Three CSN Arabic Students to Study in the Middle East
By Prof. Judith Anderson, Lead Faculty, Arabic

Three current and former CSN Arabic students, Maryann Calleja, Shamaila Abdul-Jalaal, and Eugene O’Neal, have won scholarships that will allow them to travel to the Middle East this summer to continue their study of Arabic at the intermediate and advanced levels.

Both Maryann and Shamaila were selected from thousands of applicants for the Critical Language Scholarship Program and will study Arabic in Tangier, Morocco. The program covers all expenses including travel, tuition, and room and board, for outstanding students of less commonly taught languages, including Arabic, Japanese, Chinese, Korean, and Russian.

Maryann, who is pursuing a foreign language degree at CSN while also studying for a B.A. in anthropology at UNLV, enrolled in the CSN Arabic program in 2012. Her previous experience with the language was a single semester at UNLV in 2004, along with a class on Arab culture. She says, “Arabic sounded exciting and different when I took my first class. I remained intrigued by the sounds of the language and accompanying culture over the

Continued on page 8

Tangier, Morocco
Assessment Speaker Elizabeth Bernhardt Visits CSN
By Dr. Barbara Bird

On Friday, February 21, many of the faculty from the Department of International Languages were joined by high school language teachers from CCSD for a half day of workshops on assessment for foreign language learning. The keynote speaker, Elizabeth Bernhardt, explained how she used assessments based on ACTFL’s Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) to collect data about student language proficiency development. She structured the curriculum of beginning and intermediate-level language courses around student proficiency development by using data collected from these two assessments. This data was used to demonstrate student learning in language classes and was especially helpful for university accreditation purposes.

Her talk was intended as a follow-up on the 2-day Modified Oral Proficiency Interview (MOPI) training conducted during the Fall 2013 semester. Bernhardt made the case for the OPI as an organizational feature of foreign language curricula and made specific recommendations about how this type of assessment might guide assessment practice in the department.

Bernhardt's recommendations could allow the Department of International Languages to be a leader in the College of Arts and Letters’ focus on assessment practices by providing data to document the great amount of learning that takes place in our language classes.

We hope to continue this discussion next semester with another workshop to explore practical ways to incorporate this kind of proficiency assessment in our programs and curricula.

CSN Spanish Club
By Deborah Van Damme

This semester, we have accomplished a great deal and grown significantly. We developed a lecture series entitled Indigenous Languages & Peoples of the Americas, which was presented at the Hispanic Museum of Nevada. Our organization participated in the Cesar Chavez celebration in late March at Craig Ranch Park where we had Latino music, dance and food vendors, Latino community educators promoting educational opportunities for Latinos, Latino Democratic and Republican party delegates, and of course the CSN Spanish Club table with information and treats. One more movie will probably be shown before the end of the semester. More information will be forthcoming for exciting events in the fall of 2014.
CSN–CCSD Partnership
We're entering a new partnership with CCSD's ELL department whereby ESL high school juniors and seniors will be tested and placed by us into our reading and writing classes. The courses will be offered on our campuses in 8-week formats with the goal of increasing the graduation rate of this population from the current 27%. CCSD will pay all tuition and book fees while these ESL high school students receive high school credit for these courses. It's a win-win situation for both CCSD and CSN. By increasing their graduation rate, we can increase the likelihood that they will pursue post-secondary studies and thus support their own goals and dreams for their future.

Language Labs Offer Drop-in ESL Tutoring
The Cheyenne and Charleston Campus Language Labs are staffed by ESL instructors with masters' degrees during most weekday daytime hours. A 139 student, Griselda Mata, stated, “In my ESL 139 class, I have been taking advantage of the many resources that CSN offers, especially the Language Lab and the Writing Center for tutoring. I strongly recommend these resources to all students because I have been improving in my writing and my vocabulary skills. My experiences with the tutors have been excellent because they explain to me clearly whenever I have a question. I thank all the tutors for their help.” Please contact the Language Labs for specific hours.

Extra Class Encourages French Students to Use their Skills
Professor Odom’s strategy for engaging students seems to be flourishing. She has begun offering monthly four-hour extra sessions on Friday afternoons for her French students to ask questions and use the target language. This extra class provides active participation through games that allow students to work on the areas they perceive to be the most challenging. The French program has grown from one 112 section in the past to three solid ones this semester.

Free Grammar Study with Michael Young
Encourage your students to drop in on Tuesdays from 3:00 – 4:20 for grammar for writing in room E-240. Contact Michael in the fall for new hours.

ESL Testing
Please contact the language labs for available testing times.
Postcards from Abroad

Growing up in the USSR: From the Soviet (1980) to the Russian (2014) Olympics

On February 13, Diana Kravchenko gave a presentation on her experiences growing up in Russia. She explained that she was born in the USSR in 1979. The Communist Party made her a “Little October” in elementary school and a “Young Pioneer” in middle school. Then she watched the 1991 Soviet Coup on TV, shortly after which the Soviet Union collapsed. In 1996, she left for college to build her life, while the young country of the Russian Federation was building its own. Diana’s presentation gave an inside look at her experiences and the changes in this fascinating country.

Long Time Passing: Journeys to Vietnam

Professor David Schultz and Dr. Bette Brickman presented their experiences in Vietnam on April 24 to a full classroom. Professor Schultz served in 1968 in the Vietnam War and shared his insight into those who returned to heal the wounds of war. Dr. Brickman visited Vietnam last year and showed her slides and gave commentary on Vietnam as an enchanting tourist destination.
Culture itself is complex, and one of its most peculiar features is its humor. Many times we find that what one culture regards as funny seems merely silly or deadpan to members of another culture.

Cartoons are especially good for the classroom study of language/culture. They can be found easily and cheaply by both the teacher and students in magazines, newspapers, and on the Internet. (For example, google “New Yorker Cartoons” or “Romanian Political Cartoons”) Unlike a spoken joke or sight gag, they can be examined closely. They have a line of dialogue and a picture that can help explain the conditions under which the line is spoken, and, best of all, cartoons are innately fascinating and amusing.

The following approach can be used to analyze cartoons from a target culture in the language classroom:

1. Display the cartoon and discuss what is happening in the picture. This discussion should be about what's going on in the cartoon. It might include an analysis of the grammar, a rephrasing of the line of dialogue, a description and understanding of the picture and setting, etc. It's best when a student who understands explains it to others who don't understand rather than having the teacher give the answer too quickly.

2. Is there something in the cartoon that is out of place—something that doesn't fit in its location or situation that would make a person from that culture laugh? Humor depends on something unusual, something that is unanticipated or unexpected. What is it? The incongruity may be in the picture, the line of dialogue, or in the conjunction of the two.

An example from a Czech cartoon shows a rooster choking a hen near an egg which has just hatched revealing a baby elephant. This is ridiculous on its face but shows a universal concern with marital infidelity. A discussion of this point should lead to statements about what the norm is in the target culture.

3. Is there a cultural anxiety (an uncertainty or tension about 'what to do or who to be') inherent in the cartoon that is relieved by laughter? This is the most difficult question to answer, but it is the most profitable because it can lead to significant insight into the

continued on page 10
Traveling internationally helps me to understand the backgrounds of my ESL students outside of the Las Vegas setting. That is why my recent trip to Peru as a patron of the Grand Circle Foundation was more than just visiting Machu Picchu, the draw of many tourists. There is much more to see in a country two and a half times the size of Texas and with a population of 30 million (10 million of whom live in Lima). Peru encompasses not only the mountainous areas around Cusco, the main city near Machu Picchu, but also the Atacama Desert, the Andes, Amazonian jungle, and picturesque beaches along the Pacific coast.

The amount of terraced agriculture is striking. The hills are dotted with Incan and other pre-Columbian ruins, mortuaries in the hills, and huge sculptures carved into hillsides. Outside of Cusco is the famous Sacsayhuaman (Sexy Woman) temples on a hillside surrounding the city. The site allows visitors to see the amazing construction of boulders, many one-piece, multi-ton, that have been carved and beveled to fit into each other with no mortar. The construction looks like the intricate pieces of a puzzle, all fitted together by engineering geniuses and backbreaking labor.

Ringing Cusco and many other cities are, shanty towns, made up of squatters who build one or two-story homes on the hillside without building codes or other construction requirements. Shanty dwellers apply to be legal, a process that includes a title search of the land they have acquired. If the land is government-owned, the squatters can claim it. If not, the land must be returned to the private owners. The government has built staircases far continued on page 11
Hamida Osman was chosen as the 2013-14 Outstanding Student for the Department of International Languages. Ms. Osman is from Afghanistan, where she practiced law until she immigrated to the United States. In 2011, she began to take ESL courses at CSN and has completed nearly every course in the sequence (ESL 111, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 132, 135, 138, 139, 140) and ENG 113, and has attained superior grades in all of her classes. When she found out that our program had adopted new textbooks for grammar, she enrolled in ESL 124 and 126 to repeat the courses so that she would not miss anything!

Hamida has accomplished many things in her life so far, the most recent being a pilgrimage to Mecca. She has devoted herself to improving her English language proficiency so that she can help others. She has been a role model for other students in the class because of her work ethic and dedication to education. It has truly been a pleasure to know Hamida and to have her as a student.
years. Many anthropological studies are conducted in the Middle East, so I thought it was a great way to justify continuing my Arabic studies.” Maryann has nothing but praise for CSN’s Arabic program. “They are great classes! Nabiha [al-Abed, adjunct instructor of Arabic] is fantastic at gauging the learning speed of the students so that we don’t go faster than we can handle.” She also enjoys the relaxed atmosphere of the small upper-level classes. “They feel more personal than other classes I have taken.”

Because of a fascination with the language, Shamaila began studying Arabic at CSN approximately two and a half years ago and has completed her AA in International Languages. In the future, she would like to either work as a translator or teach Arabic. She says, “I would love to do something in which I am able to use the language every day.” Shamaila is also enthusiastic about the Arabic program at CSN. “The CSN classes have been an integral part of my education in the Arabic language.” She feels that CSN provided her the only on-campus educational experience that was accessible and a practical means of learning the language. “It would have been impossible to receive the in-depth education I was searching for if it was not for the Arabic program here at CSN, which I am truly grateful for. My professor [Nabiha al-Abed] was involved and dedicated to my education.”

Children in a traditional mud-brick Berber village at the edge of the Sahara
A third student, Eugene O’Neal, who was profiled in the *Round Table’s* last issue after he studied in Oman under the auspices of the CLSP, has been awarded a second fellowship to the Summer Arabic Language and Media (SALAM) program. SALAM is a fully funded, five-week intensive Arabic language scholarship program at the Sultan Qaboos Cultural Center in Manah, Oman. Its purpose is to allow students to gain a deeper knowledge of Arabic while becoming familiar with Omani history and culture. Five days a week, students study Modern Standard Arabic, media Arabic, and Omani dialect. They also work with Omani peer-language partners and participate in weekend trips around Oman, extracurricular activities, and weekly lectures.

Eugene is a Ph.D. candidate in political science at UNLV. He is currently hard at work on his dissertation, which he expects to finish by the end of the spring semester. The focus of his research has been environmental politics, regionally concentrated in the Middle East and North Africa; he is examining how climate change has been impacting political stability in the region.

A fourth student, Naddia Dhalai, was selected to study in Oman by the CLSP, but will be unable to travel because of work obligations.
foreign (or American) personality. By learning what they (or we) worry about, the culturally curious can begin to see the reasons why people act as they do. A cultural anxiety means a particular uneasiness which is widespread among members of the target culture.

Americans, for example, may worry about ‘keeping up with the Joneses’ and pursuing materialistic goals. Achievement motivation is another need that directs people to strive for excellence and influence through fierce competition; therefore, the success or failure of a favorite sports team may be traumatic for some. This may conflict with another cultural value -- altruism. In addition, the search for today’s answer to the question, "What does it mean to be an American?" is a source of tension in many political cartoons. Loneliness and isolation may be behind cartoons about desert islands, etc.

Other cultures have other problems and concerns. One Romanian cartoon shows a bartender handling wine bottles while wearing an antiradiation suit. A Saudi cartoon has a young student wearing modern clothing returning home from the U.S. to his traditional Bedouin family. Many urban cultures have concerns about air pollution, as in the Brazilian depiction of a couple sitting among smoke stacks while the man asks, ‘Does it bother you if I smoke?"

One function of laughter is to relieve tension. The cartoon that evokes a hearty laugh probably relieves an underlying cultural anxiety or tension. Not all cartoons base their humor on these anxieties, but they probably do contain at least an incongruity.

If the discussion of an American cartoon is done in an international classroom which includes Americans, they can gain insight into just how culture-specific cartoons can be as they see how the foreign students react to (or perhaps misinterpret) American humor. When discussing a foreign cartoon with a person from that culture, the converse is true.

When using cartoons in the language class, a teacher might begin by putting some up in a prominent place where everyone can walk by and examine them. Later, present a few from a webpage or a transparency for discussion by the class as a whole to discover the answers to the above three questions. A later step would be to divide the students into groups of three or four to explore some printed cartoons and present their conclusions to the class.

An approach for students in an ESL class with many cultures represented might be to explore the question, "What makes people in your own culture laugh?" This could be done by having the students bring cartoons from their own cultures to class for presentation following the above steps. Compare the students’ various cultures by listing the cultural anxieties on the blackboard and noting any similarities. Contrasting two cultures is a way to see both of them more clearly.

Please contact Prof. Williams at richard.williams@csn.edu for examples of international cartoons.
Peru continued from page 6

up into the hills to accommodate the large number of people. I did not take a tour of the shanty towns up close, but the multi-colored homes were colorful from a distance.

As for education, there are about 10,000 schools, 6,000 of which are private. Peru came in last (65th out of 65) on the 2012 International Student Assessment Test, which tests reading, math, science and problem-solving skills (Shanghai was number 1, the U.S.A. 36th). I did not receive a definitive answer as to the cause of the low scores, but they have been attributed to the frequent teacher strikes and to resources not reaching the classrooms. Therefore, many families try to send their children to private schools, which vary in tuition fees from expensive to very expensive. The 2012 test results can be viewed at [http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf](http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf)

The people are a mixture of Incan and other indigenous and immigrant peoples. Quechua is the native language around Cusco, but many people seem to move comfortably back and forth between Quechua and Spanish. African slavery existed from 1603 until it was outlawed in 1854. Then there was an influx of immigration from China, Japan, Poland and Germany. In the countryside, there are thousands of Inca villages, where people still use oxen to plow their fields of corn, potatoes and the barley to feed their guinea pigs. There is very high unemployment in the country, so the government gives each “poor” person the equivalent of $36 a month per family, providing the family has sent its children to school every day and each eligible family member has voted. Voting is mandatory in Peru, and people who do not vote are fined on a sliding scale according to their income and may not receive social services. Only 37% of the citizens pay taxes. In some cities, buildings had a few pieces of rebar on the roof so that the buildings would look unfinished, thereby releasing the owners from paying any taxes.

Traditional rituals are followed, but at the same time, Western technology is welcomed. For example, the shaman who did an intricate session with me to bless me on my way made sacrifices to the Pachamama (Earth Mother) but then answered phone calls on his iPhone 5s.

One of the most impressive parts of the trip for me was hiking Machu Picchu during the day, and in the evening, visiting the quaint and busy town of Aguas Calientes, nestled in the middle of huge, towering hills. I fell in love with Peruvian Pan flute music. For a five-minute tour of Peru, via YouTube, click on the following link [http://www.youtube.com/watch?v=w0uZp3wN2Yk](http://www.youtube.com/watch?v=w0uZp3wN2Yk)
French Club Meetings
Fall Semester 2014

West Charleston Campus
Building I, 301
10:00 AM – 1:00 PM

COME AND JOIN US!
on the second Friday of each month
CALL 651-7673

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