

Registration, Exhibits, Refreshments and Silent Auction: 8:00 a.m.
First Session: 9:00 - 9:45
Opening Remarks: 9:50 - 10:15
Second Session: 10:30 - 11:15
Exhibits: 11:15 - 1:15
Lunch: 11:30 - 1:00 (Available at \$25.00)

Exhibits: 12:00 - 3:00
Third Session: 1:15 - 2:00
Fourth Session: 2:15 - 3:00
AATS &
FLANC Affiliate Mtgs.: 3:10 - 4:00
Reception, Raffle & Friends: 4:00

Avoid the Traffic...take BART and then the Bus or a Street Car!

**Foreign Language Association of Northern California
presents**

FALL WORKSHOPS & CONFERENCE

LANGUAGE: A BRIDGE TO EVERYWHERE

**FRIDAY, NOVEMBER 13, 2009 • WORKSHOPS, SACRED HEART CATHEDRAL PREP
SATURDAY, NOVEMBER 14, 2009 • CONFERENCE, SAN FRANCISCO STATE UNIVERSITY**



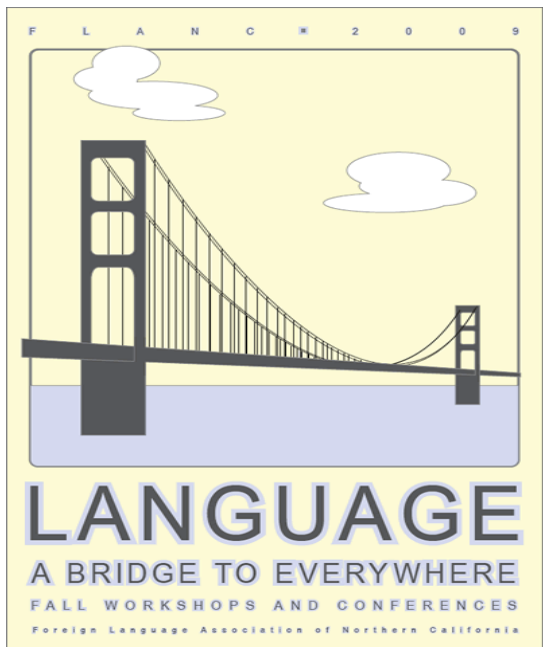
*FLANC
P.O.Box 92
Mt Eden, CA 94557*

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

Foreign Language Association of Northern California

FALL WORKSHOPS & CONFERENCE



Friday Workshops

November 13, 2009

Sacred Heart Cathedral Prep High School, San Francisco

We will be at SHCP's smaller campus called the De Paul Campus, which is in the same block as St. Mary's Cathedral in San Francisco.

Enter on Ellis Street at the main school entrance. Inside, proceed to the stairs on the left. Please excuse the construction!

Park for free in the St. Mary's Cathedral Lot (it's usually near empty on a Friday afternoon) or park on the street at about 4:00 PM (limit is 2 hours; after 6:00 PM, it is not regulated).

Check-in, Chat, & Refreshments 3:30 pm

Workshops 4:00 - 6:00

1. **Aligning Technology with World Language Standards: Using electronic tools to support the acquisition of communicative and literacy skills.**

Ana Cristina Sousa, California State University, Stanislaus

The new California World Language Content Standards provide a reliable framework for defining extended sequences of language learning from the elementary levels to high school and upper education. Although they offer goals, expectations and may even suggest certain types of curricular organization, content standards are not a curriculum per se, therefore needing to be translated into classroom reality. This presentation introduces free computer-based and other digital tools that enable teachers to assemble age and level appropriate Personal Learning Environments (PLEs) for their students, thereby enhancing the acquisition of communicative and literacy skills in the classroom, and beyond. Relevant to all levels of education. Presentation will be in Eng. w/ some examples in Portuguese.

2. **AP Spanish Language, updates and best practices for a successful program.**

Chris Wallace, Sacred Heart Cathedral Preparatory

Join the group to discuss what has been happening with the AP Spanish Language Exam. Chris Wallace has decades of experience with this program at Sacred Heart Cathedral Prep, and he will provide opportunities for participants to pursue discussion of their practices, as well as demonstrate SHCP's best practices.

3. **French Language, perspectives on AP program** • Christophe Barquissau, Los Altos High School

The French AP Language Exam has been evolving quickly in recent years. Join us in this workshop to learn the latest developments and how to address them in your curriculum. Dominique Barquissau has a thorough and practical program design that will enhance your school's AP French program.

Reception

6:00

SATURDAY SESSIONS AND PRESENTERS

NOVEMBER 14, 2009 CONFERENCE, SAN FRANCISCO STATE UNIVERSITY

8:00 - 9:00

Registration, Exhibits, Refreshments & Silent Auction

9:00 - 9:45

First Session

9:50 - 10:15

Opening Remarks

10:30 - 11:15

Second Session

11:15 - 1:15

Exhibits



11:30 - 1:00	Lunch (Available at \$25.00)
1:00 - 3:00	Exhibits
1:15 - 2:00	Third Session
2:15 - 3:00	Fourth Session
3:10 - 4:00	AATS & FLANC Affiliate Meetings
4:00 - 5:00	Reception (Sponsored by FLANC and friends)

• raffle • friends • refreshments • cheeses • wine • good company • cheer • world languages • camaraderie •

For further **program** information contact: Agnes Dimitriou, Program Chair, at agnes@socrates.berkeley.edu

For further **registration** info contact: J. Francisco Zermeño C., at 510.732.2746 or at machetez@sf



GENERAL INTEREST

1. **Integrating Poetry Into Foreign Language Teaching** • Luis Acebal, National University

Because of my success in introducing verse into my language courses, I now use poetry as a means of enhancing vocabulary and cultural awareness. My presentation will address how poetry, as a vehicle that promotes more choices of word order and rhythms, provides students with another opportunity to increase their vocabulary and language comprehension. As I will discuss, a "poetic" approach to language will provide instructors with another ancillary tool from which enhance their students' second language acquisition experience. Levels: 9-12; Community College; University.

2. **Promoting And Supporting Bilingualism Through Parent/Teacher Networking**

Ana Cristina Sousa, Adriana Gomes, Mary Anacleto, Phyllis Borba

California State University, Stanislaus & Elim Elementary School, Hilmar School District

Language inertia dictates that minority languages will tend to fade as new generations of immigrant descendants become assimilated to the mainstream culture and language. However, bilingualism is not only possible, but also desirable. This session will focus on the various types of bilingualism that families and schools can promote, help attain, and maintain, including action plans, curriculum development, materials and parent/teacher networking. A newly created parent/teacher online community for the Portuguese language will also be introduced. Level: K- 12. Language of presentation: English and some examples in Portuguese

3. **Error Correction: Strategies To Make It A Positive Learning Experience**

Gilbert Converset and Raúl Cucalón, Defense Language Institute, Foreign Language Center

Error treatment is an important component of language teaching. It may lead to students' frustration or, on the contrary, benefit them, depending of the technique used and the appropriateness of the correction. The presenters will discuss with participants the pros and cons of commonly used error correction techniques. They will explore ways to make error correction effective so that it ultimately fosters a positive learning environment, without having the teacher appear insensitive when correcting students. Level: K- 12, Community College; University.

4. **Participation Points Made Easy** • Lizet Nuño, Freedom High School

I learned the use of a point system at a workshop many years ago and have adapted it through the years. Each day I give my student participation points, keeping score of their points on cards. In addition, there is record for you to present to parents when they inquire about their child's grade. Also, I will share my Carama system, which gets kids participating from day one. Level: K- 12.

5. **Textbook Adaptation For Optimal Learning** • Thomas Bacon, Defense Language Institute

Commercially available textbooks do not always address the needs, abilities, priorities, and expectations of our classes. What do we do to make them more relevant to the goals and objectives of our classes? How can we make them respond to the materials requirements of the classes, both in content and in methodology, thus making them more useful for our purposes? The presenter will discuss how textbooks can be adapted to make them better suited for different classes at different times, making them efficient partners in the learning process. He will define the areas in the materials that need to be looked at and discuss the stages in textbook adaptation. Level: K- 12; Community College; University.

6. **Student-Centered Learning: Students As Leader, Learner, And Class Designer**

Hyunsoo Hur and Sidi Qadiri, The Defense Language Institute

Student-centered classroom focuses on the needs and abilities of students. This type of classroom encourages students to participate in the learning process all the time, to engage in creating, understanding, and connecting new knowledge with learning. This presentation explores a type of student-centered classroom, Leaders/Learners in Front Teaching (LIFT) program, that has been adopted in the Defense Language Institute. The LIFT program encourages students to plan, organize a foreign language class with the help of teachers. The presentation examines the effectiveness of LIFT program from the teachers and students' perspectives and how the program promotes students' foreign language acquisition. Level: 9-12; Community College; University.

7. **Introduction of the Foreign Language Lab** • Sue Li Li, San Francisco State University

Server, website, PC, Mac, computer teaching lab, analog teaching lab for foreign language teaching. How to maximize the use of the equipment. Level: University.

8. **Strategies to Build Language Programs** • Regina Coston McClintock, Hogan High School

In a seminar style session, the presenter will facilitate a discussion about a variety of effective strategies to increase enrollment in our classes and continue to build our language programs. Today, there are many reasons why our language classes/programs are at risk of being reduced or eliminated. As the saying goes, "Two heads are better than one!" Level: 9-12.

9. **Education 2.0- On-Line Professional Learning Communities for Teachers**

Marcelo Leal, Bay Area Foreign Language Program

Learn how to join and create on-line learning communities for your class, school, subject area or interests in order to connect, collaborate, and contribute in a global setting. * Experience how you can administer your own class' social network pages to create lessons, present student work, and create exciting new learning opportunities while ensuring on-line safety and privacy. * Peruse student work and teacher lesson plans that were created utilizing Youtube™, Goanimate™ and many other free 2.0 educational on-line resources. * Learn how to utilize and access units, lessons from My-eCoach™, and BAFLP's on-line learning community. * Showcasing your lessons and units on-line in a hands-on session using my-eCoach™. Level: K- 12; Community College; University.

10. **Using Authentic Materials to Teach Culture, "Making Group Work work! Ideas for how to do it right**

Claudia Bey

11. **Applications Of Blogging For Foreign Language Learning**

Amgad Ishak and Pyong-Gag Ahn, Defense Language Institute, Foreign Language Center

The presenters will introduce how to create a blog account and demonstrate how to use it for foreign language education purposes., for example, posting and sharing text, thoughts, photos, videos, and more from the web, using for homework purpose, reviewing and commenting on their peers' postings, leading a debate and a threaded discussions. They will explain a community learning and project-based learning, in which students reflect on and analyze course-related topics and assignments and teachers can participate with students in evolving dialog.

12. **Making Group Work Work! Ideas For How To Do It Right!**

Shuhui Berndt, Irina Mikhailova, Defense Language Institute Foreign Language Center

Group work is widely considered a valuable format of classroom interaction conducive to language learning. Group-work activities, however, do not always lead to beneficial results--and, in fact, just the opposite can be true. In this workshop, participants will explore the research surrounding group work, and experience helpful and hindering group-work situations first hand. Attendees will also analyze different group work activities, discuss issues in grouping students, and look into different roles teachers can take in designing and facilitating student-to-student interaction. At the end of the workshop, participants will leave with many effective group-work ideas that they can employ in their own classrooms.

13. **Bridge The Gap Between Language Learning And Technology!**

Marisol Flys Greenwald, Sanako Language labs

Through a power point presentation with audio and video clips, we'll explore new, non-traditional, lesson ideas for the language lab and effective resources for all levels of instruction. Attendees will receive sample audio magazines with CD's (while supplies last) as well as creative lesson plans ready to implement into their own instruction.

加州中文教師協會

CHINESE



1. **Magic Chinese: Digital Storytelling, Social Mobility and Proficiency Gain** • Hsiu-huei Lin Domizio and

Mindy Chiang • San Francisco State University and Carlmont High School, Sequoia Union School District

Based on Cal State K-12 Foreign Language Content Standards and Curriculum Framework, this presentation applied Grant Wiggins' theory of Understanding by Design (UBD) to demonstrate how digital storytelling instructions can enhance foreign language learners' proficiency gain. Using a middle school Mandarin Chinese lesson plan, the two presenters will share web-based digital storytelling tools collaboratively introducing free animation, voice, video and text input tools and methods for k-12 teachers' integration into their teaching plans. Free thematic units and teaching templates and assessment rubrics will be distributed. Level: K- 8; Language: English.

2. **Integrating Comic-making Projects into Foreign Language Curriculum**

Chi-Ju Hiseh, Duke University

The presentation will show how a comic-making project using Comic Life, a computer program that makes comic books with captions, was integrated into a foreign language curriculum. In a comic-making project, students are challenged to use their limited vocabulary and grammar to create an interesting yet cohesive story. Some student projects will be presented, discussing advantages and limitations of this activity and directing comic-making projects towards a more task-based direction will be offered for future references. Level: University.

3. **Performance-Based Assessment Tools** • Julie Hou, Mission San Jose High School

In this session will share useful performance-Based assessment tools that are meaningful and helpful when your students get into the real Chinese-speaking community. All are welcome! Level: 9-12.

4. **Identifying Students' Weakness Through Online Diagnostic Profile** • Ying Shiroma, Defense Language Institute
ODA diagnostic profile gives learners opportunities to reflect on both their linguistic development and their learning processes and it also gives instructors a way to connect assessment with review of learning strategies. How to use online diagnostic profile to identify student's weaknesses; how to help the students track their learning and taking control of their learning; and how to incorporate online diagnostic assessment into teaching is the focus of the presentation. Level: Community College and University.



FRENCH



1. **Racisme – An Interdisciplinary Approach** • Anne Jensen, Gunn High School

This session will focus on the essential idea of racism in the French-speaking world. Students in advanced high school and intermediate college courses are often unaware that racism exists in French society. Through the use of texts, music, and video clips the presenter will share materials that challenge students' critical thinking skills and make them aware of the reasons racism has developed and progress that has been made to promote tolerance in French society. Level: 9-12.



GERMAN



1. **Lebendiges Grammatiklernen: wie funktioniert das?** • Christiane Frederickson, Klett International

Starting with a reflection on the pros and cons of different kinds of grammar presentation, this workshop-type session will focus on examples of successful grammar integration. Participants will analyze different samples in detail and practice creating their own meaningful exercises to accompany the reading materials of their choice. Level: K- 12; Community College; University.

2. **Deutsch lernen - ein Kinderspiel? Lernspiele im DaF-Unterricht** • Alexandra Mittler, San Francisco St., UCB

This presentation looks at different types of games which can be utilized in the classroom to enhance the learning experience. The goal is to distinguish between different types of games and to find ways to integrate them into the classroom. Level: K- 12; Community College; University.

3. **Sprachseminar—Gender-Inclusive And Non-Racist Models For Daily German Language Use**

Marion Gerlind, Ph. and Jennifer Hilfer, Gerlind Institute for Cultural Studies, Oakland and Indiana State
We team-teach this multimedia seminar in which participants will learn how we can transform inequalities in German and English language into gender-inclusive and nonracist everyday usage. Based on our research, Marion will present examples from Sprachgewaltige Frauen [Speak Out Powerful Women], a handbook on language, and Jenny will present her findings of male biases in English lexicons. We'll explore options to increase women's visibility in German, such as the use of the capital I in nouns (e.g. TeilnehmerInnen/ participants), and how everyone can take active steps to create new possibilities toward gender and racial equality in the classroom for students of the 21st century. Our goal is to demonstrate that we can go beyond discriminatory representations of women and people of color by employing innovative models. Level: K- 12; Community College; University.

4. **Deutsch mit Pfiff** • Ursula Dinter and Julia Koch, Goethe Institute

Das Deutschland Poster des Goethe-Instituts schmückt nicht nur kahle Wände sondern bietet vielfältige Unterrichtsideen, die zum landeskundlich-sprachlichen Arbeiten einladen und zudem noch Spaß machen. In diesem Workshop werden zahlreiche Anwendungsmöglichkeiten demonstriert, die die Teilnehmer sofort im Unterricht einsetzen oder für ihre Altersgruppe entsprechend umändern können.

北加日本語教師会

JAPANESE



1. **Transcending Ambiguity: A discussion on translation, specifically between Japanese and English, via Tadao Ando's lectures** • Matthew Hunter, San Francisco State University

The presentation would consist of a discussion on translation, specifically that of Japanese to English. I hope to further a discussion on translation. Through citing examples of specific problems encountered throughout the translation process, I hope to offer insight into possible solutions to the challenge of ambiguity in Japanese translation and translation in general, as well as into the relevancy and importance of high quality human translations in an age of increasing technology. Level: University.

2. **Analysis of Japanese Pop-songs from the Viewpoint of Cultural Change**

Kazuko Yasutake and Masahiko Minami, NCJTA

The analysis of vocabularies used in Japanese popular songs reveal social changes that have occurred for the past forty years. Adjectives and modifiers were analyzed to identify three distinctive changes; (1) the change of word expression from Hiragana to Kanji, (2) the decline of adjectives describing women, and (3) the decrease of the 'romance' theme in pop songs. In Kanji the computer brought about changes, adjectives were influenced by the equal opportunity law and lyrics reflect current social trends. Level: University.

3. **Learning Hiragana and Katakana** • Gyongnam Nam and Masahiko Minami, San Francisco State University
Elementary Japanese courses generally offer an introduction to modern Japanese, developing the communicative skills of Japanese in all language areas — listening, speaking, reading, and writing skills. However, teaching various aspects of Japanese is a challenging task because they are used only rarely or somewhat differently in other languages. In this presentation we will show a CALL program that enables Japanese-language learners to learn Hiragana (the cursive form of Japanese syllabary) and Katakana (the square form of the Japanese syllabary) writing systems. By using this CALL program, students can enjoy listening to pronunciations. They have also opportunities to practice Hiragana and Katakana in various practice sections. Level: University.

4. **Audio Flash Cards—Creation & Uses** • David Fahy, East Asian Languages and Cultures, UC Davis
Our students spend much time every day listening to music on computers and mobile devices. We can capture some of that time for language study with multi-media flash cards that are easy to make, engage student interest, and helpful in achieving important pedagogical goals. iTunes software, which your students can download for free for Mac or Windows, allows us to combine any sort of graphic (including just text) with any sort of audio (including material you create yourself), a combination we can put to use for our students as "audio flash cards." Experience with second and third-year Japanese students at UC Davis will be discussed, including what sorts of cards have been found to work best. A short demo of how to make audio flash cards will also be presented. Level: K- 12; Community College; University.



SPANISH



1. **Contrastando la traducción medieval y moderna** • Teresa Bargetto-Andrés, CSU, Stanislaus
Today there is an ever growing interest to include courses involving translation in the academic curricula. Many linguists and language teachers are emphasizing translation techniques. In these same courses, the inaccuracies of the latest computer-assisted translation programs might enter into discussion. This presentation attempts to contextualize medieval translation through discussion of salient points of the era, with the reasonable goal of offering both appeal and applicability to the students'/teachers' modern needs. Level: Community College; University.

2. **Cuéntame: 264 Spanish Conversation Cards - Talking up a Storm!** • Cathy Díaz and Contee Seely, Mt. Madonna School, Cabrillo College, Watsonville/Aptos Adult Education and Command Performance Language Instit.
Instant Spanish conversation is what this workshop is all about. Participants will learn by doing. The productive interactive activities will include: "Te toca a ti, me toca a mí" ("Your Turn, My Turn"); "Imágenes para hablar" ("Conversation Pictures"); "Mezclándose" ("Mingling"); and "Notas personales" ("Journal Writing"). Samples will be given to participants. Handouts & bibliography included. For ages above 10 years old. Come and enjoy the enthusiasm! Level: K- 12; Community College; University.

3. **Live Action Spanish Interactive—TPR on a Computer**
Contee Seely, Command Performance Language Institute
See TPR's first software, developed entirely by five experienced language teachers, based on the most widely-used TPR book, ¡Viva la acción!: Live Action Spanish by Contee Seely and Elizabeth Kuizeng. Students interact with high-quality video and still photographs of real people doing real actions in a variety common contexts. They acquire vocabulary and grammatical features through a variety of activities and work on accuracy through grammar exercises and dictations. Level: K- 12; Community College; University.

4. **Art as a Protest Against Violence** • Gloria Payette, Freedom High School
Throughout the ages artists have used their creative genius to protest against violence. Pablo Picasso's protest in the 20th century resulted in the creation of the world-famous mural, Guernica. Picasso's masterpiece serves as the inspiration for a five-step instructional sequence that gives today's students the opportunity to connect history, geography, art and language and to artistically portray their reflections on violence in the 21st century. Level: 9-12; Community College; University.

5. **Critical Thinking: Engaging Students in Motivating Research Projects**
Deanna Tovar and María Cubau, Defense Language Institute
Presenters will discuss critical thinking as it relates to foreign language acquisition and socio-cultural issues. They will share examples of learning activities from the Spanish Basic Program at the Defense Language Institute that contribute to learners developing into critical thinkers. This is an interactive presentation, so participants will share their own experiences implementing higher order think-



