

**FLANC  
Conference  
2017**

**Program**

**October 21st**

Chabot College Hayward, California

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## Table of Contents

9:00-9:50 session.....	3
Online and hybrid classes, new paradigms and possibilities by Jane Dilworth and Fabián Banga..	3
Dynamic Assessment of Spanish Grammar: Introducing the New Online Diagnostic Assessment System by Trina Philpot-Montaña .....	3
Classroom Activities to Develop Intercultural Communication Competence by Hannan Khaled....	3
Effectively Implemented Project-Based Learning Across Different Levels of Foreign Language Proficiency by Robin Berube and Pyong Gag Ahn .....	3
Japanese Presentation organized by NCJTA.....	3
10:00-10:50 session.....	4
TUF session: Communicating the fractured nature of languages to students by Keiko Yukawa and América Salazar .....	4
STARTALK®: tying a Brazilian-Portuguese (Azorean) cultural experience by Renato Alvin .....	4
Focustique – Learning by Analyzing Unscripted Language by Goran Markovic.....	4
Students on stage: reading and performing drama in the foreign language classroom by Irene Pasqualini .....	4
Japanese Presentation organized by NCJTA.....	4
11:00-12:00 SPECIAL PRESENTATION. – Many voices: the future of communication, language, and language learning by Deborah Lemon .....	5
12:00 – Lunch and associations meetings .....	5
AATSP-American Association of Teachers of Spanish and Portuguese:.....	5
TUF-Teachers Unified for the Future:.....	5
1:30-2:20 session.....	6
Ditch the PowerPoint! by Elizabeth Cisneros and María Cuevas .....	6
eyeVocab Presentation: Dynamic and Innovative Vocabulary Learning-Tool for the 21st Century by Miles Becker and Noha Radwan.....	6
True Grit in the World Language Classroom: Empowering students to own their learning by Rachel Connell .....	6
Live Many Languages via Neural Machine Translation by Wendy Tu.....	6
Movie Talk as a Flexible and Compelling Activity by John Piazza.....	6
2:30-3:20 session.....	7
Modal pragmatic markers: what are they and why are they so bewildering? by Jasmin Banic.....	7
(Book presentation) Alto Guiso, poesía matancera contemporánea by Fabián Banga.....	7
Proficiency in the Language Classroom through VTS Activities by Sandra García Sanborn.....	7
To translate or not? Pros and cons of using translation in the language classroom by Frances Sweeney .....	7
Padlet vs AnswerGarden by Elizabeth Cisneros and María Cuevas .....	7
Japanese Presentation organized by NCJTA.....	7

## **9:00-9:50 session**

### ***Online and hybrid classes, new paradigms and possibilities by Jane Dilworth and Fabián Banga – Room 801***

Abstract: Wondering about new possibilities in online education? In this presentation, we will discuss some of the main principles of online and hybrid courses along with exercises, assignments and projects specifically designed for language classes. – Level of Education: All levels. – Main Language of Presentation: Spanish and French.

### ***Dynamic Assessment of Spanish Grammar: Introducing the New Online Diagnostic Assessment System by Trina Philpot-Montaña – Room 802***

Abstract: Online Diagnostic Assessment (ODA) added a new component to its existing Reading and Listening assessments. ODA Grammar aims to provide systematic feedback on the grammatical ability of learners by assessing their mastery of core grammatical features in authentic contexts. This presentation will showcase the flagship Spanish Grammar found at [oda.dlflc.edu](http://oda.dlflc.edu). – Level of Education: secondary and post-secondary. – Main Language of Presentation: English with examples in Spanish.

### ***Classroom Activities to Develop Intercultural Communication Competence by Hannan Khaled – Room 810***

Abstract: Any successful communication is dependent on interpersonal skills, disposition, social understanding, tolerance for ambiguity and ability to handle cultural conflicts. Therefore, there is a need to develop learner's intercultural communication competence. Presenter shares lesson designs and classroom activities to develop learners' intercultural communication competence at different proficiency levels. Activities help advance learners' knowledge of different cultural practices, their skills to interpret and relate events from another culture, and their curiosity to acquire new knowledge about the culture. – Level of Education: all levels. – Main Language of Presentation: English with examples in English and Arabic.

### ***Effectively Implemented Project-Based Learning Across Different Levels of Foreign Language Proficiency by Robin Berube and Pyong Gag Ahn – Room 807***

Abstract: Project-Based Learning (PBL), because of its collaborative nature, is encouraged even for learner of low levels of language proficiency (Habók-Nagy, 2016). This session will discuss effective implementation of PBL by showcasing activities used for Korean learners at different levels. These examples include creating teaching material, mini-immersion, class poetry anthology or short stories, and newsletters. Further, the presenter will illustrate the benefits and pitfalls of each project based on reflections from the students and teachers. Level of Education: All levels. – Main Language of Presentation: English. Korean examples will be used

### ***Japanese Presentation organized by NCJTA –Room 861***

We will have Japanese presentations in each of the four sessions coordinated by NCJTA. Please, check the program at the day of the event.

## **10:00-10:50 session**

### ***TUF session: Communicating the fractured nature of languages to students by Keiko Yukawa and América Salazar – Room 801***

Abstract: In this session, members of TUF (Teachers Unified for the Future) will talk about the nature and importance of inter-language diversity in the foreign language classroom, focusing on regional dialects. “National language”-centric pedagogy hides the working diversity of how dialects interact on regional and international scales, and reduces the ability of students to interact with the real world. Japanese and Spanish will be used as models. The session will include an open discussion. – Level of Education: All levels. – Main Language of Presentation: English with examples in English and Japanese.

### ***STARTALK®: tying a Brazilian-Portuguese (Azorean) cultural experience by Renato Alvin – Room 802***

Abstract: Teaching language implies many different linguistic and cultural aspects for a more inclusive approach. My presentation aims language teachers of all levels and consists of a sample of a multicultural/cross-cultural set of activities applied to the Lusophone world (which can be paralleled to Hispanic/Francophone or any cultures whose language is taught in more than one country). A hands-on project for language-learner students culminated in associating Brazil to the Azores through a cultural event including a set of activities: a short clip, a short story, a song, the construction of characters using cardboard and a final parade that crowned the project. – Level of Education: All levels. – Main Language of Presentation: English.

### ***Focustique – Learning by Analyzing Unscripted Language by Goran Markovic – Room 810***

Abstract: Focustique is a versatile web app that allows teachers to develop activities for learners to work on a variety of tasks based on, preferably, unscripted audio cuts. By letting the learners follow their own activity sequence, it promotes learner independence, while the versatile tasks make it suitable both for blended classroom teaching and for autonomous work. Tasks vary from simple transcription to high-level meta-data collection about culture, dialect(s) and register(s). – Level of Education: high school and above. – Main Language of Presentation: English.

### ***Students on stage: reading and performing drama in the foreign language classroom by Irene Pasqualini – Room 807***

Abstract: This presentation focuses on the use of drama for the foreign language conversation classroom: the first part of this session will reflect on the pedagogical and cultural benefits of reading theater materials in class, and will offer examples from Italian theatrical scripts; the second part of the session will explore the process of making the students theatrical writers, directors and actors in the classroom. – Level of Education: Secondary and post-secondary. – Main Language of Presentation: English with examples in Italian.

### ***Japanese Presentation organized by NCJTA – Room 861***

## **11:00-12:00 SPECIAL PRESENTATION. – Many voices: the future of communication, language, and language learning by Deborah Lemon – Room 700**



Deborah Lemon is an Ohlone College tenured faculty member as well as the Renegade Gaming Esports Advisor. She also has served as a member and chair of the Technical Committee. She designs and teaches online/hybrid language courses built exclusively in social media platforms starting in 2005 with Tribe and 2010-present in Facebook, incorporating a tiered F2F/blended/online format. Deborah has integrated cloud-based materials since 2000: in 1996 she authored the Spanish Grammar reference site, drlemon©®, and also developed and wrote distance education courses for UNC-CH (1996-2003). She organizes and leads trans-disciplinary transmedia courses. She facilitated Building Online Community

with Social Media for the California @One grant project for 5 years. Deborah has been interviewed regarding her work with Augmented and Virtual Reality; “paradigm-dodging”; esports; and the future of Online and Higher Education. She offers workshops and webinars on Hybridization, Gamification, social media tools, and methodology. She has been an invited speaker at conferences and symposia including The Institute for the Future (ITF), She's Geeky, Augmented World Expo, Online Teaching Conference, and Augmented Reality Chicago. The National Science Foundation invited and sponsored her to speak at the 2013 Radical Innovation Summit in Washington, D.C. and at the 2015 and 2016 Language Flagship Technical Innovation Center (LFTIC) Symposia. Prior to teaching, Deborah worked in defense industry in Technical Recruiting/Public Relations and Systems Administration in the US and México. In her free time, she tinkers with stuff, reads, volunteers, and enjoys A/B testing.

## **12:00 – Lunch and associations meetings**

### ***AATSP-American Association of Teachers of Spanish and Portuguese – Room 801:***

Janeth Quebrado y Marlyn Zárata presentarán información sobre "Las opciones para los estudiantes graduados en la AATSP".

### ***TUF-Teachers Unified for the Future – Room 802:***

América Salazar and Keiko Yukawa will share activities and tips for new teachers and information about their blog.

## **1:30-2:20 session**

### ***Ditch the PowerPoint! by Elizabeth Cisneros and María Cuevas – Room 801***

Abstract: This is an introductory session about Google Slides. You will know why you should ditch PowerPoints and transfer your lessons to fun, interactive, collaboratively Google Slides presentations. BYOD (Bring Your Own Device). Session will be in Spanish. – Level of Education: All levels. – Main Language of Presentation: Spanish.

### ***eyeVocab Presentation: Dynamic and Innovative Vocabulary Learning-Tool for the 21st Century by Miles Becker and Noha Radwan – Room 802***

Abstract: The eyeVocab software program delivers long-term vocabulary retention to radically improve language learning at all levels. By presenting distinctive and affective images in isolation, eyeVocab enables multidimensional attachments to vocabulary concepts. Students learn quickly, accurately, and retain the information long term. eyeVocab has been specifically designed to reduce distraction and enhance learning by pairing vocabulary with images that cultivate multi-sensory stimuli, presented in a way that encourages students to focus solely on the task at hand. Available in Arabic, Latin, and Spanish. – Level of Education: All levels. – Main Language of Presentation: English with examples in Arabic, Latin, and Spanish.

### ***True Grit in the World Language Classroom: Empowering students to own their learning by Rachel Connell – Room 810***

Abstract: In this interactive session, we will explore why ‘grit’ is a key factor in successful language learning. When students rely on their inner determination and resolution to achieve, they no longer see their attempts at learning as a failure. We will explore and share ideas and methods to help students bring out their ‘true grit’ in the language classroom; including ‘I-Can’ Statements, scaffolded learning progressions and reflection activities. – Level of Education: all levels. – Main Language of Presentation: English.

### ***Live Many Languages via Neural Machine Translation by Wendy Tu – Room 807***

Abstract: This presentation is composed of 3 parts. 1.- How does Neural Machine Translation (NMT) work? How is it different from phrase-based statistical machine translation? What are the strengths and weaknesses of NMT? 2.- Authentic Chinese conversations at the intermediate level will be used to test Chinese-English two-way translation. Diagnostic data analysis will be discussed. 3.- Volunteer participants of various languages will play 20 Questions on-the-spot using Microsoft Translator to interpret multilingual group conversations. – Level of Education: all levels. – Main Language of Presentation: English.

### ***Movie Talk as a Flexible and Compelling Activity by John Piazza – Room 811***

Abstract: Movie Talk in the World Language classroom is generally understood to mean any practice in which a teacher uses a video clip to motivate communicative classroom activities. In this presentation, participants will experience a Movie Talk mini-lesson in Latin. Then, participants will learn about a variety of strategies and materials (available free online, with links provided). There will also be time for Q and A regarding specific uses and contexts for Movie Talk. – Level of Education: All levels – Main Language of Presentation: English with examples in Latin.

### ***Japanese Presentation organized by NCJTA – Room 861***

## **2:30-3:20 session**

### ***Modal pragmatic markers: what are they and why are they so bewildering? by Jasmin Banic – Room 802***

Abstract: This presentation is a cross-linguistic study of fuzzy linguistic categories that are both backbreaking to teach as well as hard to acquire in a world language classroom. Words like *totally*, *really*, or short phrases like *you know* will be examined and compared to their counterparts in Spanish, German, Italian and Croatian. Their terminological, methodological and functional differences will be illustrated with an ultimate goal to make them more receptive for learners. – Level of Education: All levels. – Main Language of Presentation: English with examples in Spanish, German, Italian and Croatian.

### ***(Book presentation) Alto Guiso, poesía matancera contemporánea by Fabián Banga – Room 801***

Abstract: En esta presentación hablaremos de una experiencia realizada en el conurbano bonaerense (Buenos Aires, Argentina) en la que se trabajó en la producción de una antología poética con poetas locales. La antología es enteramente en español y en la presentación hablaremos de cómo estos trabajos pueden ser incluidos en clases como material cultural y literario. – Level of Education: All levels. – Main Language of Presentation: Spanish.

### ***Proficiency in the Language Classroom through VTS Activities by Sandra García Sanborn – Room 810***

Abstract: Engage your students in fun and motivating Visual Thinking Strategies activities by combining art and critical thinking as they produce original texts in a collaborative environment. We will work on a 3-step activity easily adaptable to most levels, from Common Core Standards to college language classes, and will demonstrate other VTS activities as time is available. Handouts in English and in Spanish. Session will be in English. – Level of Education: All levels. – Main Language of Presentation: English with examples in English and Spanish.

### ***To translate or not? Pros and cons of using translation in the language classroom by Frances Sweeney – Room 807***

Abstract: There is much debate about whether translation exercises help or hinder students in learning a language. In this interactive session, we will review current research, identify the strategies for when and how to use translation, and practice various exercises showing the pros of translation. You will leave the session with ways to decide for yourself when and how translation makes sense for you and your students, and a set of related activities. – Level of Education: all levels. – Main Language of Presentation: English with examples in Spanish and English.

### ***Padlet vs AnswerGarden by Elizabeth Cisneros and María Cuevas – Room 811***

Abstract: Come to this session to learn about two different apps that allow audience participation, online brainstorming and classroom feedback. Each app will be demonstrated and go into different ways to use it in a Spanish technology-supported classroom. BYOD (Bring Your Own Device). Session will be in Spanish – Session will be in Spanish. – Level of Education: All levels. – Main Language of Presentation: Spanish.

### ***Japanese Presentation organized by NCJTA – Room 861***



**CLTAC 2017 Fall Workshop Program**  
**in Association with**  
**FLANC 2017 Conference**  
**Sponsored by**  
**Chinese Language Teachers Association (U.S.)**  
**Room 856**

8:30 – 9:30	Registration & Breakfast 注册, 早饭
9:30 – 9:45	Welcome and Opening Remarks 开幕式 Le Tang, <i>CLTAC Vice President and Workshop Chair, Stanford University</i>
9:45-10:45	<i>Plenary Talk 1</i> Strategic Considerations of Chinese Character Teaching in the Era of Writing without Pen 屏幕电子书时代汉字教学的策略性思考 Chengzhi Chu, <i>University of California, Davis</i> Chair: Heping Xu, <i>Defense Language Institute</i>
10:45-11:00	Break 茶歇
11:00-12:00	<i>Plenary Talk 2</i> Integrating Chinese into other Subjects Jing Ren, <i>William Land Elementary School</i> Chair: Xiaolin Chang, <i>Lowell High School</i>
12:00-13:30	Lunch 午餐
13:30-14:30	<i>Plenary Talk 3</i> Developing Students' Intercultural Communication Competence: Approaches and Assessment Yan Wang and Peiyu Roth, <i>Defense Language Institute</i> Chair: Frederik Green, <i>San Francisco State University</i>
14:30-14:45	Break 茶歇
14:45-15:45	<i>Roundtable Discussion</i> Discussants: Heping Xu    Xiaolin Chang    Frederik Green Chengzhi Chu    Jing Ren    Yan Wang    Peiyu Roth
15:45-16:00	Closing Remarks and CLTAC General Meeting 闭幕式, 会员大会 Liwei Gao <sup>[1]</sup> <sub>[SEP]</sub> , <i>CLTAC President, DLI</i>