked countless hours in the family’s wholesale fruit business. He graduated from Napa High School in 1956 and went directly to UC Berkeley, where he studied for 3 years with the goal of becoming a Certified Public Accountant. But at the end of that time, he realized that wasn’t what he wanted to do with his life and moved over into liberal arts. He found that he had a flair for Italian, which became his major, with French as his minor. After receiving his BA in 1961, he worked for two more years to receive a Master of Arts and a teaching credential. He also continued to work four more years toward a doctorate in Romance Languages and Literature. Then he taught at El Camino High School in South San Francisco for 32 years, becoming the department chairman for foreign languages.

Norm and Linda dated while attending choir practice on Friday nights and then singing at the Methodist Church for the early service and the Presbyterian Church at the later service on Sunday mornings. They were married on August 28, 1960, in Napa and together had four children: Natalie, Jennifer, Tim, and Kirsten.

Norm became associated with FLANC, the Foreign Language Association of Northern California, in 1967, and was its Membership Secretary and Treasurer since that time except for the few years he was President of the organization.

Over the years, Norm and Linda were both active in Hillsdale United Methodist Church in a variety of roles. Norm was particularly active and faithful in the choir, participating happily, and in church finances and as a member of the Worship Commission. Clearly, his early college training in accounting was

applied in both FLANC and his church.

Illness forced Norm into early retirement, and made impossible his ambition to travel more to Italy and France. Still, he continued his volunteer contributions to the church and his work with FLANC. He was always an advocate for youth. He worked as a tutor for his church’s after-school program where he was often assigned to help children who spoke Spanish at home. Norm was involved with 4-H in San Mateo County serving as auditor for 30 years, and as treasurer of the committee providing scholarships for students continuing their college education.

Norm was led by his faith, integrity, loyalty, and perseverance, among his other fine qualities, such as patience, and leadership. We are sure that Norm’s many contributions to his family, his friends, his students, FLANC and its members, and colleagues, and his church will be long remembered and appreciated.

Norm left us a legacy of love, respect for others and determination to do the best he could in all aspects of life. We all benefited from him. Gracias mil, Norman. **Teach on!**

Grant opportunities for teachers:



National Zeta Phi Beta Isabel M. Herson Scholarship in Education: Awards between \$500-1000 are given out to several undergraduate and graduate students who are majoring in education each year.



AFT Robert G Porter Scholars Program: Between 4-10 undergraduate and graduate students majoring in education who have been AFT members for at least one year can win this \$1000 award.



Phi Delta Kappa Prospective Educator Scholarships: These scholarships are awarded to large number of students each year who are high school or college, are members of PDK, a sponsored club or have a parent who is. Awards range is \$500+.



Alpha Kappa Alpha Educational Advancement Foundation Scholarship: Undergraduate or high school students interested in pursuing a career in education can get awards in varying amounts.



Don’t forget our own **Cecilia Ross Memorial Grant Award** listed on page 6 of this Newsletter, as well as CLTA’s and SWCOLT’s.

Please let us know if you became aware of other opportunities, so we may share the wealth. Even in these tough economic times, I know there are some funds out there for us teachers.

FLANC Salutes its Retired Members!

Alfred F. Alberico	Flavia R. Lorega
Jacque Anderson	Helga P. Marshall
Joanne Argyres	David M. Martínez
Alice Bartholomew	Karen Mitchell
Lorraine Bassadonne	Robert A. Morrey
Charles L. Berrier	Michael J. Mouat
Mary Ellen Boyet	Kurt Mueller-Vollmer
Merlin Bradshaw	Virginia Murillo
Mary Ann Brewster	Maurice A. O'Meara
Adrena Clemmer	Patricia O'Reilly
Yole Correa-Zoli	Earl F. Pimentel, Jr.
Janice Costella	Julian F. Randolph
Betty J. Crenshaw	Walter E. Rex
Edith F. Croft	Livia Rosman
Cassandra M. Dandridge	Wendy W. Ruebman
Xavier A. dela Prade	Fabián G. Samaniego
Anne R. Dinelli	Paul A. Schwarzbart
Nicila Domínguez	Susan Seeley
Jonaca Driscoll	Alvina Sheeley
Kathy Failing	Michèle Shockey
Yvette M. Fallandy	Michelle Sikora
Mary Farquhar	Carol L. Sparks
Loreto G. Genilo	Pierrette Spetz
Marie Goff-Tuttle	Yolanda Thompson
Mabel M. Goodale	Leslie L. Threatte, Jr.
Jaquelyn W. Green	Carol Trapp
Marylou Herrera	Jean-Paul et Sara Trélaün
Gail Hetler	Kathleen Trenchard
Keiko Hiramoto Hess	Betty Wilson
Maria J. Huber	Lucinda Winter
Marilyn M. Imes	Karuko Yagi
Rosemary Jiménez Curós	Edith Yang
Leonard W. Johnson	Catherine Yen

Send FLANC your Retired Dues to be included.

New! Nouveau! Nuevo!

Splash Page

Submission Guidelines

1. Splash page should reflect the theme of the FLANC Conference: Tweet in Two Languages

2. All teachers submitting student splash pages must be current members (2010-11) of FLANC. If you are not currently a member of FLANC, you may obtain information at our website <http://www.fla-nc.org>



3. Each teacher may select and submit only one entry to forward to FLANC.
4. Entries must be submitted to Liz Barthe by November 1, 2011

5. Entries may be submitted as an attachment to an e-mail or via Dropbox if file is large. Send to lbarthe@mercyhsb.com and write Splash Page Entry in the subject line.

6. Include in the body of the message the following: student name, teacher name, school name, teacher contact information (e-mail and phone number), and a brief description of the contents of the **Splash Page**.

7. Winners will be announced at the FLANC Conference at Berkeley City College, California, November.5, 2011.

8. Winners will receive the following awards: 1st \$100, 2nd \$50, and 3rd \$25.

9. Entries become the property of FLANC.

10. First prize **Splash Page** will be posted on the FLANC website for the year.



POSTER CONTEST - 2011

Tweet in Two languages!

Theme
When 2011 FLANC Fall Conference -- November 5, 2011
Where Berkeley City College
Eligibility Language students whose sponsoring teacher is a member of FLANC
Prizes Certificates & \$50 Cash awards + a \$100 Grand Prize Winner!
Size 18" x 24" (no exceptions)

General Instructions

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

FLANC reserves the right to reproduce any posters.

Winning Categories

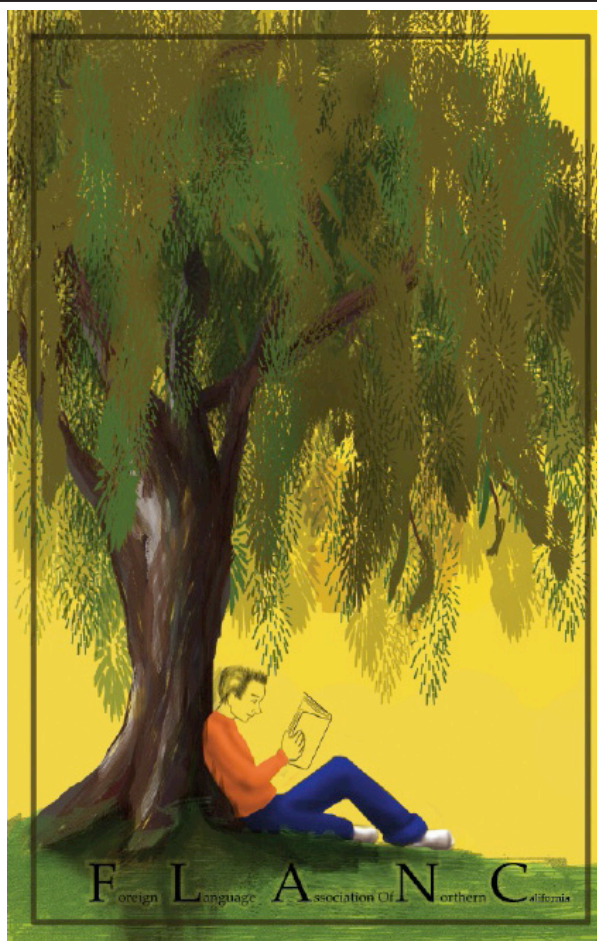
Most colorful **Most relevant to the theme** **Grand Prize Winner**
Most amusing idea **Best graphic technique** **Most original idea**
Elementary School

Questions? Please call Liz Barthe at 650.343.3631, ext. 156 or at lizbarthe@hotmail.com.



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!



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!

News from the Language Fronts

Continued from page 16

carted away, silently, piece by piece, to the drama of the Christie's auction in Paris. But the film is about more than that. We follow the career of a young S.L., a Dior protegee in his 20s, through his golden years as the darling of Paris fashion designers to a rather pitiful shadow of his former self. Berge does much of the narration and he opens up some interesting aspects of their private lives together.

Wendy Ruebman



“Chers amis d’eLycée.

Students sign in from anywhere to work with native French teachers, using shared applications and resources, in a unique ‘virtual classroom’ developed by eLycée. eLycée is the only program of fully

interactive French education online with

- Programmes de Maintien de la Langue (8 to 18 years),
- Intensive AP French language preparation (4 and 5 scores for our students,)
- Workshops for Teachers of French, and
- Adult Beginner, intermediate and advanced language programs.

For school-age students, eLycée’s classes will resume in September 12 so that they have time to face back to school at their regular schools. There a wide catalog of classes which meet all needs for a French education.

Adults will continue their ongoing classes. We intend to enlarge our offering to help those with specific needs for business and vacation trips or improved written expression. Contact us at info@elycee.com for specific needs..

The reactions of participants to our French teacher summer course were enthusiastic. So we created a continuing training program, once a month on Saturdays. If you are interested, please contact Christine.frin@elycee.com.



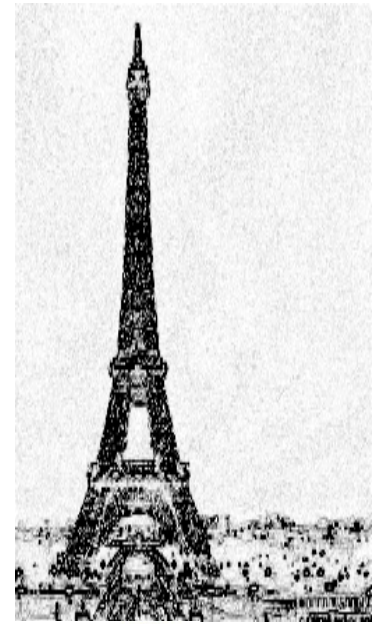
National French Week Every Year! La Semaine du français

- Jour 1** - Cuisine
- Jour 2** - l’Art et l’Artisanat
- Jour 3** - Activités pour le public

Fin de Semaine - Sciences, technologie et métiers

Jour 6 - Sports, jeux et traditions

Jour 7 - Musique et danse.



ITALIANO

“Learn Italian in Italy and study Italian in Sicily is your dream? Among many Italian language schools in Italy and many Italian courses, are you looking for study abroad programs and courses of Italian in



Have You Seen This Man?

He’ll be looking for you at FLANC’s Fall Conference!

For 120 years, his idea has brought people together across cultural lines—helping us discover that *everyone* can learn a new language!

Simpla, fleksebla, belsona, Esperanto helpas vin konvinki al viaj studantoj, ke estas facile lerni lingvon!

Esperanto-USA

P.O. Box 1129 • El Cerrito CA 94530

(800) ESPERANTO

www.esperanto-usa.org



JOURNAL FRANÇAIS

Your vital link to France and the French language



News from France, plus French products, services and events in the US. You'll find interviews, sports, cinema, a historical series and more...

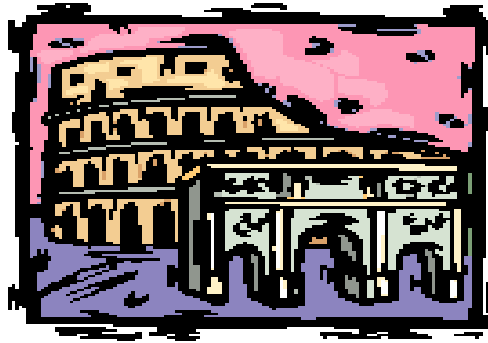
Entirely in French

To receive a free sample copy call or email:
info@francentral.com
 (415) 921-5100 ext.30

News from the Language Fronts

Sicily? If among a wide choice of Italian language schools in Italy, you want to take an Italian course in Sicily and meanwhile have the chance to explore and experience life in this beautiful island, then you have got the right website! Keep on reading to know more about our Center for Italian Studies and our Italian language courses in Taormina, Sicily and visit the website to watch a video about Taormina and our school.

Learn Italian in Italy and take part to the full immersion Italian courses we offer: Italian language courses in a group or Italian private courses. Our Italian language school in Taormina,



Sicily, offers study Italian classes from one week up to one year! And with the Italian language courses, you will be also offered a program of social and cultural activities and free assistance in finding accommodation in Taormina.”



Japanese

38th Annual Japanese Speech Contest. The Japanese American Association of Northern California (Hokka Nichu Bei Kai) and the Consulate General of Japan in San Francisco, as a part of their activities to encourage the learning and use of the Japanese language here in the USA, are co-sponsoring the 38th Annual Japanese Speech Contest as follows:

Date & Time: Sunday, Nov. 13, 9:30am for Middle/High School Students and 1:30pm for College Students/Adults.

Continued on page 23

Professeurs de français: Vous rêvez de vous imprégner de la culture française?
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The President's Message

Continued from page 1



also for keeping the memory of nuclear horrors and advocating world peace. I also enjoyed the Hiroshima-style *okonomiyaki*, a Japanese savory pancake con-

taining a variety of ingredients such as squid, octopus, and even cheese, in addition to noodles that are used as a topping with fried egg. In June, unfortunately, the majority of areas in Japan are in the midst of a rainy season, the so-called *tsuyu* (or *baiyu*), which literally means “plum rain” (because it coincides with the season of plums ripening). Hiroshima was no exception. But the dark, rainy scenery of the Seto Inland Sea and small islands that I saw through hotel windows are beautiful like Indian ink paintings.

Summers seem to be the optimal time not only for faculty members, but also for students to apply what they have learned through books as well as in classrooms by doing independent research. At San Francisco State University, in addition to undergraduate courses, I teach graduate-level linguistics courses: (1) a sociolinguistics seminar, which covers such areas as cognitive semantics, pragmatics, geographical linguistics, dialectal geography, cultural anthropology, and multicultural psychology, and (2) a second language acquisition seminar, which covers such areas as psycholinguistics, applied linguistics, and language education. In the second language acquisition seminar, for instance, I often ask for graduate students' opinions about what I have encountered in my undergraduate Japanese classes.

Perhaps you have asked yourself pedagogical questions such as, “Is the task with which I am providing students in the classroom meaningful?” or “Do students need to interact in the target language in order

to accomplish the task?” Language teachers' vital concern is students' progress in the target language. As educators, we tend to consider language learning as a conscious form of knowledge building, which includes learning grammar and rules. As a result, we are likely to believe that we should teach students grammar and vocabulary explicitly. Furthermore, we may view students' errors negatively. Students' difficulties in conveying their messages in the target language, however, may relate to the development of interactional competence, which is achieved through interactions with peers and teachers within the classroom setting. In one way or another, L2 acquisition is similar to L1 acquisition, and language learning is a developmental process that involves a great amount of error, which should be seen as a sign of reorganizing knowledge. We should always bear in mind that language learners are active participants rather than passive observers of classroom activities, testing their own hypotheses about the target language, even if they fail to provide an audible answer or raise their hand in the classroom.

In Japanese there is an expression “*tabi no haji wa kakisute*,” which in translation is “The freely moving traveler can easily abandon feelings of embarrassment incurred on the journey.” Applying this expression to the classroom, then, we may be able to say “*kurasu no haji wa kakisute*,” which in translation is “When in the classroom, abandon all embarrassment and focus on learning.” We should keep in mind: (1) the importance of pragmatic development, which, unfortunately, is not always emphasized in traditional classrooms, and (2) the importance of co-construction among peers and teachers (the collaborative construction of sentences in conversation through which different individuals become co-creators of a turn at talk).

The advantages of being bilingual are well recognized. Being able to think in two languages has intellectual/cognitive benefits. You can possibly communicate with about twice as many people. But learning a foreign/second language may be arduous, handicapping, and even fraught with problems. Overall, however, what is important is the fact that language proficiency develops through the process

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News from the Language Fronts

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* Please note that the location of this year's speech contest has been changed.

Place is San Francisco State University at 1600 Holloway, in the Humanities Building 1F, Humanities Auditorium Room#133.

1. The Speech Contest for Middle School and High School Students (1) Applicants must be middle school or high school students currently studying Japanese who have not lived in Japan for more than 12 consecutive months after over the age of 6. (2) The contestants will be divided into two categories: contestants who come from homes where Japanese is not spoken regularly (Japanese is neither spoken nor understood in the contestant's family); contestants who come from homes where Japanese is spoken regularly (Somebody understands Japanese or is able to speak Japanese in the contestant's family). The top winners will receive certificates, cash prizes and awards (Not applicable in the case where there is no winner). Prior first place winners are not eligible to enter the contest.



(3) Each school may submit one candidate and one alternate candidate to the speech contest. (4) Application forms for middle school and high school students are available at the Japan Information Center. Please contact Ms. Takahashi at education@cgjsf.org.

In order to give contestants ample time to prepare, kindly convey the event information as early as possible. The application forms should be submitted by school offering Japanese language classes and not by the student.

We appreciate your encouraging qualified students to enter this contest.

2. The Speech Contest for College Students and Adults. (1) Applicants must be: U.S. citizens or permanent residents of the United States, current college students or adults over 18 years of age and not having lived in Japan for more than 2 consecutive years after the age of 6. (2) The top five winners will receive cash prizes and the top three winners will also receive trophies. (3) Application forms for college students and adults are available at the Hokka Nichi Bei Kai office at 415- 921-1782, or Ms. Takako Ueda at takakou@yahoo.com.

All applications must be received by 5:00pm on Friday, October 7, 2011.

Fall 2011

NeaTeachBits

Continued from page 5

box and do the other side. Her helper was in and out in five minutes! Done! It would be the students' task to decorate the box, make puppets, design and create one or more back curtains to hang from the broom stick, and create and perform the puppet shows.

Ms. Victoria chose a corner of the classroom for the puppet theatre box that had a clear path to the front of the classroom for live performances. She chose a corner away from the windows so a video camera could be set up to record puppet shows without backlighting problems. Central High had three Spanish teachers, but Ms. Victoria had four preps: beginners, second-year, heritage speakers, and Advanced Placement. In the hope of keeping motivation high all year, most puppet theatre projects would be videotaped and uploaded to YouTube. The video files could be linked to a "table of contents" on her page on the Central High web site.

The basic idea for beginning students would be (1) make their puppet, (2) choose or write their script, (3) rehearse, and (4) perform their show for an audience of their classmates or for a camcorder. One of Ms. Victoria's beginning small groups used the "En contexto" dialogue from their textbook and rehearsed it by modeling their speech on the audio that accompanies the text. A couple students needed to record themselves and use the playback to compare their pronunciation and intonation with the native speakers on the publisher's audio. That made it easy to improve quickly. When they were ready, all the small groups performed their shows for the class. Later they videotaped them. A couple "geeks" did the uploading to YouTube—Central High uses a parental permission form to allow their students to access YouTube but blocks other "age-inappropriate" sites. Then these "techies" embedded the links into a table of contents on Ms. Victoria's page on the school web site. Presto! The project was off and running for the beginner class!

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NeaTeachBits

Continued from page 23

Ms. Victoria emphasized script writing with her heritage Spanish speakers. Using sample scripts to show the format, pairs of students used the computer lab to create their own. Later after getting comfortable with manipulating their puppets and improvising dialogue simultaneously, they would do “open-mic” shows. In late October, Ms. Victoria always did some form of a Day of the Dead unit with all her classes. *El estudiante de Salamanca* and *Don Juan Tenorio* were two literary works she liked to use as sources of short segments of dramatization. Pancho Villa and Emiliano Zapata were evocative characters that Ms. Victoria liked to use in the unit about la Revolución (November 30 for Mexico) with the heritage speakers. Los Reyes Magos were always fun to reflect the differences between the many Christmas holiday traditions.

Advanced Placement student projects were the easiest and hardest. The students were independent learners, yet giving them quick and thoughtful feedback on their creative work took more time than all the other levels combined. Ms. Victoria really appreciated the help with uploading the video to YouTube and with updating the table of contents links on her web page that the tech-savvy students were happy to give. Extra credit points helped to keep the work right up to date! Parents and friends became big fans and the students were so happy to see the ever growing number of hits on their shared work!

Ms. Victoria kept a journal about her students and their
FLANC Newsletter

progress, and she used anecdotal examples to put together a demonstration that she presented at a FLANC conference. A year later, with a portable puppet theatre, she did a workshop for FLANC and got great reviews from the participants. While the puppet theatre projects never amounted to more than a small percentage of the class work, they proved to be a major factor in student motivation. Of course, this did not go unnoticed by her department chair and the principal.

By the way, Ms. Victoria is a firm believer in exclusive use of the target language in all levels of her instruction. These projects that used the puppet theatre actually helped keep the students focused on using only Spanish.

Over time Ms. Victoria responded to the many requests and developed a summer camp for Spanish students to focus on a YouTube challenge to the world to create original puppet theatre projects. The refrigerator box theatre and homemade puppets were so cheap to use, and someone always had a camcorder available. A rival science summer camp used robots rather than puppets.

Eventually, Ms. Victoria had so many creative examples that she wrote an extended article for the FLANC Newsletter to encourage others to consider doing something similar. One of the first questions she got in an email from a colleague asked, “At my school the classrooms are shared with several other teachers, and we even have to use different rooms

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The President’s Message

Continued from page 23

of internalizing the language of social interaction. Students should enjoy this process, and teachers should make this process enjoyable.

I will continue to devote my efforts towards fostering collaborative efforts between the Council and the general membership in order to create opportunities for FLANC to engage actively in intellectual exchange and discussion, and to promote studies aimed at increasing the scope of knowledge among persons interested in foreign languages and cultures. One way to gauge the quality of a professional organization is by the papers presented at its annual meeting, and I am also ready to collaborate with the Council members in order to make our annual Fall Workshops and Conference (which will be held on November 4 and 5 at Berkeley City College) successful.

*Your FLANC
President,
Masahiko Minami,
San Francisco
State University*

Cultural Lexical Gems

compiled by fz

Pun Intended. Well, since English is also a World Language, here are some great gems for you. Someone sent them to me. Do you have any in another language? I'm waiting, for all of us to enjoy!



- Those who get too big for their britches will be exposed in the end.
- Once you've seen one shopping centre, you've seen a mall.
- Bakers trade bread recipes on a knead-to-know basis.
- Santa's helpers are subordinate clauses.
- Acupuncture is a jab well done.
- You feel stuck with your debt if you can't budge it.
- Local Area Network in Australia: the LAN down under.
- Every calendar's days are numbered.
- A lot of money is tainted - It taint yours and it taint mine.
- A boiled egg in the morning is hard to beat.
- He had a photographic memory that was never developed.
- A midget fortune-teller who escapes from prison is a small medium at large.
- A chicken crossing the road is poultry in motion.
- If you don't pay your exorcist, you get repossessed.
- With her marriage, she got a new name and a dress.
- When a clock is hungry, it goes back four seconds.
- The man who fell into an upholstery machine is fully recovered.
- In democracy your vote counts. In feudalism your count votes.
- She was engaged to a boyfriend with a wooden leg but broke it off.

Great stuff, no?

NeaTeachBits

Continued from page 24

throughout the day. How can I do puppet theatre?" I don't have the answer, but maybe something small and portable can be devised. Remember the old adage, "Where there's a will, there's a way!" O sea, ¡Adelante, sí se puede! *Ed Sterling*
City College of San Francisco



California Colleges for International Education (CCIE) is a non-profit consortium dedicated to the ideal of increasing international understanding through education. Established in 1984, at present, eighty-six California community colleges are members. CCIE is dedicated to the ideal of increasing international understanding through education and collaboration. The consortium helps support the growth of programs affiliated to international education: a) Faculty Exchanges; b) International Business; c) International Development/ Contract Education; d) International Students; e) Internationalizing the Curriculum; and f) Study Abroad. CCIE sponsors a Clearinghouse Webpage, www.ccieworld.org, annual meetings, thematic workshops, and a monthly newsletter that serve to advance these efforts. In addition, CCIE hosts an annual faculty grant/student scholarship competition in which monies are provided for staff development and student experiential learning. CCIE is the primary voice of international education in the state and is instrumental in bringing the Chancellor's Office Global Education/International Education programs to scale system wide.

The CCIE Vision includes 1) Encourage development of an international perspective in

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NeaTeachBits

Continued from page 25

community college classrooms, 2) Increase awareness of and encouragement in international development through technical education, 3) Promote opportunities for sharing of international/ intercultural expertise, 4) Form liaisons between national organizations and consortia involved in international activities, and 5) Provide an international and intercultural education resource body to the Chancellor's Office of the California Community Colleges.

Because Learning Never Stops . . .

Rosalind Latiner Raby, Ph.D., www.ccieworld.org



SANS Welcomes Americal to Growing Reseller Team. Americal Systems, Inc. (Americal) has partnered with SANS Inc., developer and exclusive licensor of the Sony Virtuoso™ and Soloist® digital language learning suite, to sell and support SANS and Sony language learning technology products. The contractual arrangement, which will extend the market for SANS products in northern California, Colorado, northern Nevada, Utah, and Wyoming, was announced today by SANS' president Ron Remschel.

“We welcome Americal as a member of our growing U.S. and international sales team,” said Remschel. “SANS is proud that this worthy new reseller will be supporting our language programs in the western states.”

“Americal has a long and rich history of providing the finest language teaching technology to our customers, and we are very pleased to now offer the SANS and Sony software family of products,” said Rich Kehoe, president of Americal, based in Moraga, CA. “We are especially excited about the Sony Virtuoso™ suite that extends language learning beyond the school campus to the web, bringing more opportunities to students for collaboration and cultural exploration.” Americal has been providing custom multimedia language learning systems to meet the specific needs of a variety of language learning programs since 1977.

SANS Inc. Software and Network Solutions is the developer and exclusive worldwide licensor of Sony Language Learning Software. These include the widely used technology solutions of the Sony Virtuoso™.

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NeaTeachBits

Continued from page 26

so™ and Soloist® digital language lab software suite. This technology is the instructional choice of many discerning language programs in the U.S. and around the world. More information www.sansinc.com.



A Restaurant Recommendation. In January 2010 I found myself in Nevada City attending The Wild and Scenic Environmental Film Festival (one of the finest events I have ever attended, by the way). One of the speakers was an inspiring young man from Berkeley, Ari Derfel. He and his partner were about to open up a new restaurant, a project that he was clearly passionate about. He described his voyage from managing a summer camp for disabled kids (where he developed his determination to serve healthy, seasonal food) to creating an innovative eating place only a few blocks away from the famous Chez Panisse.

Ari's passion was about being Green. The restaurant is a monument to recycling – from the bottles turned into lovely light fixtures to the reclaimed lumber used as counter tops to, my favorite, the banquettes covered with used belts found in second-hand stores. It goes without saying the food they serve is 100% organic. They say that if it is not organic then

they don't serve it. And they cater to everyone's palette, from vegan-eaters to carnivores. I ate there recently and I had a pulled pork sandwich served with a salad on the side while my vegetarian friend had a mound of kale Caesar salad. Both were delicious and the portions large enough for us to pack up the remains in doggie bags (recyclable, of course!)

After attending the FLANC conference on Nov. 5 at Berkeley City College, you might consider giving yourself a real treat at: Gather, 2200 Oxford St. (across from the baseball stadium). Their number is 510-809-0400. Happy eats!

Wendy Ruebman



When you have a chance, listen to the sales pitch of the **Pimsleur Approach**? It is cute and well made, yet it gives no real ways as to how it does it, except that it is an oral approach, with 4 cds. Oh, and it is now only \$10!



Speaking of an oral approach, have you used **Post Its** yet in your classroom? I have. Every second day of my first semester classes, religiously. How?

Continued on page 29

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

FLANC thanks the following contributors to the Scholarship Fund and to the Cecilia Ross Grant

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F a l l C o n f e r e n c e P r o g r a m



Friday Workshops

November 4, 2011 at Berkeley City College



Check-in, Chat, and light Refreshments 3:30 pm

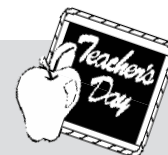
Workshops 4:00 - 6:00

1. Technology: *Internet Tools for the World Language Classroom*,
Mindy Chiang, Carlmont High School, and Lin Domizio, San Francisco SU
2. AP French: Preparation and rating of *Oral Proficiency Interviews (OPI)*,
Philip Hadlock, Defense Language Institute
3. AP Spanish: *Best Practices*, Chris Wallace, Sacred Heart Cathedral Prep

Reception 6:00

Saturday Interest Sessions

Saturday, November 5, 2011 • Berkeley City College



Registration, Refreshments & Silent Auction 8:00 a.m. - 1:00 p.m.

Exhibits *All Day*, beginning at 8:00 a.m.

First Interest Session 9:00 - 9:45

Opening Remarks and Welcome 9:55 - 10:15

Second Interest Session 10:30 - 11:15

Exhibits, Poster Contest, Silent Auction 11:15 - 11:45

Luncheon Vegetarian Chicken \$16 11:45 - 12:45 p.m.

Exhibits 11:45 - 3:00

Third Interest Session 1:00 - 1:45

Fourth Interest Session 2:00 - 2:45

AAT Meetings 3:00 - 3:45

Reception, Raffle & Friends 3:45 -

See you there!



Friday Workshops and Saturday Sessions will be announced soon!

For your Agenda, 2011 - 2012



◆ November, 2011 •

La Semaine du Français.
Info at frenchteachers.org.

◆ November 4 and 5, 2011 •

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gram information, contact Agnes
Dimitriou, Program Chair, at
agnesd@socrates.berkeley.edu.

FLANC Newsletter

Please see page 30 of this
Newsletter for the Fall Workshop
and Conference Program, and page
12 for the Registration Form.

◆ October, 2011, National German
Week!

◆ So, when's National Hispanic
Week?

◆ November 18-20, 2011 • **American
Council on the Teaching of Foreign
Languages** in Denver, CO. Info at
www.actfl.org.

◆ November 18-20, 2011 • **American
Association of Teachers of Italian** in
Denver, CO. Info at www.aati-online.org.

◆ November 18-20, 2011 • **American
Association of Teachers of German**
in Denver, CO. Info at www.aatg.org

◆ January 5-8, 2012 •
**Modern Language Association of
América** in Seattle. Info at convention@mla.org or www.mla.org.

◆ March 15 - 18, 2012 •



CLTA

Conference 2012

'Not The End But The Beginning
Of A Multicultural Multilingual
World,' at the Hilton Hotel, Los
Ángeles Airport. Info at www.clta.net.

◆ April 12 - 14, 2012

SWCOLT Con-
ference in the Sheraton
Crescent Hotel,
Phoenix, AR. Info
at www.swcolt.org.



◆ July 5 - 8, 2012

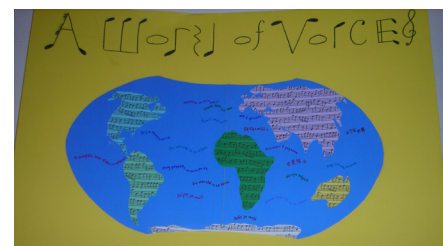
• **American Association of
Teachers of French (AATF)** in
Chicago, IL. Info at frenchteachers.org.

◆ 7-10 de julio, 2012 • **94th An-
nual Meeting of the American
Association of Teachers of
Spanish and Portuguese**, en
Conrad San Juan Condado Plaza,
San Juan, Puerto Rico. Info at
AATSP, corporate@aatsp.org or
www.aatsp.org.

◆ November 2012 •

FLANC Fall Conference *Our Languages*

at Berkeley City College, for
FLANC's 60th Conference! Info
at www.fla-nc.org, or for regis-
tration info, Elisabeth Zermeño
at 1.510.732.2746. For further
program information, contact Ag-
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Please see page 14 of this News-
letter for the Fall Conference
Proposal Form.



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work, at
Casa Zermeño,
preparing the
**Fall
Conference.**

Want to join us?



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INSIDE:
Program and Registration for
Fall Conference 2011!

Attend
FLANC's Fall Workshops & Conference
November 4 - 5, 2011
Berkeley City College
details on page 31

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

FLANC Newsletter

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