



The Parrot

Your ARC newsletter by and for ESL, multicultural, international students, new Californians, and, well, anybody really...

Issue # 88 Spring 2015

Alisa Shubb and Paul Duax: Speech Teachers' Marathon Leaves Parrot Speechless

Parrot: We understand you both ran in the California International Marathon and we found that out by just accidently bumping into you. The fact that you're both in speech and both ran the marathon --- how did that come about? Whose idea was



it? Did you work as a team? Or did you both have individual ideas?

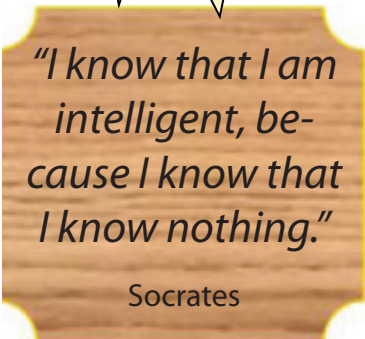
Paul: It was pretty individual but Alisa and I years ago would go out and we taught summer school classes in the evenings and at least one evening we would get together and go out and I re-

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*New Tricks
for Old Ears!*

See Page 12



*"I know that I am
intelligent, be-
cause I know that
I know nothing."*

Socrates



American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8001

Song About Alligator Helps Women Reconstruct Dead Language

In a dead language on a tape 40 years old, Elvira Billiot sings a children's song about an alligator.

Last year, a grand-daughter Elvira Billiot

never met heard "Chan-Chuba" for the first time and felt an immediate con-



nection to the ghostly voice and her people.

"When we played it, it was like we were unlocking a trunk that had been locked up and covered in

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Student Chirpings

Young Couples Have Problems?

One pastor from my church always gives young single men and women who want to get married the same advice, "Be on your guard before a wedding, but turn a blind eye to your marriage after the wedding". He also tells young couples who decide to get married, "Now tell each other how "good" you are in reality!" Young couples are almost always extremely happy before a wedding and in the early days of marriage. However, sometimes they also face problems afterwards. In my opinion, the types of problems young couples have can be categorized into three categories: unreasonably high expectations, bad habits, and a lack of mutual understanding.



The first main type of problems young couples have is high expectations. A woman often expects that her groom will always give her flowers or expensive presents like during their courtship. Unfortunately, this situation changes after the wedding. In my friend's family, it happened too. My friend, Alina, always resents her husband because he stopped giving her flowers for no particular reason. Before their marriage, she expected that he would always give them to her. Alina's husband told her, "Flowers wither very fast, they cost a lot of money, and, moreover, they are not edible. So, the flowers are not practical!" Another friend, Elena, often went into hysterics because her husband stopped buying expensive gifts for her. When Elena's husband Serge lived with his parents, he could afford to buy expensive handbags, jewelry, and other gifts for her. But

now he needs to pay all their bills, and there is no more excess money for her whimsies. As we all know, men love with their eyes, so most of them want to have glamorous, beautiful wives. Usually, a man expects that his wife will take care of him and the children, cook, clean their house, and wash clothes and dishes. Unfortunately, not all women who think only

about their appearance are good housewives. I know one family which had problems because of it. Andrew is a wonderful husband who has one of the most beautiful wives I have ever seen. His wife, Tanya, is a model. She doesn't cook, clean the house, or wash the dishes. She only thinks about her beauty, nails, and shopping. He expected that Tanya would be a good

housewife; however, now her mother does all this housework. That's why they always swear at each other.

The next type of problem young couples have is how to deal with bad habits. Usually people carefully conceal their bad habits before the wedding, but after that they show their true faces. There are a lot of things which annoy people after the wedding. There are harmless bad habits like leaving dirty dishes after yourself and tossing socks, shoes, and clothes. There are also dangerous habits like smoking, alcohol, and drugs. My neighbor Sandra often swears at her husband because of his dirty socks, which he tosses anywhere after a hard day of work. Her husband, John, for his part, doesn't like how she squeezes the toothpaste. But their problems are nothing compared to an alcohol problem of my friend Dina's husband. She didn't know that her hus-

band Dmitry was an alcoholic. The real problems came after the wedding. He got DUI twice, one when she was pregnant. I knew one woman who got married to a drug addict, but she found out only after the wedding. As a result, their marriage ended up in divorce. That's how bad habits have a negative impact on a marriage.

The third type of problems young couples have is a lack of mutual understanding. Possible reasons for misunderstanding in a family are a difference in education, intellectual development, life experience, and different interests. I worked with a girl in Moscow whose parents had problems because of different interests. Her mother is a professional musician who really loves poetry, classical music, and literature. She is a creative person, but her father is a farmer. He is only interested in growing fruits and vegetables and animal husbandry. Unfortunately, their marriage ended up in divorce too. My husband knew one couple who had problems in their family because of a difference in education. The wife of this family graduated from Harvard University, and now she works for one of the leading New York trading companies. She has a really big salary, but her hus-

band is just a truck driver because of his lack of education. As a result, she often reproaches her husband because she is more successful than he. In my family there is a lack of understanding too. My husband likes to watch war movies, but I don't. Actually, I hate TV completely, and in the evening I prefer to walk in the park with my husband and son. So, it's really a pity for me when my husband stays home watching his movies while my son and I go to walk. That's how a lack of mutual understanding plays a big role in a marriage.

Summing up, the three most common types of problems young couples have are high expectations, bad habits, and a lack of mutual understanding. Usually young people want to appear perfect to each other before a wedding without any weaknesses, but cruel reality soon begins. That's why young, single people should look into the microscope before the wedding, and look into the telescope outward after the wedding if they want to have a successful marriage.

Olga Strizheus
ESLW50

Classrooms in Korea and in the US

Korean education has changed a lot in the last few decades. Compared with my parents' generation and nowadays, schools and classroom atmosphere have dramatically changed. When I was an elementary student, my mom liked to talk about her life when she was an elementary student. She said there were a lot of students in one classroom – almost seventy students in one classroom, and school supplies such as pencils or notebooks were very rare. She also said the classroom was very cold in winter. There was only one coal stove in the middle of the classroom. Students who sat near the stove were very warm so they fell asleep during the class. However, students who sat far from the stove were very cold, so their hands were freezing and they couldn't hold a pencil and write. However, in my elementary classroom, there were fifty students in one classroom. It was about twenty students less than my mom had and we used a gas stove in the winter and we used electric fans

in summer. The number of students decreased compared with my mom's elementary classroom and the heating and a/c system were a little developed. Now my daughter goes to elementary school in the US. Before we came to Sacramento, my daughter went to school for two years in Seoul, Korea and I can see there are several differences in the classroom atmosphere between Seoul, Korea and Sacramento, US.

At first, the number of students in elementary school is different between Seoul and Sacramento. There were about twenty students in one classroom in Seoul, which is fewer than half of the students in my elementary classroom. Each grade had five or six classrooms so some students didn't know each other if they didn't have the same classrooms. Now my daughter goes to school in Sacramento. The first day of school I was a bit surprised because the number of students is larger than the number in Seoul elemen-

tary classrooms. There are about thirty-five students in one classroom and each grade has only two classrooms. Since there are only two classrooms in each grade, the number of students in one classroom is larger than in elementary classrooms in Seoul. However students of the same grade know each other. Even some students know me, as I am their friend's mom, although I don't recognize who they are. When I visit the school, I get many 'Hi, Lucienne's mom!' from students. Then, I want to say back 'Hi, (student's name)!' but I don't know who they are, so I just say 'Hi!'.

The second difference is receiving donations from parents. In Korea, elementary schools provided all school supplies such as books, pens, materials, even lunch for free, so students didn't need to bring school stuff. Therefore, students' backpacks were lighter and it was such an easy life for me. Schools in Korea strongly restrict any donations from parents.

Regardless of the size of gifts to teachers or school supplies for students, the schools consider it as a bribe. Therefore, no matter what the reason, parents shouldn't bring stuff to school. If teachers get caught receiving anything from parents, they are subject to serious disciplinary action. In the past, parents traditionally gave teachers money or valuable gifts as promised for good treatment of their children. Therefore, some teachers discriminated against students depending on how valuable the gifts parents gave them were. For that reason, I got a big shock in the elementary school in the US. The school held a fundraiser all the time for books, clothes, school supplies, and PTA funds, not to mention money. I have received a notice regarding a donation almost every month. Moreover, teachers sell donuts or school supply stuff at school. When my daughter asked me to



give her money to buy something at school, I almost screamed. I totally didn't understand how teachers can sell to students. The "donation" system in the US elementary school gave me a big culture shock.

The last difference between classrooms in Sacramento and in Seoul is recess time. In Korea, when my kid went to school, she had to stay in the classroom until the bell rang. Students couldn't go to the playground or visit other classrooms. The teacher taught students to stay calm during recess and not run in the hallway, since elementary school buildings in Korea

mostly are four-storey buildings and hallways are long. Sometimes students run and fall down so they can get seriously hurt. For that reason, students should always walk and they can only leave the building during lunchtime. However, elementary students in the US are running all the time. Before the bell rings, students can go anywhere on the school grounds and play. The school has a big play-

ground and a large lawn. In addition, California sunshine is beautiful so the kids in elementary school are running and enjoying outdoor activities all day in school.

In conclusion, the classroom atmosphere in elementary school in Seoul is quite different from the classroom atmosphere in Sacramento. In Seoul, the number of students is smaller in classrooms and the school provides all school supplies, whereas in Sacramento the number of students in one class is a bit larger than in Seoul and the school happily accepts parents' donations. I see that students in Sacramento elementary school can get more freedom to play outside and get much more sunshine.

*Youngsun Yoon
ESLW50*

My First Day of Flying

All people are the same in this world. Whether you are a child or are a grownup, you have a lot of things to do for the first time in your life. I remember my first day of flying on a plane.

This was my first visit at the airport, but it was a small airport and it was very easy to find the gate. Next, I entered the plane, and I was excited about how the plane looked inside, which was big with a lot of windows and with big chairs. There were a lot of people flying on that plane. Then I looked at all the people who were around me. They seemed to be so comfortable with flying while I was scared of flying.

My mind was thinking all the time about the flight. After the engine started, I thought that I didn't have air anymore. My hands were shaking and then all my body. I couldn't believe that I was so afraid of flying. When the plane started to take off, I closed my eyes, and I started to ask God to save me from this trip. After several hours, the plane landed in Dallas, but I had to take one more plane to Sacramento.

While I was waiting for the next flight to Sacramento, I left my luggage and everything in it with my older brother, and I went out. Outside, it was cloudy and very cold. I decided to go back to my brother. When

I tried to enter through the same door, the door was locked. An officer told me to use another door. I went in that direction that he showed me. Then I realized that I had to pass the passport check, but I had left everything with my brother. I didn't know what to do. Therefore, I went to the officer, and I tried to



explain what happened, but my English wasn't so good, and he couldn't understand me. I was so scared at that moment, and I was thinking that I would stay there forever. Then a miracle happened. Another officer came to me and printed for me another ticket and helped me to pass through. Finally, I found my brother, and we went to the next plane.

I told him everything that happened to me in the airport, and he was happy that I could find a way to come back. This was my first time flying on a plane. I was scared, and it was stressful for me because I made the wrong choice. When we are doing something for the first time we can make mistakes, but this is the way we learn. I will never forget my first flight.

Constantin Cernat
ESLW310

The Same or Different Books

What makes a student a good learner? Advice on the best study skills can be found in many books. But what about ESL classes, especially W50? Students often talk about this theme among each other. We have many questions and one of them is why do all

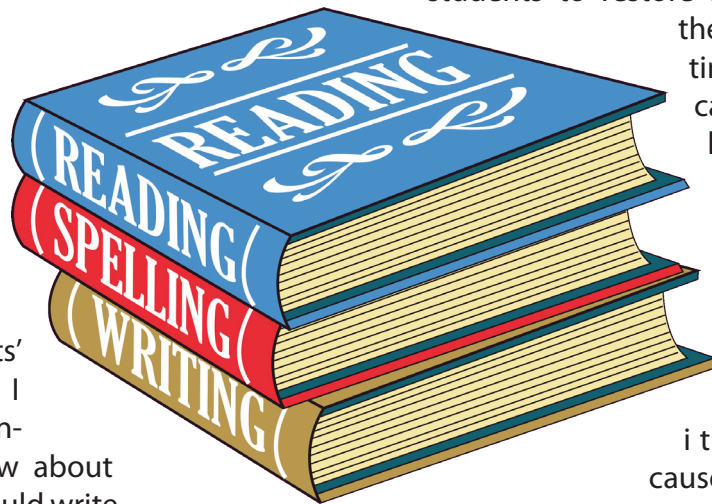
W50 professors use different books in their classes? Much of my understanding on this subject comes from my experience in my country. Hence, I think, all W50 professors should use the same books for their classes. Based on my experience, I can explain why I

think this way.

First, when students use the same books for the classes, it saves their money because they could buy the same books and after they finish W50 course, they can sell their textbooks to other ESL students. This is what students in my country do. I think it will be fair for all W50 students here. They won't have the necessity to buy expensive books that their professors probably chose. Of course, I understand we are all different and we do not always prefer the same books or methods of study, but, in this case, having the same textbooks is a great resource for students.

The second reason for not using different books for W50 is using the same strategy for studying. Is it useful? I think so. Why? Using the same idea of writing essays improves students' skills in this class. When I was a student in my country, I approximately knew about the future essays that I would write in the following classes for the older students. It was not a secret. It's true. No one could predict what certain essays would be about, but we all knew the subject and paid attention when we read similar themes and tried to remember the details that we could use in our essays, which was very helpful and stressless. In my experience, I think that having the same books, and as a result, the same strategy for studying, would be more useful than having a different study system with different books. This is because it is not easy for people whose native language is not English. In addition, in-class essays bring a lot of worries and can be very stressful because there is so little time for writing the essays itself. But, if I knew the subject that I was going to write about, I could set my mind for that in particular. I could review words, get some information and, as a result, feel less stress and not worry about the essay so much.

The third reason why W50 professors should use the



same books for their classes is that all the students would have the ability to help each other during their studies. This class is probably not easy for some students, and when you don't understand something clearly after the teacher's explanations in the class, you have the opportunity to learn from your classmates. I remember an occurrence like this from my school years. Sometimes, a lack of concentration led to the loss of understanding the subject during the class, but I asked my classmates to explain and repeat what my teacher's lecture was. This way was always helpful. I believe a method like this can help students to restore and keep the information

they missed during the class time. As a result, everyone can avoid running into problems in W50.

While this position is popular with the students, the professors and departments of study view this situation in a different way. Perhaps, they think it can lead to cheating because some students don't do their homework and they can copy the exercises from other students' textbooks. Probably, it could happen, but are you sure there is no cheating with the current methods? Even when the students have different books for the classes, there are some students who are not honest and sometimes copy exercises from other students' books in the same class. In that case, having different W50 books doesn't work.

In my opinion, all W50 professors should use the same books for their classes because it helps students to save money because of the same book prices for all students. It's useful and easier to learn the same strategy for studying. Finally, the students can help each other when they have a lack of concentration and attention. So, let's encourage our W50 professors to use the same books for their classes.

Mila Tarshikova
ESLW50

Should Teachers Drop Students Who Speak Their Native Languages in Class?

The United States is a country of the immigrants. Many people speak different languages, but everyone has a purpose to learn English because they would like to feel comfort living here. A lot of immigrants usually attend ESL classes at schools and at colleges. In my opinion, teachers should drop students who speak their native language in classes because this action can help students to learn English. I also think that speaking different languages distracts other students, and it looks very impolite.

First of all, and most importantly, speaking different languages in class does not help students study English quickly. I think that teachers should stop such students and even drop them from classes. We should be absorbed in English completely to learn the language, and our native languages might divert us.

In addition, speaking our native languages in class can distract other students. When you speak your native languages, you should think about other students who do not understand your languages. You should imagine yourself in their place, and how foolish you will look when you cannot understand

what other students say. You should respect other students and communicate with them in English. Teachers should drop students who speak their native language in class and do not respect each other, or we will not be able to adapt to life in this country.

On the one hand, people can say that prohibition of speaking different languages in class is a violation of their right to freedom, but, on the other hand, they should understand that they violate the rights of other people when they speak their native language in class. We should think not only about our rights, but about other ones, too.

In conclusion, I would like to say that I would agree if teachers dropped students who speak their native language in class because we could learn English more quickly, it would not distract other students, and we

would behave very politely.

Yulia Shestakova
ESLW50



My Best Summer

Last year, 2012, was the best summer of my life. Because my brother got married, I decided to make a surprise for my family.

I kept it a secret. I didn't say anything to anyone and started to get a visa to enter and leave my country, Uzbekistan. It took a long time because I am a citizen of the U.S. After one month, my two daughters and I got a visa to visit my family. We were so happy because I had been waiting for this day for more than 5 years. Even after that, I didn't tell my family about our visas. When they asked, I just answered, "I don't know yet," or "I'm not sure." My parents were a little sad; they missed me

so much. I wanted to make them happy and tell them about the visa, but I decided to keep my plan a secret. I was patient.

Then I was looking for airplane tickets. We were lucky. I found three round-trip tickets for a great price. It was awesome. After that, I started to go shopping, shopping for me, my daughters, and for presents for my family. I got a lot of presents for my dear brother. When everything was ready, I called my oldest brother and told my secret. He was so happy. He promised me he wouldn't tell anyone. It was our secret. He was ready



to meet us at the airport.

Finally, we were ready to go to my hometown. I was happy because I missed my family a lot. I hadn't seen them for six years. Then we went to the airport, and I said, "Bye, see you guys in a month" to my husband and son. They were also happy for us. When we came to my hometown, it was 2:00 pm. My oldest brother was waiting for us. Then we went to my parents' house where they had been waiting for me for six years. When I came home and called out to my dad and mom, everyone was quiet because they thought they heard a

strange voice. Then my mom and I started crying. Everyone was happy. I came two days before the wedding. My brother had a very nice wedding. I really liked his wife, and she was a pretty bride.

It was a very nice surprise for my parents. My daughters also were glad to surprise their grandparents. But when we were leaving to go back to the US, everyone was sad. It is hard to say "good bye."

Zamira Siddik
ESLW50

The Old Shelves

Why do some things mean a lot to you in your home even though they are old? I think there are many reasons for that. My father's old bookshelves had a great value to me because of their benefits in learning and enjoying different information. I spent my free and difficult time reading. I have great memories of my father because of those bookshelves.

A long time ago, my father brought nice wooden shelves. They contained many parts. They were brown. They had beautiful inscriptions. They were handmade, so they were skillfully manufactured. Then my father put different books on them. Those bookshelves looked like a small library. When I was young, I loved those shelves very much. Although they were old, they had a big meaning in my life. Those shelves held a wonderful collection of books. I read a lot of them, so I learned a lot of information and enjoyed various nice stories. I was introduced to many authors in those books such as Tolstoy and Agatha Christie. When I sat in front of those shelves and began to surf the pages of their books, I felt happy and comfortable. Those old papers smelled very nice and their color became yellowish.

Those shelves were also a suitable place to escape from my problems. I remember when I got bad grades in my

class; I sat near those shelves and began to read a book. Then I felt better. The books became close friends for me. Sometimes I felt that I heard nice music when I read romantic stories. Others made me stronger than before to face my problems, especially when I lost my best friend because she had cancer. I also spent my free time there. I felt that I talked with them. I asked those

books and they answered me. All my questions had answers in those books. For example, I found the answer between the lines of those books about my question, "How can I achieve my goal?" Really they were good friends for me.

Did I mention I have great memories of my father from those shelves? A lot of times we discussed some ideas in their books like the ideas of the Arabic author Naguib Mahfouz.

My father's warm voice remained around those shelves even after his death. I always felt his presence there. So they became my favorite thing in my parents' home.

In conclusion, certainly there are many things that mean a lot to us, not because they are expensive but because they have a moral value in ourselves. I liked those shelves. I wish I could go back to my parent's home and relive all the beautiful memories.

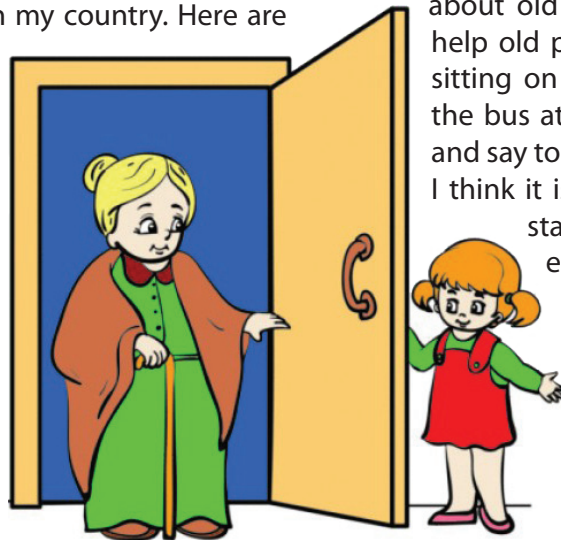
Eman Alradawy
ESLW50



The Ways of Treating Old People

In Korea, treating old people with respect is the most important value of cherished values. We Koreans have learned from early childhood how we should treat old people. We consider it as a kind of "law" that we must follow. However, when I read one American book, one young boy said to one old lady who was living next door, "You're my friend!" I was little and I didn't know there were many differences between the way of treating old people in Korea and the way of treating old people in America and other countries. I am still sometimes surprised when Americans treat old people in a way different from the way in my country. Here are three differences between the way of treating old people in Korea and the way of treating old people in America.

The first difference between the way of treating old people in Korea and the way of treating old people in America is the way of speaking to old people. In Korea, we have two different forms of speaking. One form is longer and more polite. Another one is shorter and less polite so we use it to speak to our friends and younger people, never to old people. We also should be careful when we choose words for old people. We have to speak as politely as we can to them. It sounds hard and it might make us confused but it isn't at all because we have been educated with it since we were in our mothers' wombs. What makes me confused is the American way of treating old people. I am still confused whether I can use some words to old people or not. When I came to America for the first time, I used only "Hello!" to old people because I thought 'Hello' must be more polite than just saying "Hi!" But after I saw many Americans using 'Hi' to anyone, no matter how old they were, I realized that there was no big difference between 'Hello' and 'Hi'. It looked totally strange to me. Koreans also can't call old people by their names. It would be a super rude thing and if a boy called an old lady who is his neighbor by her name, he would not be able to go back to his town anymore. However, last semester, I met a good ESL writing teacher and she said, "Just call me, Judy!" on the first day of



class and I thought she was joking or a very friendly person. Now, I realize she was not joking and it was just a part of American culture, but I still hesitate when I should call someone by his/her name.

The second difference between the way of treating old people in Korea and the way of treating old people in America is the way of thinking about them. In Korea, we think of old people as a group of people we should help. They no longer have enough strength or are quick enough mentally. This is what Koreans think about old people and the reason why they help old people willingly. In the bus, if I am sitting on a seat and an old lady gets onto the bus at the next bus stop, I will stand up and say to her, "Take my seat, ma'am" because I think it is better that I stand than that she stands in the bus for a long time. However, in America, Americans don't think of old people as weak people. They think old people can still work until they get 'real' old, and they have a good sense of humor, wit, and enough energy to stand up in the bus. When I went to New York, I took a lot of buses and the subway many times. I was surprised that the old people waited for buses for about one hour with us. They were all standing and carrying their stuff(it seemed heavy!) and didn't want anyone to help them. They were just smiling, talking with strangers (like my mom and me) and making funny jokes for people who were waiting for the bus together. If they were Korean old people, they would be angry at young people not helping them.

The last difference between the way of treating old people in Korea and the way of treating old people in America is people can be friends with old people in America. In Korea, we can never, ever be friends with old people. It is the rudest thing that I can imagine. My grandma and I, for example, are so close to each other. She always cares about me and worries about my family and I also try to meet and call her as much as possible but it doesn't mean that I can treat her as a friend: I am never going to say that she is my friend. That's why the boy in the book impressed me so much who said, "You're my friend!" to the old gentleman. In some

American movies, also, many young people would say "Oh, she was my best friend" or "He plays ball with me" when they talk about old people. I was so confused when I saw these situations for the first time. But now I'm getting used to American culture so I sometimes ask myself, "If my grandparents and I were American, could we be friends with each other?" Maybe I could at least be good friends with Michael, my new next-door neighbor. He is such a good old man and is so nice to me but I am still confused sometimes whether I can treat him as a friend or just an old person like in Korea.

In conclusion, there are so many differences between the way of treating old people in Korea and the way of treating old people in the U.S. In Korea, we treat them with more respect. We use more polite words for them, give our seats to them to make them comfortable, and don't act like a friend to them. In contrast, Americans

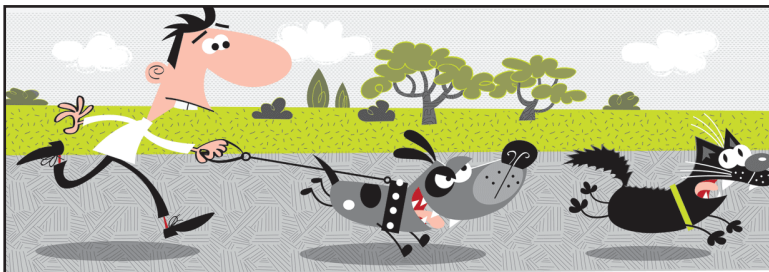
think of the elderly as their friends and don't consider them as weaklings. Americans try to treat seniors the same as they would people of other ages. Therefore, old people will not think of themselves as old. I think the differences between Korea and America come from the differences of cultures. Koreans think that respect for old people is the most important and essential thing and Americans think the friendly relationship with people is an important thing. No matter what people think about the elderly, the most important thing is that all people love old people. Seniors have wisdom from their lives and we always learn from them. I'm Korean but I'm living in America, so I'm going to take both sides. I'm going to treat old people in a friendly manner and with great respect.

*Seojin Tak
ESLW310*

Tuffy

When I was a small girl in the Philippines, my father had a dog he had raised from a pup. He just loved that dog. Once or twice a week my father would take "Tuffy" and me for a walk around the "barrio," the neighborhood.

On this particular day, as we were walking along, my father's dog, Tuffy, spotted a stray cat. Dogs being dogs, Tuffy gave chase and after several tries he caught the cat. The dog and cat seemed evenly matched. They battled back and forth for a short time, and then the cat decided it would be wiser to



climb a coconut tree than to stay and fight Tuffy. My father thought Tuffy was having a good time fighting with the cat, so he picked up a long stick and knocked the cat out of the coconut tree. This time the cat decided that the dog was serious about the fight. It wasn't just a dog chasing a cat; it was now a matter of life or death. It became obvious to my father now that the cat was going to win the fight, so he grabbed the long stick he had used to knock the cat out of the tree, waited until the dog was out of the way, and proceeded to hit the cat over the head. The only problem was this:

the dog and cat didn't stand still.

My father knocked Tuffy out instead of the cat. Nothing had to be said to the cat; it was his opportunity to escape and he did. Tuffy was now lying on the ground, completely helpless. My father rushed over to his dog to assess the damage. While my father was checking

to see how seriously he had injured his dog, the dog resumed the fight with the cat. The only problem was this: The cat was gone. Tuffy was biting my father instead of the cat. I watched all of this and started to laugh at my father. As it turned out, laughing at my father was the wrong thing to do. He turned toward me, and I immediately thought the cat had a good idea. Now it was my father running trying to catch me so he could spank me. Thankfully for me, Tuffy had done enough damage to my father; he couldn't catch me. Like the cat, I was able to escape and ran home to the safety of my mother.

*Gema Lavy
ESLW50*

Nestscape -- Articles from The Web

How to Teach Old Ears New Tricks

Learn a new language more quickly by focusing on pronunciation first.

"Hi! I'm Gabe. What's your name?"

"Seung-heon. Nice to meet you, Gabe."

Uh-oh.

"Sorry, I missed that. What's your name again?"

"Seung-heon."

This is bad.

"Sung-hon?"

"Seung-heon. It's okay—just call me Jerry. Everyone does."

I hate it when this happens. I have every intention of learning this person's name, and my brain is simply not cooperating. I can't seem to hear what he's saying, I can't pronounce it correctly, and there's no way I'm going to remember it for more than five seconds. Thankfully, these Seung-heon experiences do not occur frequently; in most parts of the English-speaking world, we encounter far more Johns, Susans and Franks than Seung-heons. Generally, we can go about our usual social interactions without much trouble.

When we decide to do something rash like learn a foreign language, however, we run into difficulties. Nearly every new word is another Seung-heon. Our brain struggles to categorize the new sounds in each word—was it Seung, Seong or Sung?—and without the ability to do so accurately, the words do not stick in memory. That aural roadblock is one of the reasons that learning a language as an adult can be so challenging. Fortunately, researchers are starting to find ways to overcome this hurdle. If we train our ears for a few hours before diving into vocabulary and phrases, learning a language can become easier than we ever imagined.



Why We Can't Learn Like Kids

Most of us English speakers can't tell the difference between Seung, Seong and Sung now, but back when we were babies we could. A large body of work shows that babies possess a remarkable ability to distinguish all sounds in all languages. But between six and 12 months of age, they begin homing in on their native language's sounds. They become experts in their own language, and as a consequence they lose their facility with the unfamiliar sounds of foreign languages. As it turns out, it's challenging to regain that ability.

Some of the best data on this phenomenon come from studies of Japanese adults learning to hear the difference between r and l. Why the Japanese? For one, because the r-versus-l problem

is notorious; Japanese speakers tend to do little better than chance when attempting to tell their rocks from their locks. Second, they know they have this difficulty, and many will happily volunteer to come into a research laboratory—whereas English speakers do not care much about learning the difference between Hindi's four nearly identical-sounding d's.

When you were a baby, you learned to tell rocks from locks by listening to lots of auditory input. You heard about rakes and lakes, fires and files, and your little brain began figuring out that certain sounds fit into the r-like group and that other sounds fit into the l-like group. Unfortunately, adults do not learn in the same way. In one robust study from 2002, researchers led by psychologist James L. McClelland, then at Carnegie Mellon University, sat Japanese adults down in front of a computer with headphones, played a recording of rock or lock at random, and asked them to

press the R or L key on their keyboards accordingly. As expected, they performed terribly, only slightly better than chance. After continuing the test for an hour, straining to hear any hint of the difference between r and l, they still did not improve. Auditory input might work for babies, but it simply does not for adults.

The researchers then tried something new. Same study, same dismal test scores, different Japanese adults. This time, in the training phase of the experiment, researchers gave their test subjects immediate feedback. Every time a subject pressed the R or L button on their keyboard, they got a green check mark or a red X on their screen, indicating whether they were right or wrong. Suddenly, everyone began to learn. Within an hour of testing, subjects were reaching 80 percent accuracy at identifying r and l, even in unfamiliar words. In a similar study in 1999, subjects even began spontaneously pronouncing the two sounds substantially better.

Many studies have subsequently confirmed that feedback is an essential ingredient in training our brain to hear new sounds, and when we can hear new sounds, we naturally start to produce them more accurately. Granted, some sounds may still cause difficulties—just because you can discern a Czech word such as *zmrzl* doesn't mean that your mouth will cooperate without practice—but overall, a few hours of this type of ear training is a tremendously effective tool for improving listening comprehension, memorization and pronunciation. Yet most language-learning programs dive right into conversation or vocabulary, expecting students to pick up these tough foreign sounds on the fly.

Pushing beyond the Plateau

The disconnect between research and real-world language training does not end there. Studies that train their students with a small amount of input—just a few words uttered by a single speaker, as you often find in a classroom or a language-study book on tape—fail to produce comparable results in real-world tests where subjects encounter many different words, speakers and dialects. It turns out that the more voices and the more words tested in the lab, the better the results outside of the lab. In a study published in 2013, for example, linguist Melissa M. Baese-Berk, then at Michigan State University, and

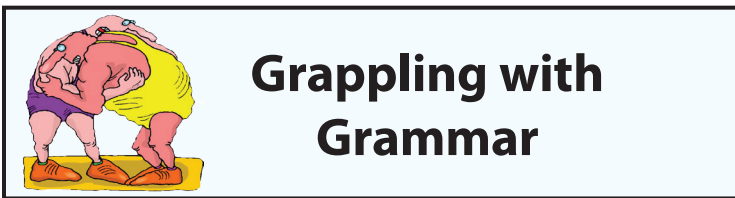
her colleagues showed that an hour of training over two days on five different varieties of accented English improved understanding of all types of accented English, even totally novel accents. These findings gel with the research about learning foreign sounds—in general, listening to a broad array of speakers will train your brain faster and let you more reliably transfer that knowledge to the real world.

Study after study—including Spanish, Greek and German speakers learning English, Greek speakers learning Hindi, and English speakers learning Mandarin—all confirm that this type of training produces significant changes in the brain's ability to process foreign sounds. And as scientists learn more, they are discovering ways to produce better results. In a 2011 study at Carnegie Mellon, researchers found that people who trained through video games—where they are not explicitly aware of what they are learning—improved more in much less time than when they tried explicit training. Some people might even hone their speech perception skills by training other cognitive brain functions first. In a pilot study not yet published, researchers led by psychologist Erin M. Ingvalson of Northwestern University found that giving elderly adults exercises to boost working memory and attention span helped them better understand speech sounds in noisy environments. Ingvalson believes that with more research, the same technique may also help foreign-language learners.

As science reveals how the adult brain adapts to foreign sounds, you can start to re-create the successful research results at home. Many language textbooks begin with a list of hard-to-hear words—the rocks and locks you can expect to encounter along the way to fluency. With a handful of recordings of those words (freely accessible through Web sites such as Rhinospike.com and Forvo.com) and with testing software such as Anki (ankisrs.net), you can build powerful ear-training tools for yourself. These are tools that, after just a few hours of use, will make foreign words easier to hear and easier to remember, and they may give you the edge you need to finally learn the languages you've always wanted to learn.

<http://www.scientificamerican.com/article/how-to-teach-old-ears-new-tricks/>

Parrot Warbling



Grappling with Grammar

Punctuation

Brackets and Parentheses

Punctuation is used to create sense, clarity and stress in sentences. You use punctuation marks to structure and organise your writing.

The difference between a 'bracket' and a 'parentheses' can be a bit confusing. Generally, *parentheses* refers to round brackets () and *brackets* to square brackets []. However, we are more and more used to hearing these referred to simply as 'round brackets' or 'square brackets'.

- Usually square brackets - [] - are used for special purposes such as in technical manuals.
- Round brackets - () -, or 'parentheses' are used in a similar way to commas when we want to add further explanation, an afterthought, or comment that is to do with our main line of thought but distinct from it. Many grammarians feel that the parentheses can, in fact, be replaced by commas in nearly all cases.

EXAMPLES:

- The government's education report (April 2005) shows that the level of literacy is rising in nearly all areas.*
- I visited Kathmandu (which was full of tourists) on my way to the Himalayas for a trekking expedition.*
- You can eat almost anything while travelling in Asia if you are careful to observe simple rules (avoiding unboiled or unbottled water is one of the main rules to be aware of.)*

The Semicolon

The semicolon is somewhere between a full stop and a comma. Semicolons can be used in English:

- to join phrases and sentences that are thematically linked without having to use a conjunction (example a below).
- instead of commas to separate the items in a list when the items themselves already contain commas (example b below).

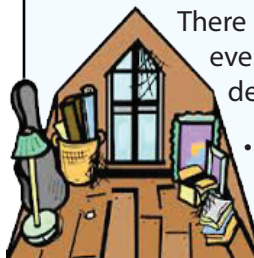
EXAMPLES:

- I like your brother; he's a good friend.*
- Many great leaders, Churchill, leader of Britain during the Second World War; Alexander, the great Roman Emperor and general; and Napoleon, the brilliant French general, had strong characters, which were useful when their countries were at war but which did not serve them well in times of peace.*

<http://www.edufind.com/>

Idiom--Attic

Idioms Around the Globe



There are certain things that happen in every culture and there are idioms to deal with them.

- In Norwegian and Czech, "walking around hot porridge" refers to beating around the bush, which is also an idiom meaning not getting to the point.
- If you are in Italy or Turkey and you say you are "as hungry as a wolf" then you are starving.

<http://www.englishdaily626.com/idioms>

Beak Speak

English Pronunciation: Y Sounds Within Words

The Y is a tricky letter in American English. We learn the Y as a letter with 3 sounds: "yuh" as in "yes," "ee" as in "happy" and "i" as in "cry."

However, there is a Y sound that sometimes happens before an R sound, a long U sound (especially tied to the letters C, M and F) and near a long I sound. Not only that, this little "yuh" sound can be traded for the I in the suffixes "ion" and "ian"- both can sound like "yun." Remember that "tion" will sound like "shun."



Though it seems a small matter, this little sound can really change a word. For instance, with "music," we say "myoo-zic," not "moo-zic." This word is so popular that if it is mis-pronounced, people really may not interpret what you are saying (or it may take a while). Notice that "popular" also has the Y--say "POP-yoo-lur."

In the list below includes some of the Y sound, but it is not in the spelling.:

Y with R	Y with C	Y with M	Y with F	Y with I
secure = SEK-yur	cute = KYOOT	music = MYOO-zic	fuel = FYOOL	iron = I-yurn
pure = PYUR	particular = par-TI- kyoo-lur	mule = MYOOL	fuse = FYOOZ	higher = HI-yur

<http://www.englishleap.com>

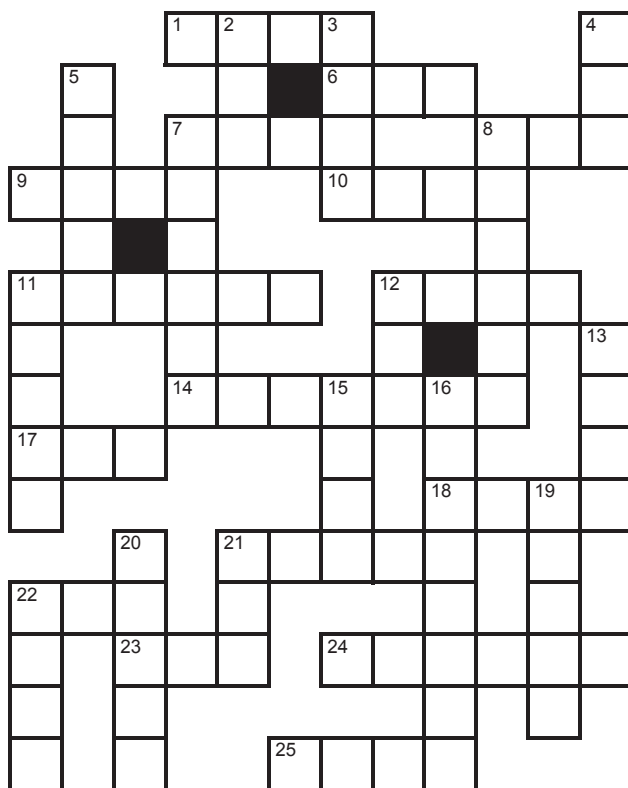
Some More Parrot Fun Stuff

Look Up Word Search

Find and circle all of the items that you might see when you look upward.
The remaining 24 letters spell an additional item you might see.

U P L A N E T S K R O W E R I F N
 G N I D J E T E X H A U S T E N N
 P O M T Y R U C R E M K I T E O I
 C O M E T C H I M N E Y S M O K E
 R M T S T G R B T S H F P L G I S
 E S E E A E L E A H D A L M N S D
 V F E L E U O T T R E A Z S I O R
 I L A N E R E R E I B S T E T L I
 D X I S I L T P S R P R U E I A B
 Y R K G L L A E I H E U N N R R I
 K Y A I H R R A S E O A J N W E G
 S S T I C T T E T R L W R L Y C D
 R E D S N O N L W P E U E D K L I
 A Y Y U H B I I R O T V I R S I P
 T K N G O G O I N A P O I O B P P
 S R A M H L A W S G J V E N U S E
 E R E T P O C I L E H C T E U E R

AIRPLANE	GALAXY	METEOR SHOWER	SMOG
BIG DIPPER	HAZE	MOON	SOLAR ECLIPSE
BIRDS	HELICOPTER	PLANETS	STARS
BLIMP	HOT AIR BALLOON	POWER LINES	STREET LIGHT
BLUE SKY	JET EXHAUST	RAINBOW	THE SUN
CHIMNEY SMOKE	JUPITER	SATELLITE	TREETOP
CLOUDS	KITE	SATURN	UNIVERSE
COMET	LIGHTNING	SKYDIVER	VENUS
DRONE	MARS	SKYSCRAPER	
FIREWORKS	MERCURY	SKYWRITING	



Word Skills

Across

- 1 An animal that rhymes with word. (4)
- 6 The opposite of in. (3)
- 7 The antonym of fast. (4)
- 8 The opposite of young. (3)
- 9 Another word for jump. (4)
- 10 The opposite of far. (4)
- 11 Another way to say 'run fast.' (6)
- 12 Another way to say 'very small'. (4)
- 14 A synonym for trash. (7)
- 17 The opposite of high. (3)
- 18 The opposite of first. (4)
- 21 A synonym of sleepy. (5)
- 22 A farm animal that rhymes with pen. (3)
- 23 A pet that rhymes with log. (3)
- 24 Another word for cold. (6)
- 25 An animal that rhymes with dish. (4)

Down

- 2 Another word for sick. (3)
- 3 The opposite of up. (4)
- 4 The antonym of good. (3)
- 5 A farm animal that rhymes with sleep. (5)
- 7 A season that rhymes with king. (6)
- 8 A type of fruit that begins with O. (6)
- 11 The antonym of big. (5)
- 12 A drink that rhymes with sea. (3)
- 13 The opposite of east. (4)
- 15 A forest animal that rhymes with hair. (4)
- 16 A kind of fish that begins with G. (8)
- 19 Another word for sniff. (5)
- 20 The opposite of over. (5)
- 21 Another word for pull. (3)
- 22 The opposite of soft. (4)



UNSPOKEN

Not a word
 Nor a whisper
 Not a sound
 Or a glance
 Only distance.
 No thoughts
 Only longing
 No way
 Of belonging
 Of singing
 Of bringing
 To live a dream
 That floats in ethereal
 Moonbeams
 Forever
 Unspoken
 Broken...
 And left to rust
 And turn to dust
 In me unused
 and I confused
 In silence I sit
 Enduring it.

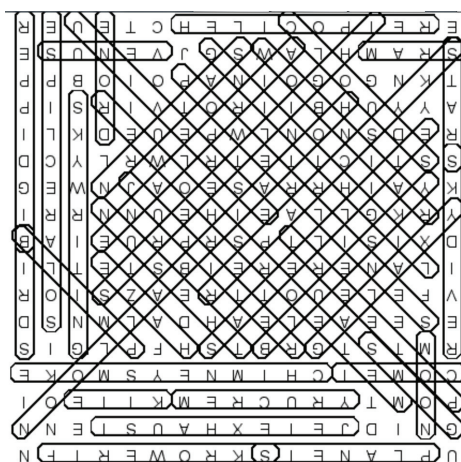
 Nature's gift
 Without
 The world adrift
 Corrupted
 No laws
 Reveal
 Our mighty flaw
 Emotions
 Our only link
 Others can't read
 What we think
 Animals
 Instincts
 We will become
 The prey
 Jacob Albretsen

Silly Vasily's Chuckle Chamber



I'll See You Monday

One Friday morning, a teacher came up with a novel way to motivate her class. She told them that she would read a quote and the first student to correctly identify who said it would receive the rest of the day off. She started with *"This was England's finest hour."* Little Suzy instantly jumped up and said, *"Winston Churchill."* *"Congratulations,"* said the teacher, *"you may go home early."* The teacher then said, *"Ask not what your country can do for you, but.."* Before she could finish the quote, another young lady belts out, *"John F. Kennedy!"* *"Very good,"* says the teacher, *"you may go also."* Irritated that he has missed two golden opportunities, Little Johnny said, *"I wish those girls would just shut up."* Upon overhearing this comment, the outraged teacher demanded to know who said it. Johnny instantly rose to his feet and said, *"Bill Clinton. I'll see you Monday."*



Granny Noetal

Dear Granny Noetal,

I received a lot of Christmas gifts from friends and family. I can't believe what bad taste they have! I have lots of clothes I would never wear in a thousand years and many things I really can't use. I mean, who could possibly use a battery-operated Dolly Parton pencil sharpener or a Chicago Cubs tie clip? What should I do with all this junk?

Mal Adatsujda

Dear Mal,

Well first off, you're lucky to have received a lot of gifts! It's just a bummer that you don't like a lot of them. There are a lot of options



you can choose with all your unwanted gifts. One thing is to donate them to a thrift store. Thrift stores are full of weird stuff and I'm sure someone else can use your gifts.

Another thing I would do is try donating them to a homeless shelter. I'm sure there are people there that would be thankful to receive any kind of gift, even if it were a Chicago Cubs tie clip. If you don't feel like doing either of those things, put them on the curb. Someone will take them. Either route you choose to go, I'm sure you'll be happy just to have them off your chest. Hope this helps, but keep in mind what they say: It's the thought that counts!

Granny

Song About Alligator Helping Women Reconstruct Dead Language

Continued from page 1

dust," said Colleen Billiot.

The alligator song could help resurrect the Houma language that has not been spoken for a century. Colleen Billiot and another Houma descendant, Hali Dardar, also 25, have spent the past year trying to translate the lyrics to "Chan-Chuba" in hopes that they can translate that one song as a first step in reconstructing the language.

"It's this tiny connection to your ancestors that you haven't had in 100 years where you were able to speak," Dardar said. "Just having that bond is pretty cool and pretty strong."

Many Houma have heard of "Chan-Chuba," Dardar said, but no one knows what the words mean, beyond chan-chuba, which is Houma for alligator. They know that generations ago, grown-ups would chase their children around the house, Dardar said, singing the song and chomping with their hands at kids.

The small scrap of song is a window to the women's

Houma heritage.

Today many of the 17,000 members of the United Houma Nation live in a six-parish region of south Louisiana between St. Bernard and St. Mary parishes, with the nation's tribal government based in Golden Meadow.

The Houma language seems to have a lilting, musical quality. Part of the Muskogean family of Native American languages, Houma is probably closely related to Choctaw, Dardar said.

In the 1700s European settlers and Jesuit missionaries introduced French, Billiot said, and by the early 1900s, most of the tribe spoke "Houma French," a dialect Billiot said still retains some of the musical cadence of the "Indian" language.

"An elder has a joke about how the Houma are so smart that when the French came we had an agreement: We would learn their language and they would learn ours," Billiot said. "And don't you know, we learned theirs so quick and they never learned ours."

Other tribes have successfully reintroduced their languages. In 2010 the Chitimacha tribe in Charenton partnered with Rosetta Stone language software to teach members the language, which had not been

spoken in 60 years. However, their language had been documented much more than the Houma's.

Neither Billiot nor Dardar intended to become linguistic researchers. Billiot studied international relations at Tulane University and works as a dispatcher with the Louisiana State Police. Dardar is a graduate student studying information science and engineering.

In March 2013, the pair met at a Houma tribal meeting. They shared a desire to study their culture.

A few months before, Billiot's father — a law enforcement expert on his way to train police in Afghanistan — had left her a copy of her great-grandmother's recording made in the 1970s by a missionary who visited the Houma. Billiot didn't have a tape player and hadn't heard the recording. They tracked one down and listened.

"It's my great-grandmother who died before I was born," Billiot said. "I heard her sing it, and I said, 'This is a connection to my past.'"

Over the next few months, they sought out anyone who knew about the Houma language. They created a website featuring a digital file of "Chan-Chuba" and met with scholars from across south Louisiana. Some were doubtful anything could be done with the dead language because so few resources exist. Houma was never a written language.

An LSU professor who teaches linguistics, Elisabeth Oliver, initially doubted the language could be rebuilt at all. She is surprised by the progress the team has made.

"They're amateurs in the best sense of the word," Oliver said. "They are doing it because they love it."

Their main focus has been to search libraries for word lists made by missionaries or traders who encountered the Houma. One list of about 75 Houma words was created by the anthropologist John R. Swanton, who visited Lafourche and Terrebone parishes in the early 1900s.

Another list of words from several Gulf Coast tribes was

found in the memoirs of a French-speaking man kept in an LSU library.

Von de Leigh Hatcher, a 21-year-old studying English and French at LSU, has been translating the work and comparing the word list with other languages to determine which words may be Houma. She became involved with the project while enrolled in a class on historical language reconstruction with Dardar in the spring.

Hatcher is also trying to locate the work of a Jesuit priest who documented the language, books that may be stored in Canada or at the Bibliothèque Nationale de France in Paris.



"We are literally going to have to go around the world to find something local," Hatcher said.

This spring, Irina Shport, an assistant professor in LSU's Department of English, led a class of students interested in the project. She said

that another path to reconstructing the language could be to search Houma French and Mobilian jargon — a trade language used by Gulf Coast tribes to communicate — for traces of Houma words and grammar that have been reused.

"It truly is sort of a treasure quest," Shport said.

This summer, Dardar took a break from her own studies to attend CoLang, the Institute for Collaborative Language Research at the University of Texas at Arlington, where she studied how to reconstruct language and learned Choctaw.

They hope within their lifetimes Houma children can learn the language their people once spoke. Even if it's impossible to rebuild the entire language, any progress they make is positive, Dardar said.

"I think that's a mountain," she said. "And any point along that mountain is not a bad path."

<http://theadvocate.com/home/9967214-171/song-about-alligator-helping-women>

Alisa Shubb and Paul Duax: Speech Teachers' Marathon Leaves Parrot Speechless

Continued from page 1

member going out to get sausages or chips or tacos.

Parrot: I thought you were about to say we used to go out and run together, ha-ha.

Paul: I think we both knew we were not getting any younger and so we couldn't keep going out and eating sausages and junk food. So I started running to try and get some exercise.

Alisa: And I found out that Paul had done multiple marathons.

Paul: I don't know how you found that out.

Alisa: You told me! He had gone to Vancouver and he comes back on a Monday and he has a medal from a Vancouver Marathon; he just went over the weekend and I was so jealous. I had just started running for health reasons and so on and I was getting some distance in and I had done a half-marathon. That was my big thing and he's jetting off to Canada to do marathons on the weekend, without so much as, "Oh, this is a big deal." He just comes back and says, "Oh I got this medal." So I thought to myself, I have to do this marathon thing.

Parrot: So this was your first marathon?

Alisa: This was my first marathon, my first time ever. I started training in August with Fleet Feet.

Paul: From August to December?

Alisa: Yeah, but I had been running regularly.

Paul: See, that's the key; you had been training already and you had some running underneath your belt.

Alisa: So, yeah, and then I'd see him and he'd say, "Oh, how's the training going?" and I'd say, "Oh, I'm doing well." I mean I was training 5 days a week. I was doing long runs on Sundays, speed work on Wednesdays; I would do a short run on Monday. I had cross-training on Tuesdays and Thursdays, an-

other run on Fridays. I was supposed to rest on Saturdays, but I didn't do that. I had a list of things I was supposed to do on my refrigerator and every day I would check something off and Paul would just say, "Oh, I'm thinking about it; I am just being lazy."



Paul: But I'm always putting in runs. I'm always trying to get some low-level runs in to stay in shape.

Alisa: And then of course he goes off and runs the dang thing faster than I do.

Paul: Slow and steady.

Parrot: So how long was the marathon?

Alisa: Well it took me 5 hours and 6 minutes and it took him ...

Paul: You mean distance-wise?

Parrot: Yeah

Paul: 26.2 miles

Alisa to Paul: And how long did it take you to run it?

Paul: This one took me 4 hours and 39 minutes

Parrot: That's pretty good!

Paul: Yeah that's a lot of running, like 4 or 5 hours of exercise.

Parrot: I notice in the ESL department they don't have anything like that. This seems very strange, that two of you out of your small department are marathon runners. Is there any connection between running marathons and teaching speech?

Paul: Well, running is good mental therapy. We all know exercise is good for your thinking and just good therapy.

Parrot: Well, I do the opposite; I think about exercising.

Paul: Well that's easier, ha-ha, we think about it too and sometimes we just go do it.

Alisa: Well, a good way to put in your long runs is to

go with someone so you can chat. A lot of people like to listen to music when they run, and I am one of those people, but being a part of this training group, we would go out in groups so I spent a lot of time chatting; in fact, I spent the entire marathon chatting with my running partner.

Parrot: I see.

Paul: It keeps you distracted.

Parrot: So you don't feel the pain.

Alisa: Right, right.

Paul to Alisa: Do you listen to music when you run?

Alisa: Did anyone do it?

Paul: Yeah, actually one person did. The connection with speech though is that it was my speech students who talked me into running a marathon. Not one student, but over the years occasionally a student would give a persuasive speech, "Oh, you should run a marathon." The first time it happened was about 15 years ago and I thought this guy completely missed the mark on analyzing his audience. He's trying to tell us to run a marathon. And the reason I thought about that was he said "You wear an old sweatshirt and as soon as you get hot you just discard it into the ditch." And I remember when he said that. I thought



Alisa: When I run by myself, I listen to music.

Paul: I'm running by myself with no music.

Parrot: Do your students know you participated in the Marathon?

Alisa: Yes.

Paul: I tell them afterwards. I don't say much beforehand. I'll ask the class, "Who's running the Marathon Sunday?" and they know nobody.

Alisa: I told mine I was training. I actually had some track students who were on the ARC track team and one of them was on the winning Marathon relay team, so we were bonding. In fact, on one of my runs with my group, I ran into the ARC track team, like literally ran into them. They were running one way and I was running the other way.

Paul: There was one year I told my students, if anyone stands out there and hands me an orange, I'll give you extra credit.

I would never throw away my shirt, but then another student a few years later planted the seed and she said run a marathon; you don't have to run the local one. She was planning on going to Denmark. She had a friend that lived in Denmark and they were opening up a new bridge and before they opened it to traffic they were going to stage a little festival and have a road race across this bridge. So she was saying you can go anywhere and run a marathon. And that sort of started me thinking you can go anywhere and run a marathon. And finally this student made a fun speech. He worked for McDonald's and he worked up and down the San Joaquin Valley and he would go to each McDonald's, one after the other. And because he's a McDonald's middle manager, he's starting to eat a lot of McDonald's and his neighbor ran 10 km races, 6 mile runs, and his neighbor was saying, "Hey you should run with me," so he finally went for a short run around the neighborhood with his neighbor and his neighbor was so full of criticism, but he kept doing it. He stuck with it

and he ran a marathon and he told our class a funny story as he told us his speech. "I got to mile 17 and I felt great and I got to mile 19 and they say the bear is going to jump on your back and I got to mile 20 and I felt great and I got to mile 21 and I'm going to tell McDonald's to go to heck, I'm going to give up my day job, I'm going to run this marathon. And then he hit the wall. The way he told it was just so funny, I thought to myself, I got to run a marathon, just to tell that story.

Parrot: Do you hit the wall at some point?

Paul: Yeah, this time I got through okay, but you hit a wall; you run out of gas.

Alisa: Yeah, I had some problems with my knees so that was the wall for me, but I didn't have a wall like where you run out of gas. If you learn how to fuel properly during the race and you keep up your calorie intake, a lot of times, the wall is you just run out of calories. So I was pretty well-trained to do that.

Paul: I can remember one time getting to mile 23 and thinking to myself, you could die out here. I could fall over and die.

Alisa: I thought it was good to always set goals. And so I set some goals for myself, before the marathon. You know you want to set an achievable goal and then a harder goal and then you always want to have one goal you're not going to be able to make. So my first goal was don't die. My second goal was to finish the marathon. My third goal was to finish it in less than 5 hours. And of course my last goal was to win. But running a marathon is a lot like speech in the sense that people feel like to give a speech is something that they can't do. It's too much of a challenge; it's going to be too difficult, it's scary, it's out of reach. And of course anyone can give a speech.

Paul: I think anyone who could run for an hour could run a marathon. It's not that much farther.

Parrot: And what about next year? Are you planning to run it again or any other marathons?

Alisa: Well, I am already signed up for the Shamrock, which is a half-marathon. Yeah, it's here and it's in March. And then I think I'm going to sign up

for another short one, 10 mile run, in April. And I haven't decided yet about the CIM; it depends on how my knee is, but I might do the Santa Cruz Marathon in May.



Parrot: So, do you guys have any advice for people who are looking into this or wanting to get into running in general?

Alisa: I'd say for me, I thought being in a training group was good; it was fun because there were people who you could share an experience with. It would give you new opportunities to find new places to run. It also helped with learning things like how to fuel and what-not.

Paul: I would say, just get going. I think you would not regret it; it's a lot of fun. You feel like you're on top of the world, it's an accomplishment. And just any running is good for you mind, body, and spirit. Setting that goal of, I'm going to run that 10K in April, that will make you go out and run today.

Alisa: And you know that our college president, Thomas Greene also ran.

Parrot: I think, I'm not sure; I think one of the English teachers might have too. I thought I recognized him. There are probably more people than we know about.

Alisa: Well, you could just look them up. To find out if anyone ran, if you know their name, just go onto the California International Marathon website and you just do a search. And that's how you can find everyone's time and their age group.

Parrot: Well, thank you so much for your time and a wonderful interview. This was just great. We have to talk to the ESL Department and get them to start.

Alisa: Yeah, you're welcome!

Paul: Thanks, guys.

Emma Jaques



DeVonn Hightower and Vasily Topov: ARC Smurfs



Parrot: Where do you work at and what do you basically do?

DeVonn: We work here at American River College, in the maintenance and receiving department.

Vasily: We deliver mail and supplies to all the departments on campus.

Parrot: How did you get hired?

Vasily: I have the federal work-study program. I was working in the auto collision department before at another campus, but since it was far, I transferred here.

DeVonn: I talked to the boss, Preston, who gave me a job through federal work-study.

Parrot: What's the most exciting thing about your job?

DeVonn: Going around and talking to all the people in the departments.

Vasily: Driving a car, meeting professors, getting connections, and making people smile.

Parrot: What do you like about having a campus job versus one off-campus?

DeVonn and Vasily: It's convenient going straight from class to work and vice versa, and you save a lot of gas.

Parrot: What's the hardest thing about managing work and school?

DeVonn: The time. That's it.

Vasily: That, and trying to get enough sleep.

Parrot: You're often working together as a pair. If

you chose a name for you each other, what would it be?

DeVonn and Vasily: We're the Smurfs with our blue shirts.

Parrot: What's your motto?

DeVonn and Vasily: We deliver it fast, safe, and free.

Parrot: What's your favorite place on campus to take a break?

Vasily: The receiving office at our job with our nice supervisor Liz. It has nice chairs, extra fans, and good wifi.

DeVonn: Liz can help you and understand anything you ask.

Parrot: What are your favorite classes you've taken?

DeVonn: Philosophy with David Lopez. It had new and very interesting information.

Vasily: English writing with Bystrom. Her comments and feedback were very helpful.



Parrot: What skills did you learn from working?

Vasily: I started communicating with more people, and continued improving my English.

DeVonn: I further developed skills I already had. I also learned how to clean a toilet.

Parrot: What careers are you interested in?

DeVonn: Something in the medical field.

Vasily: Medical, with a little bit of business.

Parrot: What advice can you offer someone who

wants to get a job on campus?

DeVonn and Vasily: You should apply for federal works-study. They give you 10 days to find a job on

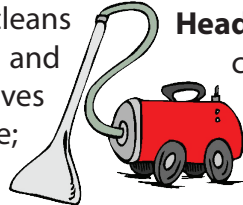
campus, with a link to available jobs. Then, you talk to the supervisors.

Dasha Tsakke

Typical Custodial Duties at ARC



Custodian: Sweeps, scrubs, waxes, polishes floors; vacuums, shampoos, and steam cleans rugs and carpets; sweeps walks and entrances; sanitizes restrooms; cleans windows, woodwork, walls and furniture; picks up refuse on grounds, drives trash truck to incinerator and burns refuse; moves and arranges furniture and equipment; moves, washes and services staff cars; participates in thorough cleaning and restoration of college plant during school vacation periods; locks and unlocks doors as assigned; performs maintenance and minor repairs to furniture, cabinets, plumbing and electrical equipment; receives and picks up supplies and equipment; operates and maintains cleaning equipment; reports safety, sanitary and fire hazards; substitutes for campus patrol and stock clerk; performs other duties as assigned.



check and unload supplies; keeps records and submits reports; performs related duties as assigned.

Head Custodian: Oversees and coordinates the work of a group of custodians on an assigned shift; accepts requests for emergency repairs and takes corrective action; receives requests for furniture or equipment setups, and assigns special work as required; assumes responsibility for seeing that the instructions of the custodial supervisor are carried out on the shift to which assigned; insures that the areas of responsibilities are maintained in a clean, orderly, and safe condition; directs and participates in such activities as sweeping, polishing, mopping, waxing, disinfecting, and similar tasks; distributes supplies for custodial needs; minor repairs and maintenance of building and equipment; may perform minor maintenance of audiovisual and other types of instructional equipment; reports unsatisfactory or dangerous situations to the appropriate authority; keeps records and submits reports on activities; oversees sanding, sealing, painting of gym and other hardwood floors; solves minor problems in floor care such as carpet damage, floor stains; oversees window cleaning on multi-storied buildings; performs related duties as assigned.



Lead Custodian: Oversees the work of a crew of custodians when no high level custodial supervision is available; distributes custodial supplies; performs custodial duties and has responsibility for a regularly assigned cleaning area; moves equipment and furniture for classroom changes and set-ups for college and community events; locks and unlocks doors, gates, windows; reports safety, sanitary and fire hazards; performs minor maintenance on instructional equipment, window latches, door hinges and locks; maintains equipment used in the course of work; assists in restoration of buildings and grounds during summer and vacation periods; may receive,



during summer and vacation periods; may receive,

<http://www.losrios.edu/hr/jobdescriptions.htm>

Out of the Cage

CSUS Representative Visits

Wednesday, January 28, 2015
9:00 am - 4:00 pm

Drop-in 12:00 PM - 1:00 PM;

Wednesday, February 4, 2015
11:30 am - 6:30 pm

Drop-in 5:30 PM - 6:30 PM;

Wednesday, February 11, 2015
9:00 am - 4:00 pm

Drop-in 12:00 PM - 1:00 PM;

CSUS Representative Visits and Has an Admissions Workshop

Wednesday, February 18, 2015
9:00 am - 4:00 pm

Drop-in 12:00 PM - 1:00 PM;
Admissions Workshop 11:00 AM - 12:00 PM in the Transfer Center.

Call the Transfer Center for an appointment:
916-484-8685.

Can You Hear Me Now? The Latest In Hearing Aids, Plus Free Phones!

Thursday, February 5, 2015
12:15 pm - 1:15 pm

Description: Do you have trouble hearing teachers and students on campus or friends and family in your personal life? Are telephone conversations difficult for you? Today, find out how to apply for FREE PHONES for qualified California residents through CTAP, the California Telephone Access Program. These modern phones make it easier to hear, easier to dial, and easier to call. And learn about the truly amazing advances in hearing aid technology from Betty Vosters-Kemp, a hearing healthcare professional for over 30 years and columnist for Senior Magazine. Today's hearing aids are actually mini-computers, uniquely programmed for each ear. You can even wi-fi your TV or cell phone directly to your aids!

Location: Raef Hall 160

Reception for Award Winners

Thursday, January 29, 2015
12:15 pm - 1:15 pm

Celebrate excellence on campus with us at a reception in honor of several ARC award winners. This year's winners include the recipient of the ARC Patrons Chair Faculty Award and Honorarium; the recipient of the Patrons Meritorious Service Award for Classified Staff; the recipient of the Ken Deibert Adjunct Faculty Award, presented by the ARC Academic Senate; and the recipient of the ITAP Teaching Award

Location: CTL Conference Room

Tell It To My Heart! Quick and Easy Ways to Take Care of Your Ticker

Thursday, February 12, 2015
12:15 pm - 1:15 pm

Description: With so much health information available today and so many choices to make, it's easy to get overwhelmed and discouraged when it comes to your health. Come spend an hour with your colleagues and friends, and let's talk about what we can do on campus and in our community to give our hearts some love!

Location: Raef Hall 160



Questions/Comments?

Student Editors: *Olga Cuzeac* and *Emma Jaques*.

Please let us know what we can do to improve "The Parrot." We appreciate any and all feedback you are willing to give us. Send us an e-mail, call, or just drop by Professor Bracco's office D337 (Davies Hall), call (916) 484-8988, or e-mail Braccop@arc.losrios.edu. To see The Parrot in color go to http://www.arc.losrios.edu/Programs_of_Study/Humanities/ESL/The_Parrot.htm