Pacific Rim Language Courses a Hit at CSN

Korean Pop Culture Popularity Inspires CSN Instructor to Strike While the Iron is Hot! Hot! Hot!
by Hea Salzman

In December of 2010, CNN aired a story stating that “South Korea has become the Hollywood of the East, churning out entertainment that is coveted by millions of fans stretching from Japan to Indonesia.” Additionally, an article published in MK Daily, a Korean news portal, stated that “Overall in 2009, the country (Korea) exported nearly $3 billion in entertainment, more than double 2002 exports.” South Korea is marketing its brand to the world by launching Korean drama accompanied by Korean Pop (K-Pop) music. As one of its marketing strategies, South Korea is uplifting its image from the past (one of conflict and poverty) and transforming into one of the leading countries in the IT industry. South Korea has become a country providing aid not only with food and medicine but also with techniques necessary to enhance standards of living. More and more, people from other

Students in Filipino 111 and 112 Classes Go Exploring!
by Emily Raphael

Every semester, the students in the Filipino 111 and 112 classes excitedly explore the different towns, cities, provinces, and some of the 7107 islands of the Philippines without taking an airplane or leaving their seats. The objective of the cultural exploration is for the students to learn the different blends of traditions and cultures of the Filipino people. The assignment consists of having students select various places in the Philippines that intrigue or fascinate them and research that area. The class is Continued on page 10
**Travels to Korea**

by Dr. Bette Brickman

My first trip to South Korea in the late spring of 2010 was a quest for two things: 1) to find a location there that would proctor tests for CSN students and 2) to get acquainted with the culture that comprised the majority of my students at the time. Armed with one semester of Korean language, and most importantly, a Korean-speaking friend, I spent 12 days traveling through that most friendly country, from Seoul, to Gyeongju (or Silla, the ancient seat of the Korean kings) to the DMZ. We were also fortunate enough to be in the country when preparations were being made for the Buddha’s birthday, when thousands of colorful lotus lanterns decorate the temples for the entire month for the celebration. Lotus lanterns cover the entire temple throughout the month. On the Buddha’s birthday, many temples may provide free meals and tea to visitors. Often a very tasty dish called “bibimbap” is also served for breakfast and lunch.

Seoul was what I expected: a South Korean city. However, there were signs of Western culture wherever I went. On the crowded subway one morning (Korea has excellent systems of public transportation), I sat next to a young woman who was watching an episode of *Family Guy* on her iPod. Across from her was a student carrying a box from Baskin Robbins Ice Cream.

There are numerous universities and colleges in Seoul, sometimes two or three per subway stop, many of them offering English classes. Despite the western influences, people, even in the cities, showed signs of respect by bowing to each other when exchanging greetings, the most common of which is, “An-nyeong-ha-se-yo” (Good afternoon, good evening, good morning, how are you?)

Although I did not succeed in finding a testing location, I was greeted by the warmest hospitality wherever I went. The Korean people were eager to greet me in the English phrases that they knew. The only time I was thrown a little off-guard, was when one nine-year old boy said, “You don’t act like a professor.”

Neither rain, nor snow, nor North Korean attacks on Yeonpyeong Island kept me from taking my second trip to South Korea in January, 2011. I thought I might be in for some trouble when my friend picked me up at the ultra-modern Incheon International Airport and handed me a face mask to wear out in the weather. However, when we got outside, I found that the temperatures were no colder than I had experienced in Colorado or New York during the winter. In fact it was balmy.

After a day in Seoul, we flew to Cheju (or JeJu) Island.
News Briefs

Walk For Water
David Schultz organized a service learning project for his Spanish classes which involved them in a Youth in Service to America (YSA) activity. The project YSA is highlighting this spring is “H2O for Life”. Professor Schultz scheduled a 5 k “Walk for Water” at the track east of the Cheyenne Sports complex at the Cheyenne campus on Saturday April 16th. T-Shirts are still on sale. For more information contact david.schultz@csn.edu or call Professor Schultz at 651-4102.

Conversation Spanish 216 For Second Year Students
A class for students who have completed two semesters of second year Spanish or have the equivalent knowledge is being offered. For more information contact Marcela LaBounty at 651-5845 or by email at Marcela.LaBounty@csn.edu.

Retired International Language Department Faculty Member Voted Emeritus Status
Gabriel Costa, who retired from the ESL program in fall, 2010, has been voted emeritus status by fellow department members. Professor Costa joins the ranks of other emeritus in the International Language Department: Richard Nuzzo, ESL, and Walter Centauri, Italian.

Four-Year Accreditation Granted to CSN ESL Program by CEA
International Languages Department Chairman Ken Umland has received notification from the Commission for English Language Accreditation that the ESL Program at CSN has been granted a four-year continued accreditation. This landmark is not only an accomplishment for CSN but was also a catalyst for CEA to reevaluate its criteria and requirements for granting accreditation to two-year schools.

Diana Booth Joins International Languages Department as Full-Time Faculty for English as a Second Language

Diana Booth has joined the ESL program as a full-time faculty. Ms. Booth holds both a BA and MA in English Linguistics and Literature with a minor in TESOL from Russia where she taught English as a Second Language at levels from kindergarten through college. Ms. Booth came to the United States to pursue a master’s in education from Benedictine University. Since graduating, Ms. Booth has taught English in ESL and IELP programs at community colleges and Ball State University.

Ms. Booth has served on the board of the Illinois Chapter of TESOL as Professional Development Chair. Ms. Booth has presented at multiple conferences and workshops and has been published by TESOL.
Changes in Asian International Student Enrollment Nationwide
by Kristen Young

Here are some interesting facts about the number of international students studying in U.S. Higher Education, including intensive English language institutes.

For the academic year 2009/10, there was a record high 690,923 international students in U.S. higher education. Nevada had a total of 2,874 international students (2009/10) which gives us a ranking of 40th when compared to other states’ international populations. International students represented 3.5% of the total enrollment in U.S. higher education for 2009/10. However, 3.5% is a very small percentage compared to the percentage of international students studying in other host countries such as Australia (23.8%) and France (12.0%). In Nevada, international students represented 2.5% of NSHE’s total headcount for 2009/10.

China is currently the top place of origin with 127,628 international students studying in the U.S. which is an increase of 30% from the previous year. Why the increase? China’s economy is booming and the Chinese government is actively engaged in internationalizing higher education. In fact, China is also in the top 5 destinations as a host country of international students.

Top 5 Countries of international students in the U.S. 2009/10

China
India
South Korea
Canada
Taiwan

It has become much easier for students to gain admission to Japanese universities because of the country’s low birth rate. Japanese students also now see studying abroad as a disadvantage for job hunting since interviewing with Japanese companies begins during a student’s junior year.

Kristen Young is former Director of UNLV’s Office of International Students & Scholars.

Did you know?

International students studying in Nevada contributed over $65 million to our state’s economy in 2009/10?

Japan, on the other hand, has experienced a steep decline over the last 10 years in the number of its students studying in the U.S. From 2008/09 to 2009/10, there was a 22% decline in the number of Japanese students coming to the U.S. Why?

العربية

Some Grammar Issues for Arabic-speaking ESL Students - Part I

by Professor Judy Anderson

Arabic is one of the most widely spoken languages in the world, spoken in the Middle East from Morocco in the west to Iraq in the east. As CSN appears to be getting an increasing number of Arabic speakers, it might be useful to ESL instructors to know some of the grammatical features of Arabic, especially those that make learning to correctly write English difficult.

First up are verbs. Arabic has, essentially, only two verb tenses, past and present. Past tense (shown by suffixes added to the verbs) generally refers to completed actions. Present tense (indicated by prefixes and in some cases an additional suffix) covers the meanings of both present progressive and simple present; however, this tense can be used with past tense to convey the idea of an ongoing action in the past. Future tense is created by adding a prefix to the present tense verb. Other tenses, such as present and past perfect, are derived from context, so making sense of English verb usage is difficult.

Arabic also has “equational” sentences, which means that, in the present tense, there is no need for a verb where English would use a form of “be.” For example, “he is a student” would be written “he student.” The verb “be” exists; it is used in the past and in certain grammatical structures such as the subjunctive but almost never in the simple present. There is also no verb “have”: the idea of possession is expressed with a variety of prepositions followed by nouns or pronouns, translating roughly as “to me is a car.”

Next up (Part II): nouns, adjectives, and definiteness.

Earning an Online Teaching and Learning Certificate

by Amy Litman

When I decided to take the first four one-credit courses for the online teaching and learning certificate, I assumed I would learn what was required to teach an online course by reading and doing a few easy assignments. During the first week of EPD 353, however, I discovered that I would be working to earn the credits! EPD 353 is the perfect introduction to learning how to teach online. The well-planned, thorough course outline, assignments, and virtual classroom sessions teach instructors the basics of online teaching by putting them in the student role. In the next course, EPD 357, the same group of students is taken a step further in planning an online course by being required to create a module of an online course along with objectives and delivery methods for giving content and submitting assignments, as well as a peer editing session. All of the assignments are posted on the discussion board so students can view each other’s work.

By the end of the second course, I felt almost prepared to teach an online course. Continued on p. 11
The Round Table

Wimba; “Virtually” A Classroom Online

by Professor David Leavell

Technology is quickly changing what CSN students experience through online courses. Many international language classes now use an interactive software program called WIMBA, bringing the students and teachers “virtually” face-to-face online. So what is it and how does it work?

Just like Skyping allows us to meet face-to-face online with family and friends, WIMBA does the same but within a classroom setting. Students log in online through a CSN course and come to a “virtual” classroom. Their instructor meets them there and can pull in power points, audio files, has a white-board, and everyone can even see each other via web-cams. It is “virtually” a classroom where students can even break out into individual groups and do everything that happens in a traditional face-to-face, brick and mortar classroom. Our students have been sitting in the comfort of their homes, whether in New York, Puerto Rico, China, Korea, Guam, or Germany and attending their CSN virtual class, learning with other students and from their instructors.

Our instructors can also offer Virtual Office hours, where he/she is waiting for students in a “Virtual Office”. So don’t just be off “surfing” online. Rather, come on in and get plugged in.

A Virtual Office

Stop surfing and get plugged in!
Travels to Korea
Continued from page 2
Island, the topic of so many of my Korean students’ essays throughout the years. Once again, I was accompanied by an additional semester of Korean language class… and a Korean-speaking friend.

The description of CheJu has always been of an island paradise, similar to Hawaii, with pristine beaches, waterfalls, farms, and mountains. What I found was beautiful beyond description even though the weather was cold and windy (20 degrees during the day). In the spirit of, “If this is Tuesday, it must be Belgium,” we visited green tea farms, tangerine groves, horse ranches, circuses, mountains, folk villages and the bottom of the nearby shore (via submarine). In our “free” time, we also took ferries to two nearby islands. On Biyongdo Island, we hiked up a hill on a narrow path which we shared with tiny goats. The payoff was a lovely 360-degree view. That island was where a retired high school principal seemed delighted to practice his English with me. A short ferry trip then delivered us to U Do Island, where we again engaged in one of the Koreans’ favorite pastimes: hiking up steep mountains in windy weather. The breathtaking views at the end of the trail were well worth the effort. One word of caution: be prepared to take off your shoes when entering a home, a restaurant, or even a ferry.

The evening before I left Seoul, I was honored to be invited to my friend’s home to share dinner with her family. It had taken the family two days to prepare the special meal, which consisted of over 30 dishes. It was a perfect ending to the trip and indicative of the hospitality shown to me by the Korean people.

Useful Websites for Online Teaching of ESL Reading and Writing

Christine Lines has made a video that lists websites and their potential benefits to students, ESL in particular. The websites are helpful to any instructor wanting to put their course materials online or wanting to create a more interactive, communicative-based environment for online learners. The format for Professor Lines’ presentation highlights several websites such as pecha-kucha.org, prezi.com, and camstudio.org. Please click on the link below to access this useful video.

http://model.inventivetec.com/tight_url.cfm/URLID/10595
Breaking the Ice
by Claire McLaughlin

We are half-way through the semester, and students may be losing their enthusiasm. Why not try an ice breaker to jumpstart the class? Ice breakers are communicative activities used with groups of people who may not know each other well or at all to ease tensions and nerves. In other words, they break the ice. They can be used in a variety of settings including a classroom of adult learners. There are reasons why instructors choose not to use ice breakers. They can be seen as silly games and not appropriate for academia. Then again, there are many reasons why ice breakers are an important part of any classroom, particularly when learning a new language.

When used properly, ice breakers can loosen the affective filter which is important for adult learners because many fear making mistakes in front of their peers. Easing anxieties and making students feel comfortable brings group cohesiveness. Students can get to know one another in a safe and fun setting because a simple ice breaker builds the sense of community in the classroom. Now students know the names of a few classmates they can go to for missed homework as well as checking for comprehension of a particular point.

Ice breakers have their role in academia as well. They require students to communicate in the target language. When structured properly, ice breakers are great for assessing prior knowledge of vocabulary and grammar structures such as verb tenses, clauses, or prepositional phrases. Students are engaged in critical thinking skills while learning from their peers. For a brief amount of time, the classroom becomes student-centered rather than teacher-centered.

Typically ice breakers are used on the first day of class so students and the teacher can get to know everyone’s name. I have also found them to be useful on the first day because there are always a few students who have misjudged the amount of time needed to find a parking place and/or the classroom and arrive late. While they miss the ice breaker, they have not missed the important information of the course syllabus and course expectations that come next. However, ice breakers are also useful activities throughout the semester. They can be used to re-energize a class whose morale is low from low test scores or just lagging energy. There is an endless supply of ice breakers, so teachers can pick and choose, as well as create, ones that are good whether it be for social or academic purposes. One common partner activity is the Continued on p. 11
Everyone is familiar with Elisabeth Kübler-Ross and her stage model of coping with grief, popularly known as the five stages of grief. What you may not know is that Kübler-Ross actually developed her theory as a graduate student, basing her conception of the process of loss on the experiences one goes through over a grading weekend.

In coping with grading, it’s important for graduate students and young professors to know that they are not alone and that this process takes time. Not everyone goes through every stage or processes the reality of grading in this order, but everyone experiences some version of at least two of these steps.

1. **Denial.** At this stage, the instructor is unwilling to acknowledge the size of the task ahead of him or her. An instructor in denial may be heard to say things like, “It’s not really that many essays, when you think about it.” An instructor in denial will grossly overestimate his or her potential assignment-per-hour output.

2. **Anger.** Usually anger begins once the instructor starts grading. The first few papers are likely to excite the grader, but as a steady stream of errors trickles in, the instructor may become disillusioned. Commonly heard at this stage: “But we covered this in class! A lot!” “Wait, what does this even mean?” “Redundant! This is redundant!” Instructors at this stage of the process are likely to have unnecessarily large reactions to relatively small frustrations; for example, in one case an instructor screamed into a pillow upon discovering that every student in the class was still using “they” as a singular pronoun.

3. **Bargaining.** This stage usually begins as an earnest attempt to buckle down and grade. The instructor might say, “If I grade five papers, I can watch one episode of House,” or, “For every page I grade, I get to eat a piece of candy.” This process starts well, but as the instructor progresses, the amount of work required to achieve the reward generally becomes smaller and smaller, until the instructor is checking Facebook after every sentence he or she grades.

4. **Depression.** At some point in a marking weekend, the instructor will come to realize that in spite of his or her best intentions, the papers won’t be marked in time for the next class. For the idealistic young instructor, this is also usually the moment he or she realizes that the assignments themselves are not particularly strong.

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Five Stages of Grading cont.

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These realizations can lead to feelings of failure, spiraling into reality TV watch-a-thons or video game blitzes instead of grading. Ultimately, though, recognizing one’s limitations is a healthy part of the process that leads directly to the final stage.

5. **Acceptance/Resignation.**

At some point, the instructor comes to term with the reality that the papers must be graded. This reality is usually acknowledged the afternoon before the instructor wishes to return the papers, leading to an all-night grading blitz. At some point and by some miracle, however, it all gets done, and the instructor is primed and ready to start the process over again when the next major assignment comes in.

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Earning Online Teaching Certificate cont. from p. 5

course, but there are still **eight more**!

I **highly** recommend taking the courses for the online teaching and learning certificate. It is a 15 credit program, which includes ten courses: EPD 353 (Orientation to Online Learning), EPD 350351 and 352 (Teaching and Learning in the Online Classroom). Start with EPD 353, 357, 358 and 359 (http://sites.csn.edu/education/elearning/welcome.html).
Students in Filipino Classes Go Exploring continued from page 1
divided into groups and each group is assigned a day to share their findings.

With so much anticipation and enthusiasm, the monthly cultural exploration normally draws a very high attendance from excited students who also take the opportunity to sample some traditionally prepared Filipino cuisine, influenced by Spanish, Chinese, Malay, European, and American food. The students are awed with the rich history, plethora of different customs and traditions, beautiful topographies, overabundance of festivals, wide array of over 170 Filipino dialects and various indigenous inhabitants or tribes that are still thriving in the islands of the Philippines amidst its modernization or westernization.

This indispensible learning tool truly captivates the interest of the students and is a great way to capture the essence of the Filipino culture without the high cost of physical traveling.

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Professor Schultz’s Spanish Class
5 K Walk for Water T-Shirts For Sale
T-SHIRTS FOR SALE, $10 each

On Sale Until All are Sold!

Contact David Schultz at david.schultz@csn.edu

0r Tele: 651-4102

Why?
To contribute to a worthy cause and raise funds for clean water projects at a Puerto Firmeza, Peru school (hygiene projects; water, sanitation, and washing).

Watch for information about future activities

Check out the website www.H2OforLifeSchools.org