



2018 Conference
Hosted by East Los Angeles College
20 October, 2018 – 9:00 a.m. - 4:00 p.m.

AGENDA

9:00 – 9:45 {Bldg F5, room 201}	Registration & Welcome Breakfast Opening Remarks - Dr. David Pardess, CCCFLC President Announcements - Kurt Kemp, CCCFLC Executive Director
9:45 – 10:00	Break
10:00 – 11:00	Keynote Address {Bldg F5, room 201} “OER: How A Vision Became A Reality, and Where We Go from Here” Dr. Amy Rossomondo, University of Kansas
11:00 – 11:15	Break
11:15 – 12:00	Session I
{Bldg E3, room 308}	“Be an <i>Acceso</i> Author!” Dr. Amy Rossomondo, University of Kansas
{Bldg E3, room 321}	“Feeling Comfortable Outside of Your Comfort Zone” Lízbet Sánchez, Mt. San Antonio College
{Bldg E3, room 325}	“Teaching Foreign Language to Incarcerated Students” Pamela Poole, Antelope Valley College, Cerro Coso Community College
12:00 – 12:15	Break
12:15 – 12:30	Group Photo {Location to be announced during Welcome Breakfast}
12:30 – 1:30	Lunch {Bldg F5, room 201}
1:30 – 1:45	Break
1:45 – 2:30	Session II
{Bldg E3, room 308}	“OER and the Implementation of <i>Français Interactif</i> in First-year French Courses” Karen Le Cornet, Cypress College, Mt. San Antonio College Lynn Vogel-Zuiderweg, East Los Angeles College
{Bldg E3, room 321}	“Speaking Activities with Screencastify - A Simple & Free Way to Infuse Technology” Keiko Tsurumi, Mt. San Antonio College
{Bldg E3, room 325}	“Teaching Proficiency through Reading and Storytelling - TPRS” Jeff Brown, Orange Coast College
2:30 – 2:45	Break

2:45 – 3:30	Session III
{Bldg E3, room 308}	“Poesía, code switching e identidades” Dr. Alejandro Lee, Santa Monica College
{Bldg E3, room 321}	“Promoting Advocacy via Effective Instruction in Classroom and Family/Community Involvement (English and Vietnamese)” Dr. Tammie Tran, Golden West College
{Bldg E3, room 325}	“Use Online Chinese Language Resources to Enhance Students Learning” Chiu-Chin Chang, East Los Angeles College Robert Liu, East Los Angeles College
3:30 – 4:00	Roundtable Discussion {Bldg F5, room 201}



KEYNOTE ADDRESS:

Dr. Amy Rossomondo is Associate Professor in Spanish and Director of the Spanish Language Program at the University of Kansas. She teaches courses in Hispanic linguistics and second language studies at both the undergraduate and graduate levels. Her principal areas of research are second language acquisition, graduate student pedagogical development and professionalization, and the intersection of technology and foreign language teaching and learning. She is the creator and director of the *Acceso* project, an open access, Web-based platform for intermediate-level Spanish study that structures critical exploration of the culturally diverse Spanish-speaking world to promote foreign language development and awareness, critical cultural literacy, and opportunities to relate to and reflect on differing cultural perspectives. Research articles by Professor Rossomondo have appeared in journals such as *Studies in Second Language Acquisition* and *Hispania*, and she contributed a chapter to the 2011 American Association of University Supervisor and Coordinators (AAUSC) volume, *Educating the Future Foreign Language Professoriate for the 21st Century*. She and co-author Gillian Lord (University of Florida) will be presenting at ACTFL in November on their new low-cost first-year Spanish program, *Contraseña*.

Professor Rossomondo will join us remotely from Kansas to discuss Open Educational Resources (OER) and how they can help us meet a number of challenges facing language students and instructors. She will recount the specific case of *Acceso*; what factors led to its creation, how it was developed, how it is being used, and what the future holds for it. She will also share existing OER for a range of FLs, and address potential benefits and challenges of adopting, modifying, or creating OER.



SESSION I:

“Be an Acceso author!”

Dr. Amy Rossomondo - University of Kansas - Spanish

This interactive session will demonstrate the process of creating an activity for *Acceso* (acceso.ku.edu) We will examine each activity type and a range of content to inspire participants to brainstorm their own activities to submit for inclusion in *Acceso* (if desired). This session will be structured for instructors of Spanish, but instructors of other language are welcome and will be invited to envision the process and product in their own teaching contexts. *In English*



“Feeling Comfortable Outside of Your Comfort Zone”

Lízbet Sánchez - Mt. San Antonio College - Spanish

In this presentation, Professor Sánchez will highlight the benefits of language learning in terms of how it leads to learners feeling comfortable outside of their comfort zone. She will address the benefits of integrating technology into language learning as many platforms help students overcome discomfort to communicate in any language. She will argue that, as second language learning and heritage language learning seem to be struggling with enrollment, it's time we look at what we do through a different lens. Language learning is all about the soft skills we need to thrive in the workforce; we need to get that message out there. *In English with examples in Spanish*

“Teaching Foreign Language to Incarcerated Students”

Pamela Poole - Antelope Valley College, Cerro Coso Community College - French

For the last two years, Professor Poole has taught French 101 to male inmates at the California City Correctional Facility (a California Department of Corrections and Rehabilitation prison) for the largest face-to-face community college prison program in California (Cerro Coso Community College, part of the Kern Community College District). Professor Poole will discuss the students, classroom environment, setting and facilities, procedures, academic freedom issues, support and resistance from staff and corrections officers, the California legislation mandating Community Colleges to offer classes in prisons, the state of inmate education in California, the stats on the cost of educating inmates vs. keeping them in prison (lower), comparative recidivism rates (much lower), the argument for releasing "bettered" people into society, concrete benefits to community colleges (massive increase in FTES!). With this presentation, Professor Poole hopes to dispel myths and encourage her colleagues to explore prison education for the benefit of their schools and society. *In English*

SESSION II:

“OER and the Implementation of *Français Interactif* in First-year French Courses”

Karen Le Cornet - Cypress College, Mt. San Antonio College - French, Spanish

Lynn Vogel-Zuiderweg - East Los Angeles College - French, Spanish, Linguistics

This presentation on OER and *Français Interactif* (FI) discusses the origins and development of the web-based first-year French program at UT Austin. Teaching methodologies that were utilized in its initial creation will be addressed as they relate to foreign language pedagogy. FI has undergone extensive periodic revisions, and because it is an OER, it has been repurposed to fit the needs of various instructors and colleges that have used it worldwide. We will examine how FI materials may be applied to fit the needs of your students or program. This presentation will then review how FI materials can enhance your course activities and how ELAC has implemented FI in its first-semester French courses. As such, we will finish the presentation by considering some Open Educational Practices (OEP) that include open technologies, open teaching practices, and open learning environments such as Facebook or Twitter. *In English and French*

“Speaking Activities with Screencastify - A Simple & Free Way to Infuse Technology into the Classroom”

Keiko Tsurumi - Mt. San Antonio College - Japanese

The presentation focuses on how to use Screencastify to create speaking activities in two types of scenarios: 1) movie voice-overs and 2) mock conversations. Screencastify is a free screen recorder extension that can be added to the Chrome browser (www.screencastify.com). Recordings automatically save to students' Google Drive, take up no hard disk space, and can be submitted to instructors via a link. Submission through Canvas allows instructors to evaluate student recordings without leaving a Canvas SpeedGrader page. For the movie voice-over activity, students are given a silent animation for which they record a narrative or voice-over. Topics of the silent movies (which are available on Mt. SAC's Language Learning Center website, www.mtsac.edu/llc/handouts/animations) range from daily routine to dining to traffic violations. For the mock conversations, students record to fill in the blanks on a pre-recorded dialogue taken from the Marugoto Plus Japanese Learning (marugotoweb.jp). Available topics include, but are not limited to, family, seasons/weather and staying healthy. *In English with activity examples prepared for Japanese lessons, but applicable to any language*

“Teaching Proficiency through Reading and Storytelling - TPRS”

Jeff Brown - Orange Coast College - Spanish

TPRS is sweeping the nation. Come and learn how TPRS is changing the way languages are taught around the world. TPRS is phenomenal in that it allows instructors to personalize each story with help from the students, meaning input is 100% student centered. Instructors come up with back-story, while students supply the conflict, attempts to solve the problem, and the ultimate solution. All the details come from the students, which makes each and every story phenomenal. And, if that's not enough, immediately after each story, students read a similar instructor-created story, highlighting the different structures and vocabulary along the way. Plus, students read at home. Learn all about: Pop-up grammar, Judicial use of English, and the fact that 100% of stories are now told in the past tense, even in first year courses, with dialog in present tense. *In English*

SESSION III:

“Poesía, code switching e identidades”

Dr. Alejandro Lee - Santa Monica College - Spanish

Professor Lee will present a lesson plan based on Gina Valdés’s bilingual poem, “Where You From,” which addresses bicultural identities, vocabulary building, a basic introduction to literary analysis, and code-switching in an intermediate class for heritage speakers of Spanish. The lesson plan can be adapted for mixed classrooms.

In Spanish

“Promoting Advocacy via Effective Instruction in Classroom and Family/Community Involvement (English and Vietnamese)”

Dr. Tammie Tran - Golden West College, University of California, Los Angeles - ESL, Vietnamese

This presentation discusses the advocacy in effective instruction encompassed among four stakeholders: instructor, learner, family/friends, and community. The instructor, the first advocate, integrates the diversity of social/cultural issues in classroom. To explore these practical issues, learners collaborate with their family members/friends for improvement. Additionally, this workshop opens a platform for us to discuss the community’s incorporation for better outcomes. *In English*

“Use Online Chinese Language Resources To Enhance Students Learning”

Chiu-Chin Chang - East Los Angeles College - Chinese

Robert Liu - East Los Angeles College - Chinese

Chinese Language is totally different from any of the Western languages and is challenging for many of our students. Besides classroom instruction, students need more resources to enhance their learning. The presentation will demonstrate the effective online resources to be used in the classroom: Pinyin, stroke order, content-based interactive activities, culture-based documentaries and films, etc. Our instructors could introduce these resources to students, so they learn to become lifelong learners. *In English*

Our sincere thanks to Dean of Academic Affairs/Liberal Arts James Kenny, the Chair and faculty of the Modern Languages Department, Eldy Dean, Lynn Vogel- Zuiderweg, Mary Ellen Eckhert, Irene Mah y Busch, and the rest of the faculty, staff, and administration of East Los Angeles College, for hosting our conference this year.

We look forward to seeing everyone next year!

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