



The Worldwide Olympian

San Diego Mesa College

Spring 2018

NEW ESOL PROGRAM!



ELAC!

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Beginning Fall 2018, our English for Speakers of Other Languages (ESOL) courses will be replaced with a new program and new courses called **English Language Acquisition (ELAC)**.

Our English Language Acquisition (ELAC) courses are designed to address the needs of students with a variety of levels and needs with the ultimate goal of achieving academic skills required for college and beyond. Our goal is to provide a dynamic learning environment where student can become active members of the larger campus community. With that goal in mind, our four-tier program is streamlined so that students can enter transfer-level courses quickly.

Program Emphasis: We strongly believe in and support integration rather than division of skills (listening, reading, speaking and writing) that non-native speakers need to acquire in their journey toward both fluency and accuracy. Thus, in our classes we use materials that are not only authentic, but meaningful to our students' background, experiences, and life circumstances, and we do so through a variety of genres. We believe in empowering our students through student-centered and interactive learning environment where they can become independent learners and thinkers.

Career Options: In a today's ever-changing and fast-moving environment, employers are seeking creative thinkers that can perceive situations from different perspectives and offer solutions. Our students are eager to participate in this workforce and are pursuing a variety of careers which are in high demand in our region, such as hospitality industry, medical and biotechnology, clean tech, information and communication technology, just to name a few. In addition, many of our students appreciate independence and autonomy; as a result, they want to be self-employed, or want to become business owners adding to the multicultural tapestry of our city.

On the next two pages is an explanation of the program and a flowchart that details the courses in the ELAC program. If you have questions, Please contact the ESOL/ELAC Chair, Professor Donna Duchow (dduchow@sdccd.edu).

(source <http://sdcity.edu/ELAC>)

ELAC Program Description and Explanation

On this page is an explanation of the ELAC program. If you have questions, Please contact the ESOL/ELAC Chair, Professor Donna Duchow (dduchow@sdccd.edu).

The English Language Acquisition (ELAC) program is committed to supporting non-native speakers of English in developing their academic English language skills to enable them to succeed in college courses. We offer a range of courses designed to engage students from low-intermediate to advanced levels of English. Core courses consist of integrated academic reading, writing, and grammar as well as academic listening and speaking. Specialized courses in areas such as pronunciation and focused grammar are also being developed to support the individual needs of each student.

The ELAC program consists of four levels. Students are placed at a level based on an assessment test.

The first level, L19, of the ELAC program is low-intermediate and consists of a nine-unit course, ELAC 15 (Introduction to English Literacy and Communication), that supports English language learning in academic reading, writing, grammar, as well as academic listening and speaking. Some students at the beginning levels of developing their academic English skills may find this course challenging, and may be better served through Continuing Education prior to taking ELAC 15. Students who desire progressing through the program at an accelerated pace may take a two-unit elective course, ELAC 16 (Accelerated English Language Acquisition), which supports students in preparing to challenge the second level course of academic reading, writing, and grammar, ELAC 25.

The second level, L20, of the ELAC program is intermediate and consists of two core courses, each of which are 6 units - ELAC 23 (Academic Listening and Speaking I) and ELAC 25 (Integrated Reading, Writing, and Grammar I). We recommend that students attending part-time take ELAC 23 prior to taking ELAC 25. Students who desire progressing through the program at an accelerated pace may take a two-unit elective course, ELAC 26 (Accelerated English Language Acquisition), which supports students in preparing to challenge the third level course of academic reading, writing, and grammar, ELAC 35.

The third level, L30, of the ELAC program is high-intermediate and consists of two core courses - ELAC 33 (Academic Listening and Speaking II), which is 3 units, and ELAC 35 (Integrated Reading, Writing, and Grammar II), which is 6 units. We recommend students take ELAC 33 prior to taking ELAC 35 if they prefer to take 6 units or less in a semester.

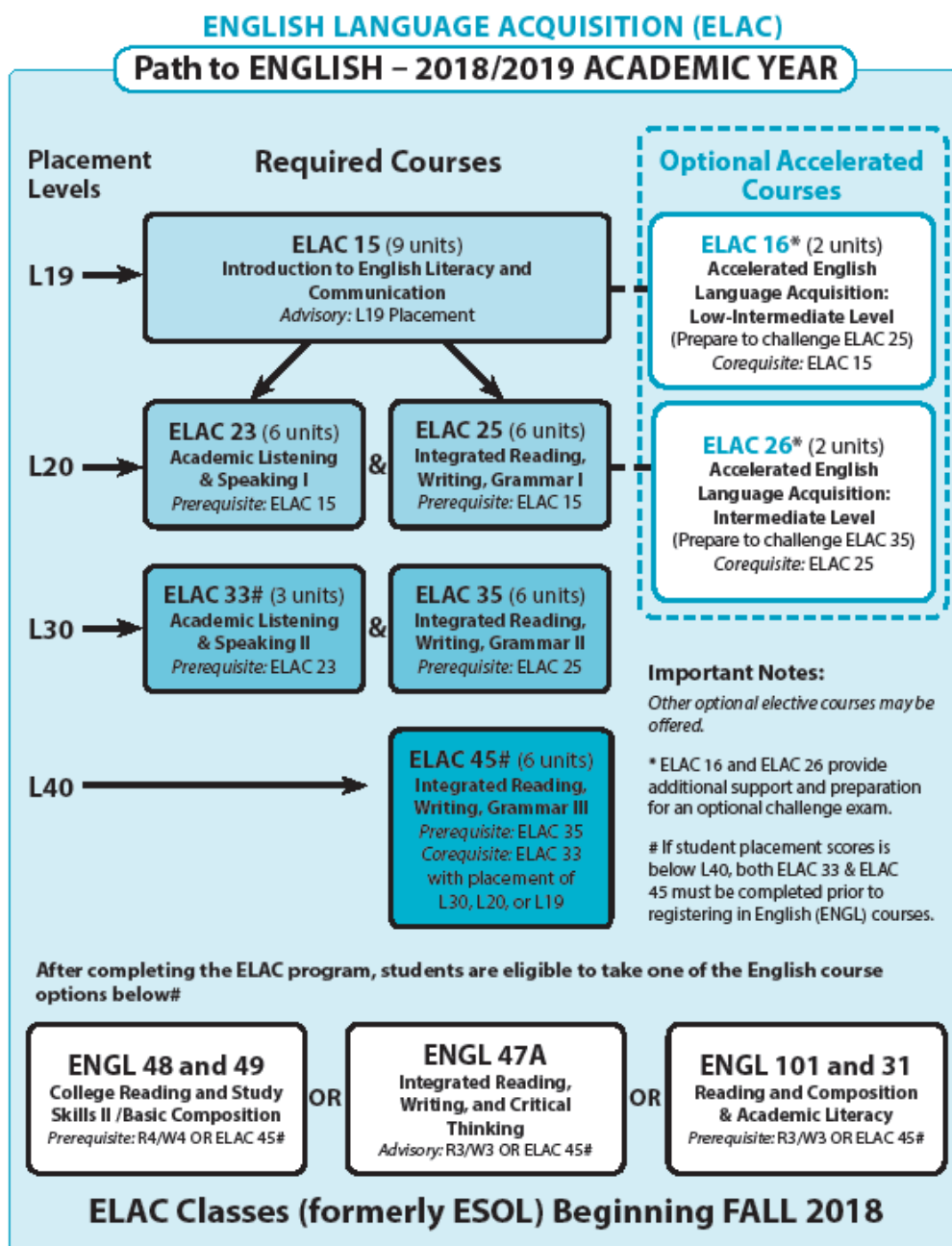
The fourth level, L40, of the ELAC program consists of a 6 unit advanced level course, ELAC 45 (Integrated Reading, Writing, and Grammar III). Upon successful completion of ELAC 45, students are prepared to take English courses (ENGL 47A or ENGL 101 & 31).

Students who place at L19, L20, or L30 must complete ELAC 45 and ELAC 33 prior to taking English courses. Students who place at L40 only need to complete ELAC 45.

(source <http://sdccity.edu/ELAC>)

ELAC Curriculum Path to English Chart

On this page is a flowchart that details the courses in the ELAC program. If you have questions, Please contact the ESOL/ELAC Chair, Professor Donna Duchow (dduchow@sdccd.edu).



Fighting Through Obstacles, by My Nguyen

One student's view on *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie.

After finish a novel "The Absolutely True Diary of a Part-Time Indian" of Sherman Alexie, I was mixed emotions. I admire the main character Arnold because of his maturity but I also feel sad because he has a lot of suffering in life. My painting expresses the difficulty of Arnold to overcome all the barriers of the life and the threat of alcohol to human life. In the middle of my paint, I draw Arnold is trying to jump through all the obstacles to get to Reardan School as well as integrate with all people. He has to leave the Reservation with his family, his best friend and faces racism. It was really hard but he still tried and never wanted to give up. He is determined to achieve his goals, ignoring the stereotype of people. On that road, he encountered a lot of occurrence and losses but nothing can stop him. In my view, he saw the obstacles in his life as a challenge for him to try harder. One example of billionaire Indian N. R. Narayana Murthy, he starting with \$250 loan from his wife, step by step built his career, overcome many difficulties and challenges to make his company Infosys become one of the world's largest software group. On the top right of the painting, I draw three of Arnold's relatives who had died from the



Picture by My Nguyen

accident. They are his grandmother, his sister Mary and his father's friend Eugene. I used the transformer and levitation techniques to represent them like the angels. The story in the book was so sad, so I wanted to paint the picture in a positive way. Death is not the end, they just start a better life in another world. They always beside in Arnold's life to protect and energize him to keep trying. Those losses also help him to recognize the negative aspects of his life and giving him more motivation. On the left side, I used the juxtaposition techniques to paint the cause of people's deaths in the book and it is also a warning to all people about the harm of alcohol. Firstly, Arnold's grandmother who always gave him good advice was killed by a drunk driver when she was walking back home from a mini powwow. Secondly, his father's best friend Eugene was shot

and killed by one of his good friends Bobby when they were too drunk. Lastly, his sister Mary who runs away but always loves and support him was drunk and was burned until dead in the back restroom with her husband. Drinking alcohol will kill your ability and you can't control yourself. Indian has a big problem of drinking alcohol. According to the Indian Express newspaper "One Indian dies every 96 minutes due to alcohol consumption" in 2013, that's the huge number. In addition, my painting also brings a message for everyone. Stop drinking alcohol as soon as possible. This paint has only a minor effect of alcohol, it causes numerous other serious consequences for our lives. We know that the effects of alcohol are not only on health but also on social life in general, so we need to control the amount of alcohol we drink to avoid unfortunate mistakes for families and society. Besides, try as hard as you can to get what you want. The colorful life changes every day, we can not predict what will come to us. Using pain and obstacles to motivate yourself and keep going. Only your efforts will decide your life.

*** This story was written by My Nguyen, a Mesa College student in ESOL 31 in Fall 2017.

From East Coast to West Coast, by Iran Diaz Sarmiento

Iran Diaz Sarmiento is a student at Mesa College in ESOL 40 in Spring 2018. This is her story about her journey to San Diego.

We were sitting in the living room of our house in Reading, Pennsylvania on the fall of 2015, hoping the oil in the furnace will not run out, it had snowed heavily that night and the temperature outside was close to freezing. In the past, we had felt such coldness inside our house and felt like Popsicles, and this was not a pleasant feeling (we felt like Popsicles in the past when the oil in the furnace had run out) that we no longer had tolerance for. This event, among other things, are what drove us towards the decision to move to a warmer place like San Diego, California. After continuing back and forth deciding the details of our trip, we finally made the decision to move on in the spring of 2016 to San Diego. Little did we know of the challenges we were to encounter and there was going to be many. Among these challenges were, the actual move in itself, finding a place to live, and a school for our kids to attend in San Diego. Just as eager as the trees are waiting to re-blossom with new leaves in Spring, we were just as eager to leave Pennsylvania that same spring of 2016. The day finally came, on May 15th of 2016. Just prior to this day, we had been trying to sale our house for two years and it was finally sold. Selling our house made me very happy and yet, nervous, and sad all at the same time because we no longer had a house or a place to stay. We had lived in this house for a little more , than a decade. On that same, we were to attend my husband's second graduation (he had already received a bachelor's degree of Science and now was receiving and associates degree in Arts) it was a very well organized graduation, my children and I enjoyed the beautiful ceremony where all the students looked extremely happy, including my husband. After three hours of the ceremony, we were hungry, so we had our last meal in ths Italian place called "Viva". After nervously eating this last meal, the time for our trip had come. We started driving and it was exciting for the first 12 hours and then I realized how challenging this trip was going to be. We drove a grey Toyota Camry with four doors and the car was comfortable (at first), but when sitting inside 12 hours every day for five days, this alone became a real challenge. I kept looking straight ahead as we drove, but the road never seemed to end, it was like we were driving in a continuous, never-ending cycle. Finally we arrived in downtown San Diego California, I took my phone out of my purse and wrote the word google to search for hotel near me and a few seconds later I fell asleep with the phone on my hand. I was very tired and my husband asked me "did you find something?" that question jolted me awake and I continued to look for a hotel. Then a few minutes later I finally found a hotel named the Red Roof Inn, for all of us to stay in, and we slept in that hotel for the rest of the night. As we got to San Diego, we were so happy to leave that long trip behind us, but we where not ready for our next challenge. We knew that finding a place to live was not going to be a walk in the park, just finding an apartment presenting itself is very difficult. My husband and I went to several locations to ask if they had vacant apartments but the first thing they asked us was where we worked and how much we earned. Of course we did not have a job yet so this created a problem with the land lords because they wanted proof of our future income. We could not find anyone to rent to us and after two weeks of living from hotel to hotel we finally found a place to stay. I walked into an apartment building as tenant was entering, I asked him where I could find the manager and he pointed down the hall. I explain the situation to the manager and our hardship thus far and she agreed that we could rent if we would pay cash in advance for six months so we did. It felt like haven to finally have a place to sleep the whole night long without having to check -out by 11 in the morning the next day. Our final challenge was finding school for our children because we came in the month of May and still our children had not finish the semester of their school in Pennsylvania. It was very stressful for our children because they left their friends behind and had to make new friends. We had only one week to register our children in school and we finally found a school to register them. Today, I'm sitting on my balcony typing this paper as the rays of sun warm my skin. Siting here makes me happy that I am no longer a Popsicle in that cold place in Pennsylvania. I also think back about the long journey in the car, but now I realize that siting in the car for five days is something I would do again because it has been worth the challenges to come to San Diego. It was struggle to find an apartment and to pay six months in advance. Our children have now made new friends and are as happy living here as we are. This challenges make me stronger person.

This I Believe, by Thuan Ho

This story was written by Thuan Ho, a Mesa College Student in ESOL 31 during Fall 2017.

It is not easy to succeed I believe that it is not easy to succeed. Successful are achieving your dreams and being happy with your life. The most important things are knowledge and hardworking which will lead you to succeed. Knowledge is vital. You should prepare yourself well when you are still a student. Focus on your soft skills and your major skills but also improve physical and mental string. Try your best in every class. Taking part in events and workshops which can teach you lots of things. Like me, my major is financing, so I would like to join in events and workshops which are related to personal finance, how to build or fix credit, investing, identity theft, etc. It will give you an opportunity to learn, challenge yourself with your career, give you the first look of your major, and you will have a change make friends with people who are studying the same major or related to your major. You can learn good things which school does not teach you. Keep in touch with your professor, so they can give you advice when you need it. Do not worry if you have mistakes. The only thing that matter is you can learn from your mistakes and have more experiences for the next times. No one can succeed without having mistakes. I know the path to success is never full of roses, but the previous experiences of the previous mistakes will make it easier for you to reach your goals. You should have a dream which can keep you go far beyond your success path. Be hard-working and put your heart in everything you do because “success always comes when preparation meets opportunity” (from Henry L. Hartman). Some people asked me why did I start to study English late. My answer was I was afraid of it. Actually, I started learning English when I was in grade six. I was too young to understand how important of it to my life. Because my parents cannot speak English, and they were too busy to learn it. They had wanted me to learn it and help my family to communicate with others after we came to the United States. Although I passed every English class by guessing the answer, my grade was lower for each year. When I was in grade ten, I could not guess the answer anymore because it was really hard. I buckled down and spent almost four years on studying English from the basic. I pushed myself to do more and more. When I did my homework, I always find more on the internet as an extra practice. And also, I listened and watched English music and movies with English subtitle in my free time. That is why when I came here, I could communicate with others for some basic sentences. I went to community college for one year to prepare and have some ideas of how to study in America. I teach my sister do her homework as the way to review my knowledge. Although sometimes I got some mistakes, I know that I can learn from it and improve it. I want to be successful because I want my parents to be proud of me. I can be a good model for my sister. I can take care of myself. My parents do not need to worry about me anymore. My family will have a better and happy life.

Upcoming Workshops in the Writing Center!

Strategic Reading	Sat, 4/21	10 to 11am	Kenia Galaviz
How to Write Professional and Academic Emails	Tues, 4/24	3 to 4pm	Jaime Lenke
Reaching Your Word Count	Sat, 5/5	10 to 11am	Becky Snow
What an Ending! Writing Strong Conclusions in Essays	Sat, 5/12	10 to 11am	Becky Snow

Meet a Graduate Tutor!

Did you know that we have Graduate Students from the University of San Diego working in our ESOL classes? I am pleased to introduce one of our Spring 2018 ESOL Graduate Tutors, Jessica Cheng. She is assisting students in ESOL 21, and is also holding office hours in the Writing Center (WC) in the Learning Resource Center (LRC). Keep reading for more fun facts!

Jessica Cheng is working with Professor Jaime Lenke in our evening ESOL 45 class. She is currently a MA TESOL student at the University of San Diego. She is holding her office hours in the WC on Wednesday afternoons from 3:30am to 4:30pm. When I asked her about her experience working with ESOL students, Jessica said, “I love working with ESOL students! My favorite thing is working with students from other countries and cultures. I enjoy working through problems together with students, and the best part is finding the answers to questions together! When not on campus, you can either find Jessica in a café or on her way to one! She looooooves coffee! Stop by and say hello!”



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ENGLISH
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LANGUAGE
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ACQUISITION
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Become an ESOL Tutor and Help Your Fellow Students!

Do you want more practice speaking English with native speakers, while also helping your fellow students AND get paid for it? Then becoming a tutor in the Writing Center might be a perfect fit for you! Please reach out to Jaime Lenke (jlenke@sdccd.edu) or Jorge Villalobos (jvillalobos@sdccd.edu) for more information!

**Get Paid to Practice
English and Help Your
Classmates!**

San Diego Mesa College

School of Humanities Mission Statement

Faculty and staff of the School of Humanities at Mesa College endeavor to foster an environment in which students feel safe taking risks and expressing themselves. We emphasize careful consideration of diverse perspectives and the development of strong critical thinking and communication skills within the context of students using their voices to address issues that touch their lives. Encouraging students to contribute to public dialogue increases awareness of the world, highlights the vitality of thought and expression, and inspires local and global engagement. Our approach is designed to allow students to take ownership of their educational experiences and recognize that the skills developed in the classroom transcend academic life and equip them with tools that will help them achieve success and shape their world.

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