FLANC Conference 2019

Program

September 21st

Salesian College Preparatory
Richmond, CA
## CONFERENCE AGENDA

### REGISTRATION  
**8:00 – 8:45**

<table>
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<tr>
<th>SESSION I</th>
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### BREAK  
**9:50 – 10:00**

### SESSION II  
**10:00 – 10:50**

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### KEYNOTE SPEAKER - AUDITORIUM  
**11:00 – 12:00**

*Forging Global Competence in World Language Classrooms*

Ms. Ying Jin
### LUNCH AN ASSOCIATIONS MEETINGS  
**12:00 – 13:30**

<table>
<thead>
<tr>
<th>SESSION III</th>
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For Japanese presentations coordinated by NCJTA, please, check the program on the day of the event.
SESSIONS AND PRESENTERS

SESSION I  9:00 – 9:50

**Essential EdTech to Improve Your Students’ Listening and Engagement**
Hugo Xiong and Hollin Wakefield

**Abstract:** The amount of EdTech available today is overwhelming, and our students still aren’t as engaged as we’d like them to be. Additionally, our students still struggle to understand native speakers. Come learn how to seamlessly integrate today’s top tech into your lessons. The focus of this presentation is on technology with a small learning curve so you can use the tools you learn about right away!

-- All levels – Presentation in English – Examples in Spanish, Chinese, and French

**Neuroscience in Your Classroom**
Tatiana McCaw

**Abstract:** Brain-based learning and teaching have the potential to increase motivation and academic achievement. The goal of this presentation is to introduce research-based strategies that promote a brain-friendly foreign language classroom. The presenter will also demonstrate how to integrate these strategies into a lesson.

-- All levels – Presentation in English

**Incorporate Cultural Activities into Curriculum Design**
Siyi Gao, Wenhua Cao, Li-yuan Liao, Sui Rao, and Chao Xie

**Abstract:** The objective of this presentation is to show how cultural activities can be incorporated into curriculum design for beginning-level language learners. Innovative cultural activities are effective in helping learners understand the importance of applying target language and culture in daily life, boosting motivation and creating a positive learning environment. The presenters will share the design of various classroom activities, including lesson plans, activity materials, procedures for conducting activities, video footage, and students’ feedback.

-- All levels – Presentation in English – Examples in Chinese

**Awareness of the Role of Mindfulness in Foreign Language Acquisition**
Mirna Khater and Kara Mac Donald

**Abstract:** Mindfulness is being present in the moment and offers many physical, learning and psychological benefits. However, many learners and educators are not attentive to the importance of self-awareness and self-directedness to avoid emotional and physical hindrances in performance. The session explains the impacts of stress and others obstacles on students’ learning and teachers’ instructional practice and explores ways to eliminate such impediments through mindfulness. Attendees receive resources and methods to assist students and themselves.

-- All levels – Presentation in English
Teaching Chinese Pronunciation More Effectively
Yaoliang Yan

Abstract: Differing from the traditional approach, presenter will propose a new practice to teach Chinese pronunciation. He will argue that 4 tones should be taught at the sequence of “Half third-Second-First-Fourth” and explain the advantages of this practice. He will also suggest and explain why that more language components (e.g. vocabulary, grammar, etc.) should be taught aside from pronunciation in order to make students’ learning more fruitful.

-- All levels – Presentation in Chinese – Examples in Chinese

Getting the Most Out of Authentic Materials by Using Proper Questioning Techniques
Robin Berube and Pyong Gag Ahn

Abstract: In second language teaching, asking questions that employ higher order thinking skills can be an effective way to fully exploit authentic materials, as such questions naturally encourage students to think on a more complex level. By asking the “right” questions, teachers enhance the efficacy of simple classroom activities and encourage students to develop their critical thinking skills. This presentation will introduce methods and techniques of posing questions to promote students’ low- and high-order thinking skills.

-- All levels – Presentation in English – Examples in Korean
Becoming a Change Agent Through Reflective Teaching
Hanan Khaled

Abstract: Presentation goal is to increase teachers’ self-reflection upon their teaching practices. Presenter shares characteristics of reflective teachers and theoretical and practical frameworks of reflective teaching. The first describes preconditions for reflection and types of beliefs that would differentiate between reflective and pseudo-reflective teacher. The second identifies tendencies and degrees of reflection. At the end, teachers take a self-assessment questionnaire to determine level and range of their reflection and share future plans in practicing reflective teaching.

-- All levels – Presentation in English

Leveraging Technology to Increase Student Engagement
Citlalli Del Carpio and Alice A. Miano

Abstract: The purpose of this presentation is twofold: to demonstrate how to create Prezi presentations to enhance classroom instruction and share technology-enhanced learning activities for the language classroom. Prezis, along with other tools such as Google Earth, Notability, and Pinterest, can enrich the classroom with visual aids to promote abstract thinking, language production, vocabulary acquisition, and intercultural awareness. Participants in this session are encouraged to bring their laptops to workshop their own Prezis.

-- All levels – Presentation in English – Examples in Spanish

Effective Classroom Activities that are Culturally Responsive and Skills Integrated
Xibo Henderson

Abstract: This presentation showcases three classroom activities related to directional words and usages of Chinese language. These activities integrate four skills in learning: listening, reading, writing and speaking. The essence of these classroom activities is not only for learning the language in a positive environment but also for building a team. Since all of these activities are gamified and blend both Chinese and American culture, they are easy and fun for American students to enjoy.

-- All levels – Presentation in English – Examples in Chinese

Reading Comprehension Strategies for Chinese Language Learners
Yi Xu

Abstract: Culture and Language Integrated Learning (CLIL) model engages language learners in meaningful real-life tasks and enhances learners’ language proficiency as well as cultural knowledge. The presentation illustrates the application of CLIL Model in a faculty-led short-term Chinese language overseas study program. The strategies employed include implementing content-based instruction, designing real-life scenario-based learning tasks, conducting overseas study program quality control, and creating a post-immersion cultural showcase.

**Grammar as the Bedrock for Building up a Higher Proficiency in Foreign Language Learning**
Svetlana Davidek and Valentina Soboleva

**Abstract:** The presenters will share their approach to teaching grammar. The essence of the approach lies in the integration of all effective elements within the existing methods, traditional and contemporary, including psycholinguistic and transformative. The presenters will briefly evaluate those elements and demonstrate a comprehensive plan that systemically incorporates those elements, laying a foundation for developing all language skills. This approach guarantees the attainment of higher levels of FL proficiency, so desired nowadays. Examples will follow.

-- *All levels – Presentation in English – Examples in English and Russian*

**The Conflicts of Chinese Teacher Controlling Practices in Western Students**
Sherry Hsiuhong Liang

**Abstract:** The level of teacher-student emotional relatedness influences student's perceptions toward the teacher and learning motivation, and vice versa. Teachers who teach in the USA but educated in their home countries have frequently encountered conflicts in the classroom. Enhancing intercultural communication from the early stage of language learning can internalize both parties cultural intellection but also promote a harmonious classroom.

-- *All levels – Presentation in English*
由 Ms. Ying Jin 主讲的“Forging Global Competence in World Language Classrooms”

Ms. Ying Jin 有着超过 20 年的中文教学经验，包括在不同背景下的中学、高中和大学教学。她目前在加利福尼亚州库珀蒂诺的弗里蒙特联合高中学区教授普通话。

她目前担任“CLASS（中文语言协会）”的主席。Ms. Jin 在旧金山州立大学获得硕士学位，在北京大学获得学士学位。她赢得了 2018 年 ACTFL（美国对外语教学协会）的年度教师奖，2017 年 SWCOLT（西南语言教学大会）的年度教师奖，2016 年 CLTA（加州语言教师协会）的年度教师奖，2015 年 CLTA 的杰出教师奖和 2014 年第 50 届墨菲教育家年度教师奖。

她多次在 ACTFL、CLTA 和 STARTALK 等会议上演讲。Ms. Jin 喜欢与其他教师互动，促进 K-12 世界语言教学。
Travel to Cuba: What Teachers Should Know
Anne Fountain

Abstract: Travel to Cuba for U.S. citizens and those residing in the United States, as individuals or with students, can be complicated. U.S. regulations have fluctuated dramatically in the last two decades. A Cuba specialist, (over 20 trips to Cuba since the 1990s) who has organized travel for students, teachers and professionals, explains what new and returning travelers should know. This session gives facts, answers questions, and offers suggestions for what Cuba can offer to teachers.

--Secondary and Post Secondary levels – Presentation in English and Spanish.

Developing Intercultural Communication Competence (ICC) Activities in Language Basic Courses
Tarek Elgendy

Abstract: The presentation discusses the development of classroom activities to build learners’ intercultural communication competence. Intercultural communication activities incorporate both cross-cultural expertise and language skills. The goal of these activities is to enhance students’ intercultural communication competence where they learn about the use of linguistic and extralinguistic features tied to the cultures.

--Post Secondary level – Presentation in English - Examples in Arabic

Discourse-Oriented Approach for Chinese Reading Classroom
Xinhua Zha

Abstract: This presentation 1) examines what the discourse is in terms of language education and why we should emphasize discourse analysis, 2) demonstrates different dimensions of discourse analysis by using Chinese authentic texts with teaching approaches applicable in classrooms, 3) discusses the challenging issue - Reading between the lines, e.g. inferences and implications. This presentation will use Chinese written passages as examples to analyze dimensions and patterns of discourse structures of Chinese texts.

--Post Secondary level – Presentation and Examples in Chinese Mandarin.

The Real Epiphany in Reflective Teaching: Teacher’s Experience
Yerie Han and Jeongsun Kim

Abstract: Two foreign language instructors shared their experiences while participating in the Reflective Teaching Program (Hall & Simeral, 2015). Over a six-week period, they daily reflected on lesson planning, teaching strategies, students’ response to instruction and ability to adjust teaching to meet students’ evolving needs. Through the process, they came to a deeper understanding of what works and what doesn’t in today’s language classroom, with a compilation of their personal reflections.

-- All levels – Presentation in English – Examples in English and Korean
Implementing Linguistic Spaces and Ideologies as a Pedagogical Practice in the Foreign Language Classroom
Mirta Maldonado

Abstract: The following session aims to explore different ways in which teachers and students can unpack and reconstruct the foreign language classroom as a linguistic space where visual texts and materials transform language practices. In doing so, we will analyze how spaces are modified to display language in the classroom in order to provide students with more authentic and organic linguistic context, which in turn help students develop their pragmatic and communicative competence in the target language.

-- All levels – Presentation in English

Teaching L2 Composition in the Transformative Era
Svetlana Davidek

Abstract: Despite the advanced technology used in the L2 classroom, writing skills remain to be so essential in modern society. The presenter will invite the audience to discuss the challenges L2 learners face when writing in an L2 as well as what the teachers might need to keep in mind to teach writing effectively.

-- All levels – Presentation in English
**Working with Anxiety Can Determine Success in Foreign Language Learning**  
Tanya de Hoyos

**Abstract:** Students are constantly facing anxiety, a common phenomenon in the Foreign Language (FL) classroom. Overcoming this state of language, will help teachers and learners to understand the situation and make anxiety a positive aspect to serve learning and teaching purposes. Although all aspects of using and learning a foreign language can cause anxiety, both listening and speaking are regularly cited as the most anxiety provoking of foreign language activities (MacIntyre and Gardner, 1994). Identify anxious students and make interventions to help them overcome when learning a foreign language will help them to find ways to make the best out of it. The more proficient in foreign language students are, the less anxious they feel. This presentation provides a broader perspective into some of the traits of being more proficient with students who experience anxiety, and how new habits help them succeed. This session also provides concrete examples of how to develop a plan to raise awareness of the supportive roles of family and classmates, based on literature review. This interactive presentation will be followed by a discussion of the implications this may have for teachers.

--- *All levels – Presentation and Examples in English*

**What Makes it Hard to Acquire a Good Chinese Pronunciation, and Intonation?**  
Xiaoqi Wu

**Abstract:** The presentation will focus on less commonly instructed topics and less practiced parts in CFL, namely, stress, intonation which involves sense grouping and pause. These elements show considerable effect on learners’ progress as they move forward in their study, especially in the areas of listening and speaking. Studies (published and personal) and recent discoveries regarding these elements will be introduced. Useful strategies to help improve learning will be shared.

--- *Post Secondary level – Presentation in English - Examples in Chinese Mandarin*

**Applying Culture and Language Integrated Learning (CLIL) Model in Overseas Study**  
Ying Amataya

**Abstract:** The model in Overseas Study Culture and Language Integrated Learning (CLIL) engages language learners in meaningful real-life tasks and enhances learners’ language proficiency as well as cultural knowledge. The presentation illustrates the application of CLIL Model in a faculty-led short-term Chinese language overseas study program. The strategies employed include implementing content-based instruction, designing real-life scenario-based learning tasks, conducting overseas study program quality control, and creating a post-immersion cultural showcase.

--- *All levels – Presentation and Examples in English and Chinese*
**Millennials, Gen Z-ers and Beyond. Effective Strategies for Student Engagement**

Tatyana Neronova

**Abstract:** The session outlines teaching approaches that might help with engaging 21st century students in active participatory learning. The presenter will share findings on differences between Millennials and Gen Z-ers and offer practical innovative strategies for creating student-centered learning environment to facilitate the effective language acquisition and promote critical thinking.

- *All levels – Presentation and Examples in English*

**Mandarin on the Street: How to Implement Chinese Language Learning During the Trip**

Ryan Russell

**Abstract:** In this session, we will explain why language programs should run immersion tours and show teachers how Real China run educational programs to China, specifically how we implement mandarin Chinese with different activities and accomplish tasks during the trips.

- *All levels – Presentation in English and Chinese*

**Learning Outside the Classroom: Creating Cultural Immersion Spaces with QR Codes**

Sonia Estima, Edgar Roca, and Natalia Barley

**Abstract:** Maximizing the physical surroundings of our classes and common spaces as opportunities to create a more cultural immersive environment for students (and even visitors) – QR codes are used to help viewers to go "beyond the picture or object" to link with live information sources and media (sound and video); and lead the student to a deeper engagement with the culture, values, and traditions. Participants will have practical application and hands-on experimentation with the materials presented.

- *All levels – Presentation in English*