



The Parrot

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

Issue # 113 Spring 2017

Reading Dr. Specker!

Parrot: Hi, Professor Specker! The Parrot was excited to hear that you have a special reading project you are working on. Could you briefly explain what your project is about?

Specker: The EMRA resource lab (Eye Movement and Reading Awareness) is about creat-



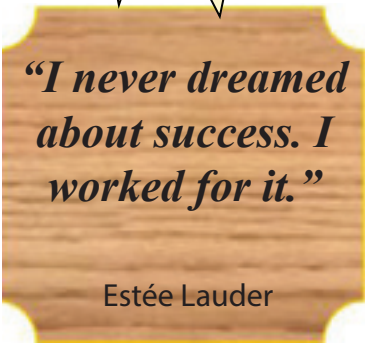
ing a learning environment for students and teachers about reading. The lab, however, could be adapted to different instructors' needs and interests. Currently, I'm using it to talk about reading with students and explore their read-

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German, Brain Change, Cultural Exchange!

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"I never dreamed about success. I worked for it."

Estée Lauder



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3 Reasons Why Teachers Should Film Themselves Teaching

When I was a new teacher in New York State, the State Education Department (NYSED) required all provisionally certified teachers to videotape themselves teaching. Without the videotape, teachers could not become perma-



how to film.

nently certified. With 6 months left on my provisional certification, I borrowed a video camera, bought a VHS tape (yes, VHS) and figured out a plan for

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Student Chirpings

Seagull Rescue

Last summer I went to the Golden Gate Bridge in San Francisco with my friends. It was a great place to visit and we had so much fun there. The nice weather, the fresh sea water, and the birds in the blue sky refreshed my mind. I was taking photos and I was drinking my favorite energy drink. There were a lot of people. Some were taking photos like me and some were fishing. Unfortunately a seagull got trapped in a fishing line. I was wondering if I could rescue the seagull. I will always remember that day because the seagull might have died if I had not rescued it.

I ran to see if I could rescue the seagull. The girl who was fishing decided to cut the line and leave the seagull wrapped in the fishing line and get rid of it. I asked her if she really wanted to leave the bird like that in the water to die. She said that the bird would die anyway and she did not want to be responsible for it. I told her not to cut the line. She said, "Ok you take the responsibility" and she cut the line and handed it to me.

I was so nervous holding the fishing line and a crowd of people were watching me but no one was willing to help me. I pulled the bird from the water and I thought it would be easy to release it from the fishing line. Unfortunately the line was badly wrapped around its wings and its neck and it was kind of tortured. I tried to release the bird as soon as I could but the bird was so angry and

badly wrapped with a strong string.

I tried my best to unwrap it but I couldn't because I couldn't cut the string with my fingers. In addition, the bird was so angry and did not want me to touch it. I loudly yelled, "Anybody have a knife?" After a few seconds one of the guys said he had one. He not only gave me his knife but he also helped me to release the bird. I quickly cut the string in many places with the knife. By that time, I was standing holding a white seagull among a crowd of people. I let the seagull fly; the seagull once again flew between the blue sky and the blue water. Everyone was clapping, cheering, and some were exclaiming "You are a hero."



I felt so proud and I was so happy that I had rescued a bird. I always want to help others, especially when someone is in danger. I believe if we help others, God will help us. I did not want that bird to die in front of my eyes although there were fewer chances to help her but we should never give up. Who knows? Maybe in the future I would need someone to help me. I would love to help people and especially a nice bird like that seagull. The seagull was close to death if I hadn't rescued it.

Noorullah Wafa
ESLW 50

Scary!

Once at La Guardia International Airport, in NYC, I was traveling with my niece Alexandra. In the beginning it was a normal trip but out of the blue it became the most horrible experience of my life.

My niece, who at that time was 13 years old, and I were traveling from Panama to Sacramento to visit my mom. We stopped in NYC to change planes. After we finished the whole process of customs, we decided to eat lunch.

During lunch, we were talking about our plans for the whole month that we were going to spend in Sacramento. While the chat was so nice, I did not realize about the time. Suddenly it was 30 minutes before our airplane was scheduled to take off. We were far away from our gate of departure. I felt despair by of the idea of missing our flight. I screamed to my niece, "Run, we will miss the flight." I took our backpacks and began to run; however, after a couple of minutes running, I turned back to look for my niece and I could not see her.

At this moment I felt that my heart had stopped. Ideas came to my mind ideas like, "I will never see her again", "How will I be able to explain to my brother or the whole family that I had lost her?" Without thinking, I screamed her name with all my soul, when suddenly I heard her voice that answered me, "What? I am here, Uncle!"

That moment was so sublime and short that I felt that only she and I were in the whole airport. She had been behind me the whole time. As soon as I discovered this, I gave her a brief hug, I took her hand, and we continued running. When we arrived at our gate of departure, we were five minutes late. But thank goodness, and to our surprise, the flight was delayed. During the flight, we talked about what had happened and although to her and maybe to you too,

it may seem funny, for me it was not. Since that moment, I've realized that my family is so important to me, so I can't imagine my life without one of them.



Virgilio Lasso Lawler
ESLW 310



Finders Losers?

Several years ago at work I found an envelope in a car. Inside the envelope was a lot of money. I took it, and then I gave it to my employer. I was seventeen years old. I worked in a rental car office.

When the customer returned the car, I had to check if everything was good. One day a customer returned the car. Then he left. My employer gave me the key to check the car. While I checked the car, I found an envelope. I took it. Then I opened it... WOW! There was a lot of money! I kept it with me. When I finished this car, I went to my employer, and I gave it to him. My employer called the customer and asked him, "Did you lose something?" He said, "OMG, yes, I lost my money this morning. I wanted to buy my dream car, but I lost my money." My employer laughed, then told



him to come over because his worker found it. The customer said, "Really? Thank God!"

Thirty minutes later he arrived and took his money and then asked my employer about me. My employer called me. I went to his office. While I walked in the office, a person came to me, then hugged me and told me, "Thank you very much." He was crying. I didn't have any idea who he was and why he did that. My employer told me, "Thank you and thank your parents." The customer tried to give me some money because I found his money and returned it, but I didn't accept the money. One more time he said, "Thank you" with a big hug. Actually, I was so happy because I found and returned it. I can't feel good if I lose something, and I love to make people happy when I can.

Ahmad Altattan
ESLW 30

My Most Successful Failure

Some things seem different when we look at them for a while. Something that looked like a disaster at first, afterwards could just bring a smile. One day in my life was a day when I thought that all my dreams were gone. I had failed a competition which would give me a chance to study in the University of Kiev, in Ukraine. I didn't know that this failure would give me other significant opportunities.

It's important to note that I was seventeen when this story started. I had just graduated from high school and I didn't believe that something could go wrong. My biggest problem was a broken nail at that time. I had huge ambitions, but didn't have real-life experience and enough knowledge to win that competition. To make a long story short, I wrote the essay and got a bad grade. I looked at my grade again and again and I couldn't believe that I had failed. Do you want

to know what I felt? It was like when you run very fast and suddenly crash into a stone wall... I went home smearing tears and make-up on my face. I didn't even realize that someone on the campus had given me a booklet. When I came home, this little book was still crumpled in my hand. I read it after I calmed down a little bit. It said: "The Tutoring Center. We will help you with your entry exams!" My despair vanished because I had a new plan now.

I started to study in this tutoring center. It

was a one-year-long training program which prepared the students for the University of Kiev admission exams. We just studied two subjects which we needed

to pass for the competition the following year. We studied all day with teachers who taught in the university. It was a very good program that taught us. However, this experience gave me even more. During that year, I found real friends and met my future husband.

Eleven years have already passed since then. I am still in touch with some people who I met during the program, and I believe this friendship is very strong because it is based on difficulties that we experienced together. Moreover, my husband and I have been happily married for almost six years, and it is only possible because I didn't win the competition more than ten years ago. Important to mention is that I also passed

the admission exams a year later. My dream came true. I just had to be patient and work harder.

To sum it up, a bad experience can turn into good things. You never know what awaits you in the future. If life smacks you in the face, you shouldn't lie down and cry. Even if you feel like your bones or your heart is broken, get up, straighten your back, and go ahead! Maybe, you will be thankful for this later, like I am.

Viktoriya Gunenko
ESLW50





Reading in My Life

Reading is one of the more exciting things in my life. While reading we can find out something new, learn a lot of interesting information, or even more so imagine yourself a part of an exciting event, but all these things depend on what kind of books you prefer, fiction or nonfiction.

When I read a book, I want to become a part of the story, so I prefer to read fiction. Fiction is somewhat magic. While reading I feel that I don't belong to myself. I remember the

day when my mother gave me a book. I was a little girl and I didn't like to read, but this book changed my point of view and my whole life. This book, "Hearts of Three" was written by Jack London. It is an adventure story and it is really an exciting story. I remember all my feelings while reading this book and still do. I was interested, happy, scared, some-

times disappointed, but never bored. This book opened to me a beautiful world of reading fiction. Now that I am studying English, I've begun to read novels in English.

Of course, non-fiction reading is a part of

my life too, but in this kind of reading you just read the information that was given to you, and you don't need to use your imagination. Therefore, this is less preferred reading for me.

In conclusion, it does not matter what type

of books you prefer and why you choose those books. Just read them, for reading makes life more interesting and exciting. Reading is one of the beautiful parts of life.

Natalia Buciatcaia
ESLW 310



Loss and Change

Our life sometimes presents unpredictable difficulties for understanding a problem. We should overcome them if possible. When you suddenly hear terrible news in this world, you can get mixed grievous feelings, especially, if the news touches you and your family members. A day of mourning comes into your life as a creeping

warrior when you aren't expecting him. A comparable event appeared in my fate on May 16 1991. Then I didn't understand that that event would change my life to better conditions. I will never forget that day when I heard that my father had died.

As an average young man, I joined the

army when I was 18 years old. After half a year of service, I received ten days' vacation for excellent service. I got a ticket for the train and started heading to my hometown. There in the train I met two of my old friends, and we spent a fun time together. After several hours of traveling, I got to the station of my hometown, Bataysk. I went outside and took the bus to go to my street. Very joyful, I walked on my street looking at the surroundings and excited because I knew I was home again. Suddenly, I heard the worst news of my life. Across the street one child, Vanya, addressed me, "Do you know your father died?" I asked him again, "Really?" He answered me, "Yes, of course. I am sorry." I was upset.

I thought the world had stopped at that moment. I sat down on the ground and grabbed my head. I paused and began to analyze that situation. I looked to heaven and tried to find help from there, but only the sun was shining in my face. I said in my mind, "I returned home, but father went away. Why?" I felt sorrow for him, and couldn't find any peace in my heart. I wanted to say to him "Hello, Pop!", to shake his strong hand, to listen to him, and to smile face-to-face. They were common things between a father and his son, but I could not do it then either. I gathered all my energy. I concentrated my thoughts, and I was ready to see him and my family. I remember how disappointed I was.

When I got home, I saw many different

people talking to each other. I saw my mom crying. My brother Nickolay was very sad. My relatives were in the living room to share our grief. Even our neighbors were there. I didn't see my father at home. "Where is father?" I asked my mother. She answered me, "He is already buried."



Finally, I broke down. What should I think? My dear father was buried, but I couldn't see him for the last time. My family didn't send any message, nor telegram, nothing. I asked them, "Why didn't you send any message?" Mother told me she sent me a telegram to my army services. They didn't tell me about it. My sorrow turned into anger, and I called army services to know what happened with my telegram. In answer they sent me an excuse. In addition, they told me that according to the law, by virtue of my father's death, I would be released from army service. Therefore, my problems found a solution. What did it mean?

As a result, I avoided further service in the army. I didn't see my father for the last time, but anyhow he helped me. What could I say about that sorrowful day of my life? I mean it was my father's last help for me. You never know what will be better—problems or success. In my case, the problem became an aid, but I always remember that day when I heard about my father's death.



Andrey Kozlov
ESLW 50



Engineering Trust

When I graduated from the Engineering College, I felt very happy and I felt new responsibilities in my life. I thought about how I could get a good job to build my new future. I am always thinking about my future.

I submitted my papers to get a job as an engineer at the airport. I knew that the field was a special field and

very interesting and always changing. After two days, they called me to set up an appointment with the manager of the engineering department. So I prepared my CV and I went to the interview. After about one week, they called me and told me that I got the job at the airport as an engineer. I felt so happy because I got the job over all the other engineers who applied for that job.

I got a job in the Navigation and Communication Department. Although I was so happy that I got the job in my field of interest, I soon realized that there were no other engineers in the department. I was the first and only engineer in that department. All of the other workers were technicians. I thought a lot about whether or not the technicians would welcome an engineer.

So I tried to make nice relations with the technicians. I helped them and I tried my best, although at that time, they did not help me very much. When there was any routine maintenance

in the department, they didn't discuss the job with me. They stuck together and didn't include me. Then I noticed that they hid the manual of maintenance from me. I was shocked! So I laughed with them and spoke kindly to them and I was friendly. Finally, I got the manual from them that they had hidden and step-by-step I got their confidence. I took the manual to my house and read it. Finally,

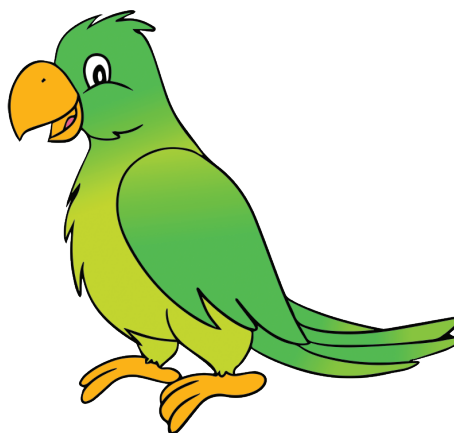
all the technicians voted for me to be the Manager of the Communications Department in the Baghdad Airport.

So I felt very happy after my challenge with them. After studying the maintenance manual in my home and after becoming a manager, I felt very proud about how I built

a nice relationship with my assistants.



Sadeer Aladani
ESLW 30



How Embarrassing!

Who among of us is perfect? Is there someone who never makes a mistake? Of course, such people do not exist. Everyone does things for which he or she feels shame or pride. At the same time, we love to remember the proud moments more than moments when we were ashamed. Usually when time passes by, it is easier for us to remember those moments and even to laugh at them. What happened to me will always remain in my memory. It was a day of shame when I wanted to, as Russians say, "sink into the ground".

It was a normal working day. I worked as a hairdresser in a salon. It was December. That month in Russia is the busiest month of the year for the hairdressers because December is a month full of parties and everyone wants to be beautiful. Our salon was busy as well. Workers didn't even have time for a snack. All day we were cutting, and coloring hair, and creating a lot of hairstyles. I was very hungry and tired.

At the end of the day, I had just one wish. I wanted to go home and fall into bed. However, an hour before the end of working hours, I got a phone call that changed my mood.

On the phone was my cousin, whom I had not seen for a long time. His family lived in a nearby town and to visit them I had to use several types of public transportation and ride for about two hours. My cousin told me that he came to my town on business and that now they were in a shopping center not far from my work. He invited me to go there. He explained that they had one space in their car and that I could go to spend the weekend with them. I was very happy to hear that. I suddenly had energy. I quickly finished my work and ran to the bus stop. On the bus, I imagined only about how joyfully I would spend my weekend with my cousin's family and didn't even think that something could go wrong.

I entered the shopping center and tried to find the place where we were supposed to meet. The shopping center was full of people who wanted to find Christmas presents. Finally, I saw my cousin's

wife, and with her my nephews. I was so happy to be with them. I ran up to hug and kiss them. We were talking when suddenly I realized, "Where is Armen?" Armen is my cousin's name. His wife pointed me to one of the sections in the store where phones were sold. I saw him. He was sitting at a table with his back to me, considering one of the phones. I wanted to greet him in an unexpected way. I wanted to approach from behind and put my hands over his eyes and ask him "Guess who?" When I approached him, I realized that he was going to stand up and could see me sooner than I wanted. I began to worry and ran to cover his eyes. I began to run even faster and suddenly I heard a bang rumble. It was me. The glass was so clean that I didn't see it. I ran into a huge glass wall. The sound was so loud that all the customers and sellers in that center ran to see what had happened. Some people thought that a bomb had gone off. I will never forget the embarrassment that I felt at that moment. I wanted to sink into the ground. My cousin ran in fear to lift me. He didn't understand what had happened and why I was lying on the floor. That time my feelings were mixed with shame and pain. I asked my cousin to take me away from the crowd so that I couldn't see people's giggling faces.

When he led me to the car, on my forehead was a large red bump. Then he put snow on my forehead to prevent swelling. On the way home, we again and again recalled what had happened and laughed for a long time. Finally, I got to say hello to my cousin in an unexpected way, though not in the way that I had planned. Now we recall it and laugh

whenever we see each other. I know that we will never forget my embarrassing day.



Anaida Aleksanyan
ESLW 50



Nestscape -- Articles from The Web

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The video needed to include a large group lecture, small group instruction, and it could not be edited. The large group of first graders had to flow seamlessly into 5 or 6 small groups. I did my large group instruction, and then the students broke into groups for centers. It wasn't easy to do centers with children that young at the beginning of the year, but they persevered...as did I. It may have had something to do with the fact that I did the same exact lesson the day before for a practice run. I wasn't willing to take a risk with my permanent certification, even though the rumor was that most of the VHS tapes sat in a housing area where they went unwatched.

A few months later the confirmation letter came through the mail that said I received a "Pass" on my video. I moved on to teaching and meeting other requirements like getting an advanced degree within five years so I could keep the permanent certification, but learned very little about the power of using video to enhance instruction.

There was nothing enhancing about the process, which included sending a check for over \$100. The reality is that it was more about compliance and less about learning. I didn't have a second copy of the tape so I was only able to watch it once before mailing it in, and the only thing I looked for is whether I met the large and small group requirement.

It was a missed opportunity.

Fast forward to 2015 and I realize that under different circumstances videoing our classroom could have led to better instruction on my part and more engagement on the part of my students. It's something I talk about quite often as an Instructional Coaching trainer for Jim Knight.

In Knight's book *Focus on Teaching: Using Video For High-Impact Instruction*, he writes, "When we record ourselves doing our work, we see that reality is very



different from what we think. As a result, we are often disappointed by what we see." Knight goes on to write, "At other times, we are delighted by what we see, noticing perhaps that a learning activity truly did engage students authentically. Either way, video is a powerful tool for growth and professional learning."

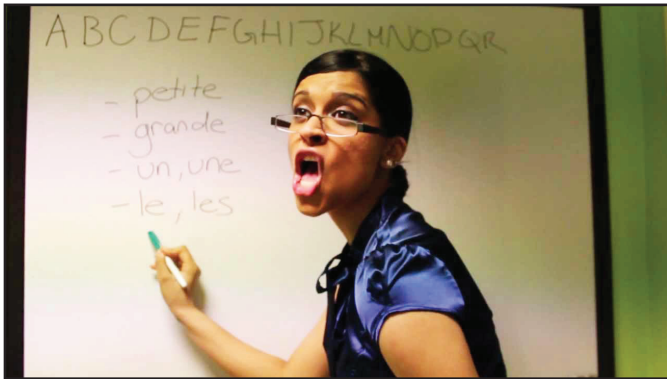
Considering my introduction to using video as a new teacher, it is important to note that none of this can happen without trust between school leaders and teachers. In a hostile school climate using video will be seen as a method of compliance, and in a supportive school climate it will be seen as a powerful professional development tool.

There are many more than three reasons to use video to enhance instruction but the reasons that are most powerful for me are the following:

Do teachers talk too much in class? John Hattie, someone I work with as a Visible Learning trainer, has research that shows teachers ask about 200 questions every few hours and students ask 2 questions per student per week. Using video would help teachers see how much they do talk in classroom, but also may help them see where they could have not talked and encouraged dialogue on the part of their students. Read this blog about talking too much in class.

How do teachers interact with all students?

This sort of goes along with questioning as well. Does the teacher call on specific students who are going to always have the answer after they call on students who struggle with the answer? What is the wait time they offer to struggling students? How about the students who may not be one of the teacher's favorites...you know...THAT student? Does the teacher interact with that student differently than the students they like more?



Additionally, does the teacher use sarcasm much more than they think they use it? Is their attempt at humor not as funny for the students? I have seen videos of teachers who talk about their other classes in a negative way to the students who are sitting in front of them (When using students in video it is important to get parent permission by doing a opt-out or opt-in form).

Reflection using video is real reflection. Let's face it, when we reflect without evidence we are just remembering it the way we want to. In the same book mentioned above, Knight quotes Heath and Heath (2013) when he refers to Confirmation Bias. Knight writes, "Our normal habit in life is to develop a quick belief about a situation and then seek out information that bolsters our belief." He goes on to write, "The tendency to seek out support for our beliefs can keep us from getting a clear picture of reality." Hence, using video will help alleviate some of that confirmation bias.

Micro-Teaching

When teachers reflect on their practices using

video, something Hattie refers to as Micro-teaching (with an effect size of .88), they are more likely to see what actually happened. However, it's a bit more complicated. In micro-teaching it is necessary for teachers to watch themselves on video at least 3 times because they need to get past what they wore that day and how their hair may have looked.

Seriously, we all focus on how we looked the first time we see ourselves on video.

When teachers watch for the 2nd and 3rd times they start to get to the real learning that took place in the classroom, as well as the learning they need to do to help their student engagement level improve. Clearly, time has to be set aside in order to do this, which may mean taking the video home to watch in private.

Perhaps teachers can use some of these Focus on Teaching resources to help them in the process.

In the End

Back in the 90's when I was going through the certification process, I didn't take using video for its full potential. And the reality is that I didn't understand the need to watch it to enhance my instruction, and it was never part of the process articulated by the NY State Education Department. Getting a "Pass" on a piece of paper without feedback certainly didn't help. There was no follow-through.

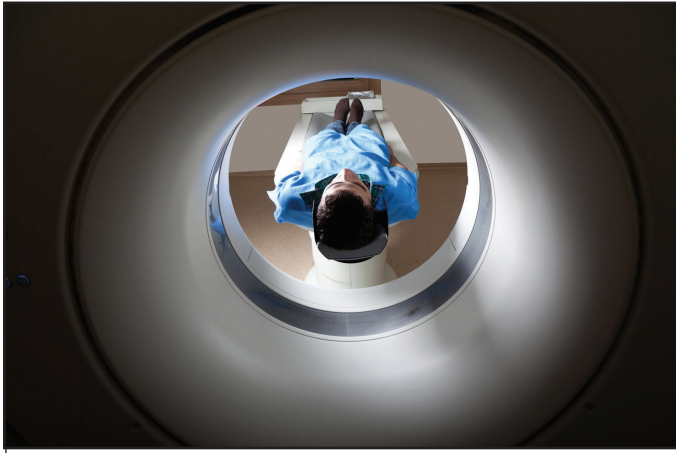
Follow-through is an important element where using video is concerned. None of these will ever work if teachers, and perhaps their coaches, don't decide on a goal to work on and then enter into a cycle of improvement. This is something Jim Knight refers to as the Improvement Cycle. They need to establish a goal, learn about how to meet that goal, and then focus on whether they actually did improve. All they have to do is grab their Smartphone and perhaps a Swivl and get started.

By Peter DeWitt

http://blogs.edweek.org/edweek/finding_common_ground/2015/08/3_reasons_why_teachers_should_video_themselves_teaching.html



Learning German In The Name Of Science And Cross-Cultural Collaboration



Having volunteers who are learning German answer questions about grammar and semantics of the language while inside an MRI machine might show particular patterns in brain changes, researchers say. They hope their study could offer clues to how the brain best learns a second language.

Two researchers in Germany are trying to determine the best way to teach the German language to nonnative speakers, and at the same time make life a little easier for the wave of Syrian refugees arriving in their city.

Thousands of those refugees have landed in Leipzig, a city of about half a million, in what used to be East Germany. Some of the newcomers have had a difficult time; there have been news reports of racist animosity and violence against them.

Dr. Tómas Goucha and Alfred Anwander, neuroscientists at the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig, wanted to do something positive for the refugees.

“They have no people to talk to. They lost their roots,” says Goucha, “and now they’re in a completely new country with different habits, whose language they don’t speak.”

Goucha hoped to come up with a project that built on the refugees’ skills.

“Not just helping, but trying to create some kind of situation where both sides have a contribution,” Goucha says.

One day, he dropped in on his buddy Anwander.

“Thomas was in my office,” says Anwander, “and we started to talk about this situation, and we came up with this idea.”

Their idea was to design a top-notch, intensive, free language course for a group of refugees — and to partner with these newcomers in a language experiment.



There’s been little investigation until now into how the brain changes as we learn a second language and how those changes might differ from language to language, depending on differences in grammar or similarities in the meanings of words. Students in the Leipzig courses are native Arabic speakers learning German.

There’s a debate about the best way to teach German to nonnative speakers, Goucha says. Often, teachers start with a heavy dose of vocabulary

and leave German syntax and sentence structure until later. But some language scholars now think introducing sentence structure earlier in the process may be helpful, especially for adults learning German. Anwander and Goucha hope to help figure out who's right by directly comparing the two methods.

It took a lot of work to get the project going — designing the two different courses, finding teachers who were native speakers of Arabic and recruiting 90 interested, young adult refugees who had no knowledge of German — but eventually they got the six-month courses underway and have begun the testing.

Student volunteers come to the MRI lab at the institute for three brain scans — once before they start the course, one halfway through and once again, after it ends.

“Even some of the participants got excited,” Anwander says, “because they realized that they could contribute to science by just learning their German.”

The day I visited, Muhammad Ammar Dachak was there for his second MRI.

Still wearing his street clothes, but in stocking feet, Dachak lay down on a narrow bed and technicians slid him into the tunnel in the center of the MRI machine.

German's sentence structure is different than that of Arabic or English, Goucha explains.

Consider this sentence about Mary buying a book.

“In English it would be ‘She says that Mary buys the book,’ “ says Goucha. “In German you would say ‘She says that Mary the book buys.’ “

In order for scientists to see what's happening in Dachak's brain as he learns these sentence rules, they had him listen to sample sentences over headphones while in the scanner and press a particular button, depending on whether the sentence was right or wrong.

It's still early days for the language experiment. But Anwander hopes the scans will reveal something important about structural changes in the brain as each student learns German.

And maybe, he says, someday, the brain scans will help tell which kind of language course will work best for a given person.

That's for the future. For now, Anwander says he and Goucha feel good knowing the language courses they're offering will help at least some refugees make their way more easily in their new home country.

Another study participant, Samer Al Kassab, says the project has already been a success as far as he's concerned. He's 24 and was a music student studying guitar in Syria until the upheaval there caused him to flee. Kassab says he needs to become proficient in German before he can continue his studies.

“We have a good chance to study here,” he says in English, a language he learned in school back in Syria. “They really care about not just the learning, but also to have fun when you learn.”



<http://www.npr.org/sections/health-shots/2017/01/03/508033549/learning-german-in-the-name-of-science-and-cross-cultural-collaboration>



Eat the World!

The Parrot represents students of many hues and sounds --- no news there. Indeed, birds of a feather flock together, right? They also eat together. The Parrot is proud to present Parrot fodder from around the world in this and subsequent issues. Squawk!

What is an Easy-to-Follow Recipe for Hommus Khawali?

A recipe from a favourite restaurant in Damascus. The Syrians don't put garlic in hommus and if they do, they also add chopped parsley and call it hommus Beiruti. At Khawali they have the regular version and their own hommus Khawali to which they add pepper paste and pomegranate syrup.

Serves 4

Ingredients

1 x 660 g jar chickpeas (425 g net weight)

100 ml tahini

juice of 1 1/2 lemons, or to taste

1 1/2 tablespoons pepper paste

1 tablespoon pomegranate syrup

fine sea salt

for the garnish Aleppo pepper for garnis

Directions

Drain and rinse the chickpeas. Put in the food processor. Add the tahini, lemon juice, pepper paste & pomegranate syrup and process until very smooth.

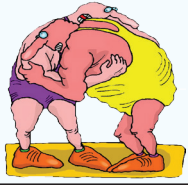
Transfer to a mixing bowl. Add salt to taste.

Mix well. If the hommus is too thick, thin it by adding a little water, or a little more lemon juice, if it is not already tart. Taste and adjust the seasoning.



<http://www.anissas.com/hommus-khawali/#more-4263>

Parrot Warbling



Grappling with Grammar

Grammar The Question Mark



1- Use the question mark at the end of all direct questions.

Ex: What is your name?
Do you speak Italian?

2-Do not use a question mark for reported questions.

Ex: He asked me what my name was.
She asked if I was Spanish.

3- Long questions still need question marks.

Ex: Isn't it true that global warming is responsible for more and more problems which are having a disastrous effect on the world's climate and leading to many millions of people in countries that can least afford it having to contend with more and more hardship?

Why is it that even though you are unkind to me, ignore me when I ask you for help, and consistently forget to thank me when I do favors for you, you still claim to want me to be your friend and appear surprised when I prefer to hang out with other people?

4- Question marks can sometimes appear within sentences.

Ex: There is cause for concern (isn't there?) that the current world economic balance is so fragile that it may lead to a global economic downturn.
"Why is she here?" asked Henry.

<http://www.ef.com/english-resources/english-grammar/question-mark/>

Idiom--Attic

Let sleeping dogs lie



Meaning - do not disturb a situation as it is - since it would result in trouble or complications.

Example:

"It's best to keep your opinion to yourself around him. Just let sleeping dogs lie."

<http://www.smart-words.org/quotes-sayings/idioms-meaning.html>

Beak Speak Vowel Pronunciation

Most common rules for vowel pronunciation:

1. When a word or syllable ends in a consonant and has only one vowel, that vowel is short.

Examples: cat, bed, fish

2. When a word ends in "e," the "e" is silent (not read out loud), and the vowel that comes before it is long.

Examples: bake, file, rope

3. When a syllable has two vowels next to each other, the first is usually long and the second short.

Examples: pain, boat, grow

4. When a syllable ends in one vowel, that vowel is usually long.

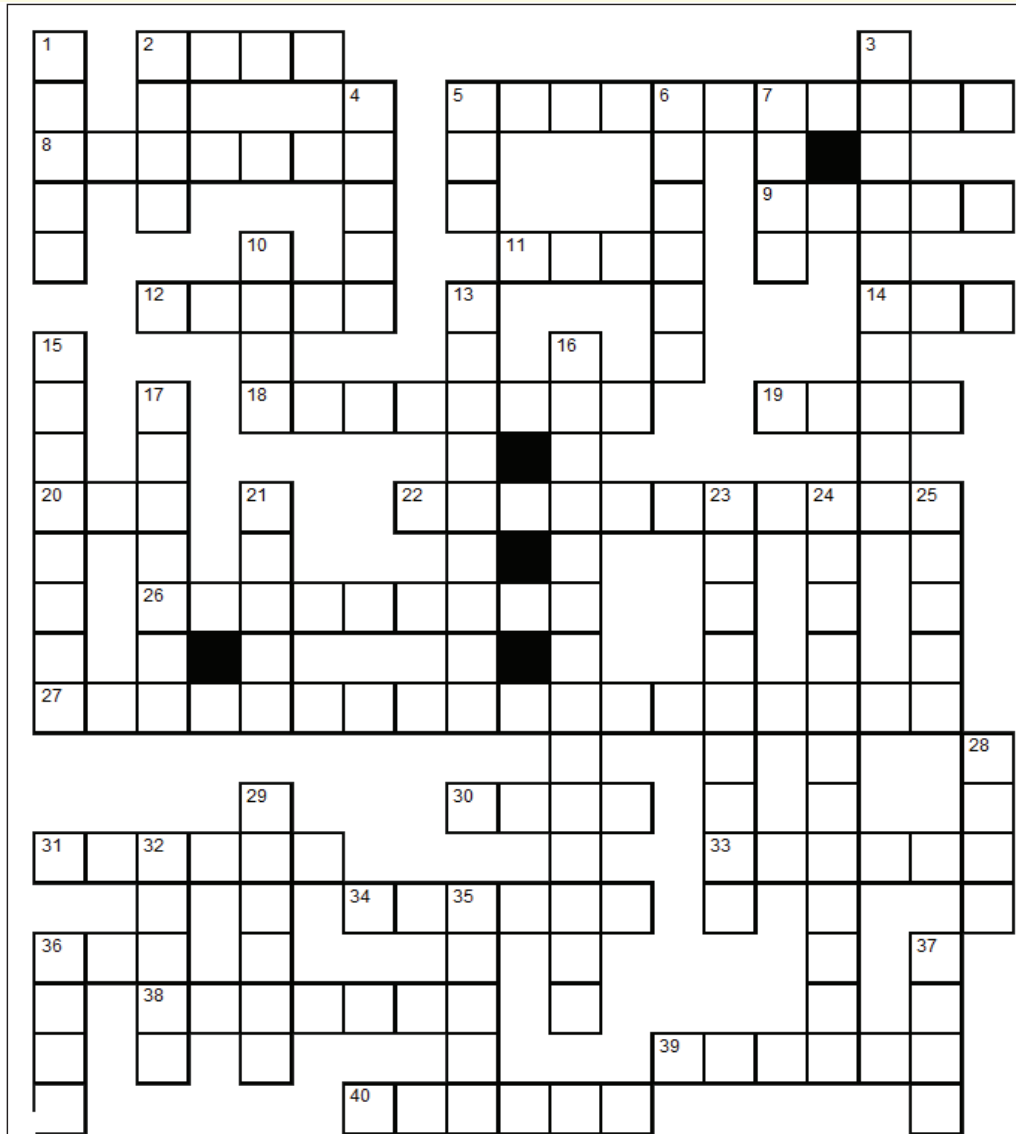
Examples: open, unit, paper

5. Many times, these rules don't work! There are many exceptions (times when the rules are broken). Sometimes the only way to learn something is to practice and memorize it.

<http://www.fluentu.com/english/blog/english-vowel-practice/>



Some More Parrot Fun Stuff



Things That...

Down

- 1 A person who acts in movies. (5)
- 2 A place where people drive. (4)
- 3 A thing that people use to see tiny things like cells. (10)
- 4 Something that people use to paint. (5)
- 5 A thing that people use to find where they are. (3)
- 6 Something people use to take pictures. (6)
- 7 A thing that you wear on your finger. (4)
- 10 A place where people grow crops. (4)
- 13 A person who designs buildings. (9)
- 15 A person who fixes cars. (8)
- 16 A scientist who studies dinosaurs. (14)
- 17 A place in a home where people cook food. (7)
- 21 Someone who flies airplanes. (5)
- 23 A scientist who studies rocks. (9)
- 24 A holiday when people say thanks and eat turkey. (12)
- 25 A thing that people use to draw straight lines. (5)
- 28 An animal that can fly. (4)
- 29 A time when people go to the beach. (6)
- 32 An animal that gives us wool. (5)
- 35 The time of day when the stars come out. (5)
- 36 A place where people save money. (4)
- 37 A place where people picnic. (4)

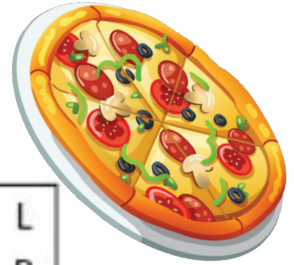
Across

- 2 Something people use to clean up leaves. (4)
- 5 A person who delivers mail. (4,7)
- 8 Someone who teaches. (7)
- 9 A person who assists a doctor. (5)
- 11 A place where people live. (4)
- 12 A place where kids make sandcastles. (5)
- 14 A thing that people use to cut wood. (3)
- 18 A person who plays a musical instrument. (8)
- 19 A thing that people read. (4)
- 20 A thing that people wear on their heads. (3)
- 22 Someone who puts out fires. (11)
- 26 A time when kids wear costumes. (9)
- 27 A person who builds buildings. (12,6)
- 30 A thing that people use to catch fish. (4)
- 31 A place where people can see old things and learn history. (6)
- 33 An animal that makes webs. (6)
- 34 Something people use to write. (6)
- 36 An insect that makes honey. (3)
- 38 The time of day when people eat dinner. (7)
- 39 A person who sings. (6)
- 40 A person who draws pictures. (6)





PIZZA PARLOR



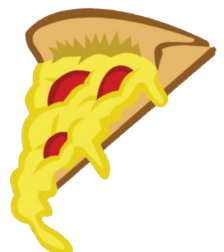
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O	P	C	B	U	I	I	E	I	O	U	S	E	V	I	L	O	T	J
R	P	E	Q	R	W	P	S	O	K	F	P	E	G	U	P	O	T	R
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A	Q	P	X	C	N	G	P	W	M	B	B	F	C	Y	O	H	W	N
B	F	X	I	C	G	A	D	D	O	W	V	U	E	Z	C	Z	O	C
T	L	N	M	C	K	S	M	J	O	N	E	P	A	L	A	J	R	H
A	O	T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



ANCHOVY
 BACON
 BASIL
 BELL PEPPER
 CHEESE
 CRUST
 DEEP DISH
 DELIVER
 FLOUR

GARLIC
 HAM
 JALAPENO
 MEATBALLS
 MUSHROOMS
 OLIVES
 ONION
 ORDER
 PEPPERONI

PEPPERS
 PINEAPPLE
 SALAMI
 SAUCE
 SAUSAGE
 SLICE
 SPICY
 THE WORKS
 TOMATO





Parrot Poetry



The Refugee Heart In The Refugee Soul, A Refugee Am I

In my refugee heart
Is my refugee soul.

A refugee am I
Going on the pathways.

No shelter, no refuge
Have I.

Where my pathway leading unto
What?

What the journey end I know
It not?

Just a refugee, a refugee am I
Going and going on the pathways of life.

by Bijay Kant Dubey

Rigoberto's Riddles

Whats 3/7 chicken, 2/3 cat,
and 2/4 goat?

(OG)(V)(IH)(O) :
(CH)(CA)(GO) :
Chicago :



Silly Vasily's Chuckle Chamber

Guilty of Annoyance



A defendant isn't happy with how things are going in court, so he gives the judge a hard time.

Judge: "Where do you work?"

Defendant: "Here and there."

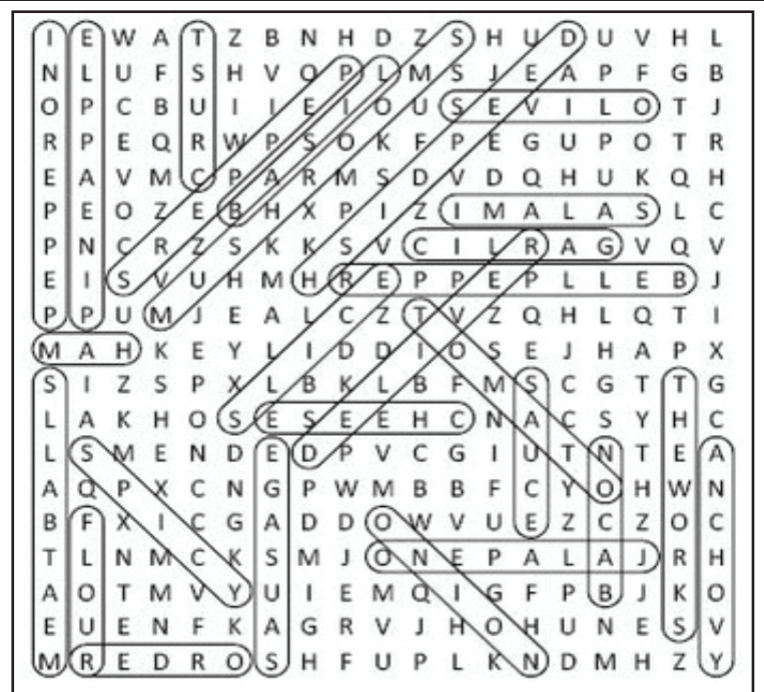
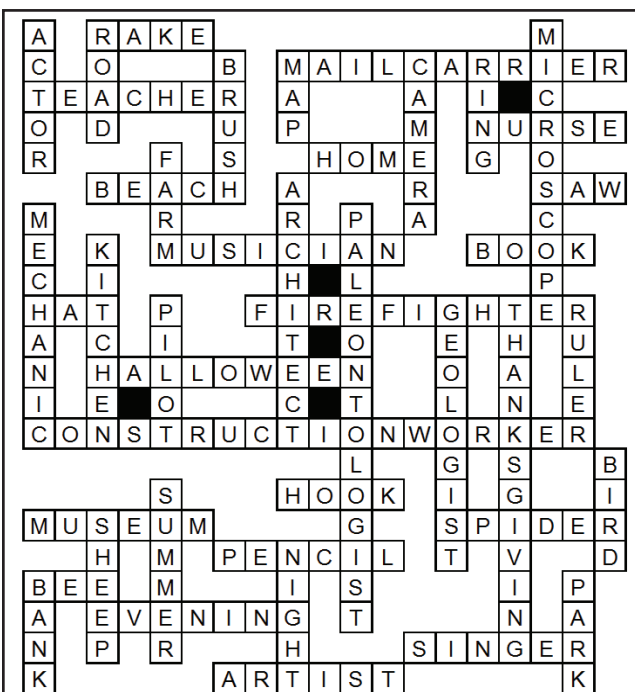
Judge: "What do you do for a living?"

Defendant: "This and that."

Judge: "Take him away."

Defendant: "Wait; when will I get out?"

Judge: "Sooner or later."



Granny Noetal

Dear Granny,

I'm an ESL student and was born in Iraq but my father is Syrian. I'm curious about us immigrants at ARC and Donald Trump's laws. If the immigration police come on campus to look for people they want to deport, will the campus police help them?

Don't print my name

Dear "Don't print",

I'm sorry you feel scared to give your real name but I understand. There is a lot of confusion and a lot of worry. Well, I haven't had time to actually talk to the chief of our campus police but based on what our district chancellor and our ARC president – Thomas Greene – has said, I believe our campus is safe from that type of "immigrant-hunting." Our campus police are here to keep our campus and its students safe, something



they do well and with pride. Immigration issues are generally left to federal authorities. My bet is that local police around the country, like our campus police, are not interested in being immigration police and do not want to get involved in this activity. If you ask police what their job means to them, they will use words like "protect" and "safeguard", not "hunt" and "create fear". In short, I say rest easy. Granny "has your back", meaning I support you. "Hang in there" (be steady, don't worry) and focus on your studies.

For some reading on American immigration history, go here:

[http://www.dailykos.com/story/2010/5/14/866285/-](http://www.dailykos.com/story/2010/5/14/866285/)

http://www.fairus.org/facts/us_laws

http://www.flowofhistory.org/themes/movement_settlement/uspolicytimeline.php

Interview with Prof. Specker

Continued from page 1

ing habits. I've learned some interesting things about how our students read, that many students like reading, and that many students divide their reading time between digital reading and reading paper textbooks. It's been informative for me as a reading teacher and hopefully thought-provoking for the students as well. But the most exciting part is that after we talk about reading, the students record their reading. This means that the eye tracking camera records the student reading a short essay on the computer monitor and then afterwards we can watch where the student was looking when he or she was reading. We can see a reflection of what decisions the student made and how their brain was making reading decisions by watching a 'bouncing ball' illustrate what the student was doing while reading. It's really exciting and interesting! Students are usually amazed and impressed at being able to see how they are



really reading. In the end, we talk about what the student did and didn't do while reading and what the student could do in the future differently (if anything).

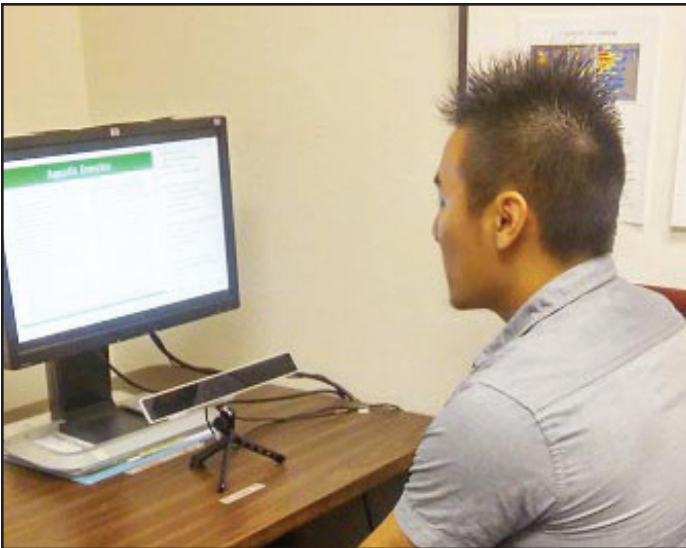
Parrot: What prompted you to get interested in this reading project?

Specker: I am just amazed at how our brains



work. Reading, to me, is a fascinating place that is really about interpretations. Readers interpret what the author may have meant and use their own past experiences and knowledge to help them. Everyone has a slightly different interpretation and experience while reading. This includes reading the same thing years later. You will read and interpret the same text slightly differently. I just love that. Reading is so dynamic. I was introduced to how reading closed captions/subtitles can help language learners when I was overseas in the Peace Corps. I continued with that idea when I was working on my master's and doctoral degrees. That was when I started using an eye tracking camera to capture what readers were doing. When I came to ARC, I was lucky to get support from my dean to get a low-cost eye tracking camera. And here I am -- applying what I've learned in the past to what I'm learning now from ARC students. It's the best!

Parrot: How will your findings help you with your teaching?



Specker: I've already brought a few of the ideas that I've encountered while working in the EMRA lab into the classroom. For example, it's made me more aware of how/when community college students are reading for their classes and for leisure. Reading on a phone/tablet is a different

ballgame from reading in a textbook. It's a much different process for making connections between ideas when you're scrolling online versus flipping back and forth between pages in a textbook. It's something that I try to talk to my students about: purpose versus utility. Sometimes, the only time that you can get to do your homework is to read it on your phone/tablet while waiting for your kids at the doctor's office. But, that might not be the best way to learn. It's a toss-up.

Parrot: Is it useful for students to think about their reading patterns and habits?

Specker: I think that it's incredibly useful. It's also great for teachers, too. Students can actually get feedback on their reading strategies and whether they are actually LOOKING at the headings, sub-headings, pictures, captions, graphs, etc. These are all reading strategies that help students activate their prior knowledge and any related vocabulary BEFORE they start reading an academic text. Academic texts are written so that students will learn something new. The textbooks deliberately use the extra information in order to help students understand the new material- that's what it's there for. So, by helping students become aware of their own reading patterns and using the eye tracking camera to illustrate those reading habits, hopefully each student will leave the EMRA lab with a little more knowledge and a bit of reflection about their reading patterns. It can be an incredibly positive experience for students to actually see themselves reading.

Parrot: Do ESL students of different language groups show different patterns?

Specker: Yes, they do. But more significant are the reading patterns of students of different proficiencies, or levels. For instance, people who are just learning to read in English are still learning vocabulary and the strange intricacies of English grammar. They will take longer to look at each word and will show more backward checks or "regressions". And that's completely understandable.

When you add the fact that many of our students learned to read Cyrillic or Arabic writing scripts, then you add even more time to how long people take when they look at words. It's really fascinating -- for both me and my students! There are many research studies that have looked at how monolingual English readers read but there haven't been as many with bilingual readers and even fewer with bilingual students who are reading in a different direction or with a different writing system. So, in essence, we're working with wonderful possibilities for everyone to learn new things about reading!

Parrot: Do you use a special program or application?

Specker: The software comes from a company that makes the camera. They use a 3D printer to make that camera. When I went to school, the camera was so much more sophisticated, about \$ 3000, which is very, very accurate. But the one that we use is different. It is not accurate like the one that we previously used because I am not looking for accuracy, but I look at general behavior patterns and this is what helps the students the most. It helps the teacher too. I learned a lot and I would love to share this knowledge.

Parrot: It is interesting! When I came to the lab, I didn't know how this program could help, but now I will leave with some knowledge about my reading skills and how I can improve them.

Specker: The good thing about this program is that I can send a short video to the student about his reading, so he can see it and share it with his family to spread more knowledge of reading.

Parrot: How have the students responded to your experiment? Do they like it? Do they show interest?

Specker: I asked the students at the end to give me their feedback through a form. A hundred percent said it was an interesting experience. About 80

percent said they would think about it later when they are doing their reading in the future. So what I would like is to make students think about this experience and reflect upon their reading habits and strategies when they go out and read in the world.

Parrot: After getting the result of the eye tracker, do you give students some advice that can help them in the future for their reading habits?



Specker: Yes, I give them some advice about scanning and ways to make reading better. For example, not to get stuck at a word, but instead to push through and try to find clues later. I give them different reading strategies. When a student sees himself doing or not doing something, he can get direct feedback. I don't use it as a diagnostic tool. It is more about reading behaviors and strategies. Students in 30 or 40 level classes can see themselves reading and thinking and we talk about that. For example: why does it take so long here and they answer that this word I didn't know or they need to take a longer time to read, so we talk about it. Some students want to pronounce every word in their head while they have hard time in pronunciation, so it takes a longer time to read, or some students do translating. We can see that because these dots become bigger.

Parrot: Well, Dr. Specker, thank you so much for your time. I hope our ESL students read about this work -- quickly! And efficiently!

Parroteer: ELaf Khafaja



Women's History Quiz

1. Who was known as the 'Angel of the Battlefield' because of her work as a nurse during the Civil War?

- a. Lucy Stone
- b. Carrie Nation
- c. Dorothea Dix
- d. Clara Barton

2. What year did American women gain the right to vote?

- a. 1848
- b. 1945
- c. 1896
- d. 1920

3. Where and when was the first Women's Rights Convention held in the United States?

- a. Woodstock, NY 1970
- b. New York City, 1900
- c. Seneca Falls, NY, 1848
- d. Philadelphia, PA, 1776

4. Who was the first woman to graduate from medical school in the United States?

- a. Anna Howard Shaw
- b. Elizabeth Blackwell
- c. Margaret Sanger
- d. Jane Addams

5. Some 19th-century doctors thought that education was hazardous to women's health.

- a. True
- b. False



6. This 19th-century feminist designed a new style of clothing for women. The style never became popular, but her name entered the American language as a term for a specific type of garment.

- a. Anna Henley
- b. Elizabeth Weskit
- c. Amelia Bloomer
- d. Marie Corset



7. In the 1920s, young women scandalized their elders by shortening their skirts, bobbing their hair, wearing make-up, and dancing the Charleston with men whom they hardly knew. What were these young women called?

- a. flappers
- b. women's libbers
- c. lulus
- d. Gibson girls



8. Which 1920s movie star was known as the 'It' girl?

- a. Mary Pickford
- b. Clara Bow
- c. Tallulah Bankhead
- d. Mae West



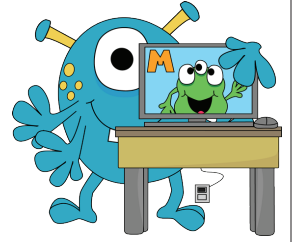
9. Who made her fortune by developing a successful line of cosmetics for African American women in the early 1900s?

- a. Ida B. Wells
- b. Madam C. J. Walker
- c. Sojourner Truth
- d. Josephine Baker

9-6	5-a
9-8	4-b
7-b	3-a
9-6	2-d
	1-b



New Accelerated ESL Learning Technique!



Out of the Cage

UNITE--Human Trafficking discussion with 3 Strands Global Thursday, March 30, 2017 12:15pm – 1:15pm

With Sacramento being a major target area of human trafficking, we are having an important discussion on this issue. 3 Strands Global is a well-respected organization that fights human trafficking on a global scale. They have worked with the CNN Freedom Project. The organization also creates job opportunities for survivors and those at risk. Locally they have a partnership with Golden 1 Center. This presentation may be of particular interest to those teaching ECE 314, people in the health fields, human services, law enforcement, and anyone invested in protecting children from abuse.

Location: Raef Hall 160

Study Abroad--A Semester in Barcelona Tuesday, April 4, 2017 12:15pm – 1:15pm

It is about how you can complete your college classes while sipping a coffee in Barcelona, Spain or Florence, Italy! Los Rios has several semester long study abroad programs available including this Fall 2017 in Barcelona, and Spring 2018 in Florence. It is not too late to register to spend your next semester studying overseas. Information about the program details including costs, options for financial assistance, housing options, program dates, and courses that will be offered will be covered. You will also have the opportunity to meet some of the faculty that will be teaching on the programs. Information will also be available about the Los Rios summer study abroad programs. Come and begin to prepare for an exciting educational adventure!

Location: Raef Hall 160

Word Soup! Thursday, April 6, 2017 12:15pm – 1:15pm

Please join us for an earful of Word Soup! This annual event during National Poetry Month features the reading of original fiction, poetry, and nonfiction of our very own American River College professors. This time enjoy the poetry of Aaron Bradford and the fiction of Erika Mailman!



Location: Raef Hall 160

Career Fair Thursday, April 6, 2017 10am – 1pm

This spring's career fair is an ideal time for students to network with representatives from over 50 business, government, and non-profit sectors.



Location: Community Rooms
1-4

Questions/Comments?



Student Editors: **Elaf Khafaja & Betul Yousif**

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