

ESL MAGAZINE



CHAVEZ RAVINE: A THEATER REVIEW

One student writes about seeing *The Chavez Ravine*, a play put on at East Los Angeles College.

ESL CLUB 10TH ANNIVERSARY

ELAC's ESL Club is one of the longest-running clubs on campus. Keep reading to learn about how the Club commemorated 10 years of international friendship.

NIGHTMARE AT THE BORDER

The USA has struggled with the morality of its immigration policy on separating families. Be in the know about this critical issue that affects Americans and immigrants alike.

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ABOUT THE COVER

The photo on the cover of this special summer issue shows protestors in San Diego as well as a police officer working to control the crowd. Protestors continue to make the presence known as the government (at both state and federal levels) try to find a solution for policies and procedures regarding illegal immigration and the detention of illegal immigrants. (Photo taken by S. Behseta)

LETTER FROM THE EDITORS

Dear Readers,

We are excited to offer a summer edition of the ESL Magazine in a fresh new format, including work from Noncredit and Credit ESL authors. In this issue, we will feature photos and memories from the ESL Club Banquet, a theatrical review of Chavez Ravine, and responses to a universal story by Aesop, following the current events that have impacted many families at the U.S. border. We have also transcribed two inspirational speeches given during the Noncredit Recognition Ceremony.

Our appreciation to Kathy Koupai, Jennifer Tang, and Khetam Dahi for submitting writing samples and photos for this issue.

We hope you enjoy the issue!

The Editors

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ESL CLUB CELEBRATES 10 YEARS

BY YUNFANG WU, ESL 4B



On the evening of May 25, 2008, the ESL Club's 10th anniversary celebration was held at Luminarias Restaurant in Monterey Park. The celebration officially began at 7:00 PM. Professor Khetam Dahi, a favorite amongst students, attended the event. I took a picture with her, and I was very happy and grateful to take it with Professor Dahi! She has given students so much hope and help, so that we have the confidence to continue to study hard.

What is most worth mentioning about that night is that everyone had a new, totally different look from usual. Men

had on suits and dress shoes, and they were handsome. The women wore evening dresses as beautiful as flowers! During the dinner, we communicated with each other, and learned from each other the methods and experiences of language learning. The climax of the party was dancing and singing, and everyone was relaxed and happy. In the end, the leaders of ESL Club gave certificates to outstanding students and others. The anniversary drew to a happy close. I hope to meet everyone again next year!

(All banquet pictures provided are courtesy of the ESL Club & its members)



Top Right Picture: Professor Dahi giving a speech about the success of the ESL Club

Bottom Right Picture: The Spring 2018 Board Members performing an original dance.

Bottom Left Picture: The Spring 2018 Board Members with their volunteer certificates.



ESL CLUB ANNIVERSARY: REMAIN FRESH IN MY MEMORY

BY YUE LIU, ESL 4B

The story of a week ago still remains fresh in my memory. It was our teachers' weekend party. Dressed in a new suit and beautiful shoes, I drove happily all the way to the party with my two sons.

When I opened the door of the room, the relaxing music was around my ears. My teacher gave me a warm hug, and I had the feeling of coming to my family, and eliminating the gap between Eastern and Western cultures. At the beginning of our dinner, one of my sons saw steak and shouted that he would like to eat it. When I saw my children's aunt cutting a piece of beef, I cried out with joy, and said "thank you." I think my children have

grown up and become sensible, because they unexpectedly brought cups of coffee for me and my classmates. Slowly, children learn how to do something to help others. In addition, I am full of gratitude and thankfulness for my kids' understanding, since I go to school and brought them here. I was able to meet so many teachers and classmates, and I am greatly thankful. I love this country deeply because it gives me a second life and lets me have hope for work and a good life.

How do I feel after hearing this story? I love this society and country more than before, so I will dedicate myself to this society and country.

"My teacher gave me a warm hug...I had a feeling of coming [home] to my family."

In the photo to the right, Yue Liu and his children smile outside of the Luminarias restaurant where the ESL Club had its banquet.

(This picture is courtesy of Yue Liu)



THE LION AND THE MOUSE:

RESPONSES TO AN AESOP FABLE

BY NONCREDIT ESL 044

At the Southgate Campus, students in Noncredit ESL 44, taught by Kathy Koupai, read a famous story by Aesop: "The Lion and the Mouse":

A mouse ran across the face of a sleeping lion and woke him up. The lion was very angry. He put out his paw and caught the mouse. "You woke me up," he said, "I will now eat you."

"Please don't," the mouse said. "If you will let me live, I promise I will help you one day."

The lion laughed. He couldn't think of how a small mouse could ever help him, but he said, "Very well. I'll let you go this time. But don't wake me up again."

A year passed. The lion fell into a hole dug by a hunter. The hunter then tied the lion up with rope. The lion tried to get away, but he couldn't.

The mouse heard the lion and ran to see what was wrong. He saw the lion tied up. The lion could not move. He was crying. The mouse spoke to the lion, "Do you remember me? You let me go free a year ago. Now I can return the favor." The mouse began to cut into the rope with his teeth. The lion got out of the rope, and climbed out of the hole. He was free!

Maria Romero responded:

Sometimes in life one could feel strong and powerful, thinking others are insignificant, but everybody has his or her own intelligence, even though they're small or big and could be helpful to others in some situation. In my opinion, the moral of this story is an insignificant person could be smart and helpful to give a hand to someone with a problem. The hunter catches the lion, and ties him up with rope. The mouse helps the lion by cutting the rope.

Sara Cavillo responded:

I think you never know when people can help you, No matter how they look, maybe they are not strong or weak. But everybody helps us in some situations, so don't judge people on how they look.

Maybe they are stronger than you are and you need their help to resolve some problem.

This picture to the right depicts a bronze statue of The Lion and the Mouse.
(This picture is courtesy of maxpixel.net)



WATCHING CHAVEZ RAVINE: WRITTEN BY CULTURE CLASH

BY SHU-CHIUAN CHANG, E.S.L. 008

On May 20th, the P2 Proscenium Theater of East Los Angeles College revealed the historical *Chavez Ravine* culture clash. Ramiro Segovia is the director and a professor at East Los Angeles College. He also is a program director, and part of media and design. In *Chavez Ravine*, he uses humor and offers criticism in many different scenes in the play. According to Wikipedia.org, "Chavez Ravine is a shallow L-shaped canyon located in Los Angeles, California, United States, partially in the Elysian Park neighborhood." It was where Dodger Stadium is now located. Segovia claims that "The play tackles gentrification, race and class divisions, urban power structures, McCarthyism, community identity and the search for a home, among other issues." The play describes people who came from a Mexican-American community and fought for their property rights during the 19th to 20th century. In *Chavez Ravine*, the Mexican-American families are poor; they can't buy houses in other areas. Therefore, Chavez Ravine is the only place they can live. In the end, families who refuse to sell to Dodger Stadium lose their homes. In the play, Maria Ruiz, played by Gabriela G. Maldonado, believes that families have the right to own houses, but her brother Henry, who is played by Christopher Barajas, gives up their home. Throughout the show, audiences have very different experiences with the actors' pronunciation, emotional performances, and voice control.

The performers added a Mexican accent on purpose. There are many characters in the play, and as the main character, Maria Ruiz, Gabriela is excellent. In this play, the characters have an accent because they are Mexican-American. In their daily life, the characters spoke Spanish to communicate. Therefore, when they spoke to people who didn't speak Spanish, they still had an accent in their speech. The actors' accents made the audience feel a sense of authenticity. Moreover, their accents made audiences feel more exotic. They did it on purpose. But occasionally when they had something to say to the audience, the accent was not used.

(Continued on the next page)

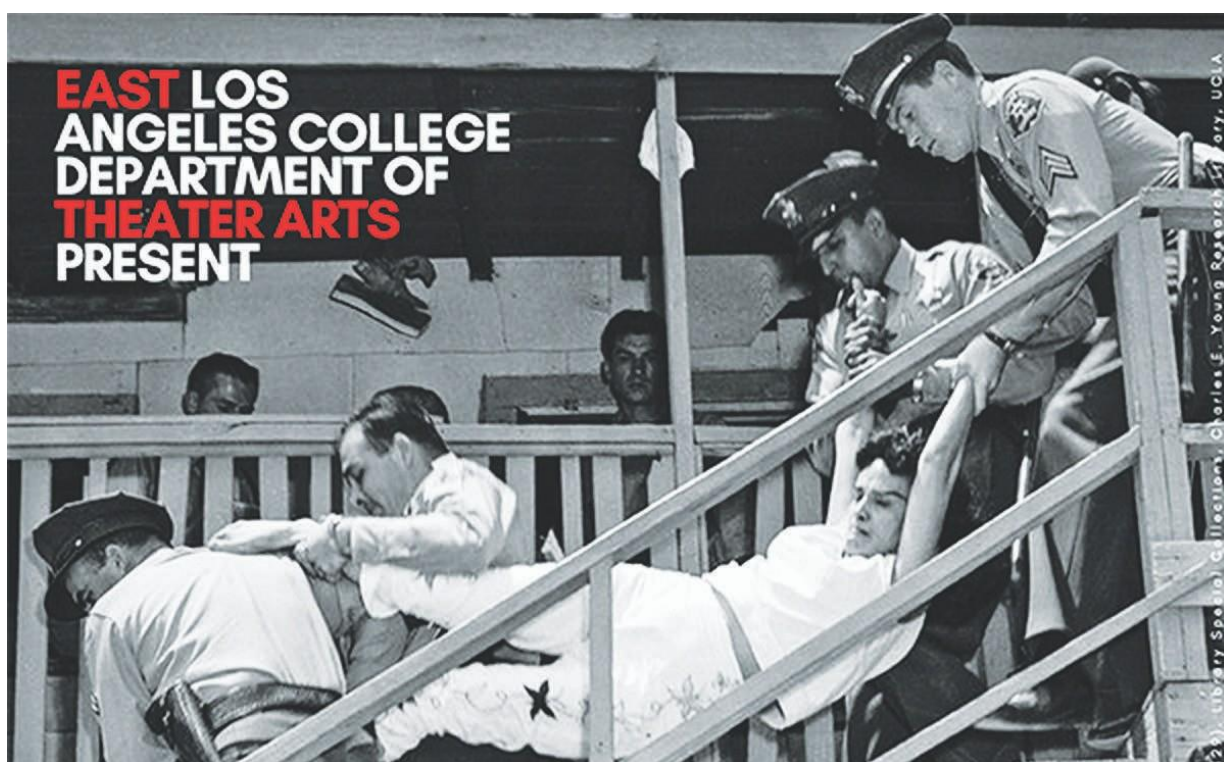


The pictures on the left are of the Chavez Ravine evictions that took place in order to make room for the construction of the Dodger's Stadium. Pictures courtesy of the TESSA Digital Collections of the Los Angeles Public Library (www.lapl.org)

In the play, the actress Maldonado controls her breath during her performance. When a theater student has learned voice and articulation from theater class and watched Maldonado's skills, the student could learn that her performance was delivered confidently due to her skillful breathing during the play. Maldonado held her breath while giving a long speech. Therefore, it was difficult for the audiences to figure out if her breath and stomach were moving due to her excellent performance skill.

In the play, Maldonado used a soothing tone of voice to express happy feelings, and a high voice to show her anger. For the audience, the difference was easy to hear. When Maldonado had a bitter tone, an accusatory tone, a frightened tone, or an angry tone, she made her voice go up or down to show her different emotions. For a foreign student, sometimes the actors' conversations were spoken very fast and couldn't be understood. Moreover, Spanish was used to express jokes, but for ESL students who do not know Spanish, understanding Spanish jokes is another difficult challenge. However, through body language, ESL students can guess a little bit of what's going on, but not all the time.

All the actors in the show had very good performances. Their pronunciation and speeches were professional, so everyone could hear their extensive vocal coloring. A student in the audience said: "They had a very strong message." Their performance made a very deep impression to all. At the end, the audience stood up in order to show their respect. It was a successful show.



"MEXICAN-AMERICAN FAMILIES WERE POOR;
THEY COULDN'T BUY HOUSES IN OTHER AREAS.
THEREFORE, CHAVEZ RAVINE WAS THE ONLY
PLACE THAT THEY COULD LIVE."

ABOVE: This photo from the Chavez Ravine evictions was used in a promotion for the Culture Clash's play. (Photo courtesy of ELAC Campus News and www.elac.edu)



ABOVE: Sandy's ESL 040 class in the Noncredit Department holds a potluck.

Photo is courtesy of Junyi Liang (Sandy)

NONCREDIT RECOGNITION CEREMONY SPEECH

By Junyi Liang, Noncredit ESL

"Hi everyone, my name is Sandy. I have studied at ELAC for one year, and I am going to take credit classes this fall semester. When I first arrived in the United State of America, I was so excited and interested in everything. But, I was also afraid of everything because English is my second language; I don't know English well. I realize that it is important for me to improve my English in order to earn my life here in the United States. That's why I take Noncredit classes at ELAC. The Noncredit Department provides many different classes to help students like me improve the English.

That is really helpful. So, I feel confident to give my speech here today. I am very grateful to the Noncredit professors. They are very kind and patient. Also, thanks to the counselors for their help and support. Now, I am ready to start with credit classes. I will continue to pursue my education, and I want to encourage all of you to pursue yours. Thank you!"



MY CITIZENSHIP PROCESS: A NONCREDIT ESL SPEECH

By Walter Perez, Noncredit ESL

A SPEECH ABOUT MY CITIZENSHIP PROCESS

"Hello, and good morning everybody. My name is Walter Perez. I am here to share some words about the process of gaining citizenship.

I am thankful to ELAC and the Noncredit Department for inviting me to this special event.

Last fall, I attended a citizenship class that East Los Angeles College provides to the community for free on Saturdays. Other classes are offered as well through the Noncredit Department.

Motivated by my mother's recommendation, I took this class in the first place to learn about American history, the government system, the application process for immigration, and other aspects of the United States. By myself, I thought about applying after having a good time attending classes because I did not know how long this process would take with immigration. But, thanks to my teacher Nubia Sell's recommendations, I was motivated to apply immediately, taking into account my personal and family situation. I began by filling out the application and making copies of some personal documents. I sent the package to immigration on September 16, 2017. I received the confirmation that they received it on September 21, 2017. On October 18, 2017, I had the appointment for my fingerprints. At the end of March, I received the appointment for an interview on April 27, 2018. While I waited for the appointment to come, I attended citizenship classes during the Fall 2017 semester here at East Los Angeles College. The citizenship class was of great importance and helped me through the process. This was true for other students as well. During the year, I continued studying reading, writing, listening to civic questions, readings of United States history, and vocabulary."

(continued on the next page)



Above Picture: Walter Perez (on the day he gave his speech) celebrating his accomplishment on becoming a citizen of the United States of America.

The picture above is courtesy of Professor Jennifer Tang.

"I FELT VERY HAPPY FOR HAVING TAKEN THIS STEP...I AM GRATEFUL."

"As a result of all this, on the day of my interview which I attended with my mother, we arrived at the office at 8:30 a.m., even though my appointment was at 9:00 a.m. I immediately presented the letter with the appointment to the office, then approximately 5 minutes later, I heard my name called through an intercom from a woman who was my very kind interviewer. She asked me for some personal documents, and introduced herself as Julie Reynoso. After we entered her office, she asked me to raise my right hand and promise to tell the truth and only the truth in the interview. Then, in a small conversation, she asked me if I had studied and was ready for the exam. I said yes, I had taken some classes. She then proceeded with the civic questions, from which I answered six correctly. Then on my reading test she asked me to read this sentence: The Capital of the United States is Washington, D.C. In my writing exam she dictated this sentence: The President lives in the White House.

Thanks to God, my family, East Los Angeles College, the Noncredit Department, my teacher Nubia Sell, the citizenship class, and my personal effort, I passed the exams correctly.

I then continued with my speaking test. I reviewed and confirmed my personal information on the N400 form application, my responsibilities and rights as a new naturalized citizen of the United States, and all was correct. Then the officer told me, congratulations, you have been approved! Of course I felt very happy for having taken this step, which was a personal and family goal in my intellectual life. Then he told me to wait for a few weeks to receive the appointment for the oath ceremony, which would complete the process and I would become an American citizen. The interview took about 30 minutes, and everyone was very friendly at all times.

Once again, I am grateful to East Los Angeles College for the different academic opportunities it offers our community, and for allowing me to share my personal experience in this great event. Thank you very much to all!!!"



PHOTOGRAPHS IN REAL TIME

U.S.-MEXICAN BORDER CROSSING



FAMILY SEPARATION



BORDER PROTESTS



NIGHTMARE AT THE BORDER

In early June 2018, an item in the news shocked the public: More than 2,000 children have been forcibly separated from their parents at the ports of entry to the United States. The numbers of refugee children, some of whom are younger than two years old, had been building over several months. The U.S. Attorney General stated that the United States will no longer accept asylum seekers fleeing domestic abuse or gang violence in their homelands. Photos of detention centers with children in cages, and audio of crying from these centers, shared on social media,

have had a powerful effect on the public as well as political figures. Current and former First Ladies, including Laura Bush, Roslyn Carter, Hillary Clinton, Michelle Obama, and Melania Trump, stated that this current immigration policy must end. On June 30, fifty thousand protestors gathered in Los Angeles with colorful posters, many wore jackets with the slogan "I Care" on the back. Thousands more marched nationwide calling for an end to ICE, Immigration and Customs Enforcement.



"The New Colossus" by Emma Lazarus

*Give me your tired, your poor,
your huddled masses yearning to breathe free,
the wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!*

Above Photo: Image of the Statue of Liberty crying (by [getdrawings.com](#)) and the Emma Lazarus poem that is on the Statue of Liberty in New York City.

USA
CURRENT EVENTS
THE EDITORS
REPORT

Pictures from top to bottom:

(1) A cautionary sign near the U.S.-Mexican border (by [Jonathan McIntosh/Flickr](#)); (2) Children at a detention facility in McAllen, Texas, in June 2018 (by U.S. Customs and Border Protection); (3) San Diego protesters making statements about current American policies on illegal immigration detention policies (by [S. Behseta](#))

CAN I LEARN ENGLISH BY REPETITION?

BY SAEIDA TOOFI, LAX ENGLISH.

In modern language education, teachers do not like to use repetition as a method in their classrooms. They usually discourage their students from doing so. In contrast, I have seen many students that still use flash cards to memorize the meaning of words or for correct spelling. In this blog, I will discuss the use of repetition in learning a new language from a different perspective.

Pavlov's dogs

One of the oldest methods of learning English was called "Audio-lingual" approach. In fact, this approach was based on repeating different forms of English language. The idea behind the Audio-lingual method came directly from an important learning theory, called 'Behaviorism.' If from your high school or university classes you still remember the experiments Ivan Pavlov did with his dogs, you know what I am talking about. In behaviorism, we learn things because we come to associate two, usually unrelated, things together through reinforcement. In language education reinforcement was translated into repetition. It was suggested that we learn the meaning of words through constant repetition. Although the Audio-lingual method was relatively successful among soldiers who wanted to get language training for overseas services, this method was not received well in mainstream language classes. It was all abandoned and was replaced by other approaches that allowed language learners to reflect on the meaning of words and the function of grammatical structures. In fact, the behavioristic method itself came under attack and was replaced by another theory of learning called 'cognitivism.'

Throwing out the baby with the bathwater

When behaviorism was abandoned as a theory of learning, all of its strategies and methods were also discontinued. As it goes in the English saying, the baby was thrown out with the bathwater. However, I think there are many good ideas about behaviorism that still can be salvaged, especially in the case of learning a new language.



Learning pronunciation through repetition

Pronunciation is one of the most challenging aspects of learning English or any other language. Pronunciation, in effect, is a motor skill. That is, more than our brain, it is actually the muscles of our vocal cords, tongue, lips, and mouth cavity that are being used when we speak. Muscle learning, such as skiing, playing the piano, dancing, riding a bike, etc. can only be acquired through training and repetition. As such, I do believe that repetition is still one of the most useful methods to learn the pronunciation of a new language.

Repetition is not a reproduction

I also think there is a general misunderstanding about the repetition. Many people assume that when we repeat a word or a grammatical structure, it is reproduced in the same way. This is far from the truth. In fact, every time we hear the word 'freedom,' for instance, in a new sentence, we come to understand a different meaning from it. In a way, what 'freedom' means is an accumulation of different meanings of this word in different places. Even for concrete objects, such as a 'chair,' this concept is still the true. In interacting with a child, the first time a parent points to a chair and says a 'chair,' the meaning of a 'chair' is only in that particular chair. The child still has no idea what it is that all chairs must be in order to be called a 'chair.' It is only through repetition of different kinds of chairs that a child comes to understand the real meaning of a chair, as a concept and not as an object.

All in all, I do believe that we indeed threw out the baby with the bathwater when we got rid of the use of repetition in language education. And I think many English language learners can still benefit from repeating letters, words, and phrases to improve their language skills.

*Interested in more articles about learning English?
Check out www.laxenglish.com for more information.*

NEED A TUTOR?

VISIT THE MODERN LANGUAGES LAB

TUTORING HOURS

SUMMER 2018



ANDREA

TUESDAYS

4:00PM - 5:30PM

WEDNESDAYS

4:00PM - 5:30PM

THURSDAYS

10:00AM - 1:30PM

SAM

MONDAYS

11:00AM - 2:30PM

TUESDAYS

11:00AM - 3:00PM

WEDNESDAYS

4:00PM - 5:30PM

BEATRIZ

MONDAYS

12:00PM - 1:30PM

TUESDAYS

12:00PM - 1:30PM

WEDNESDAYS

12:00PM - 1:30PM

TONY

MONDAYS

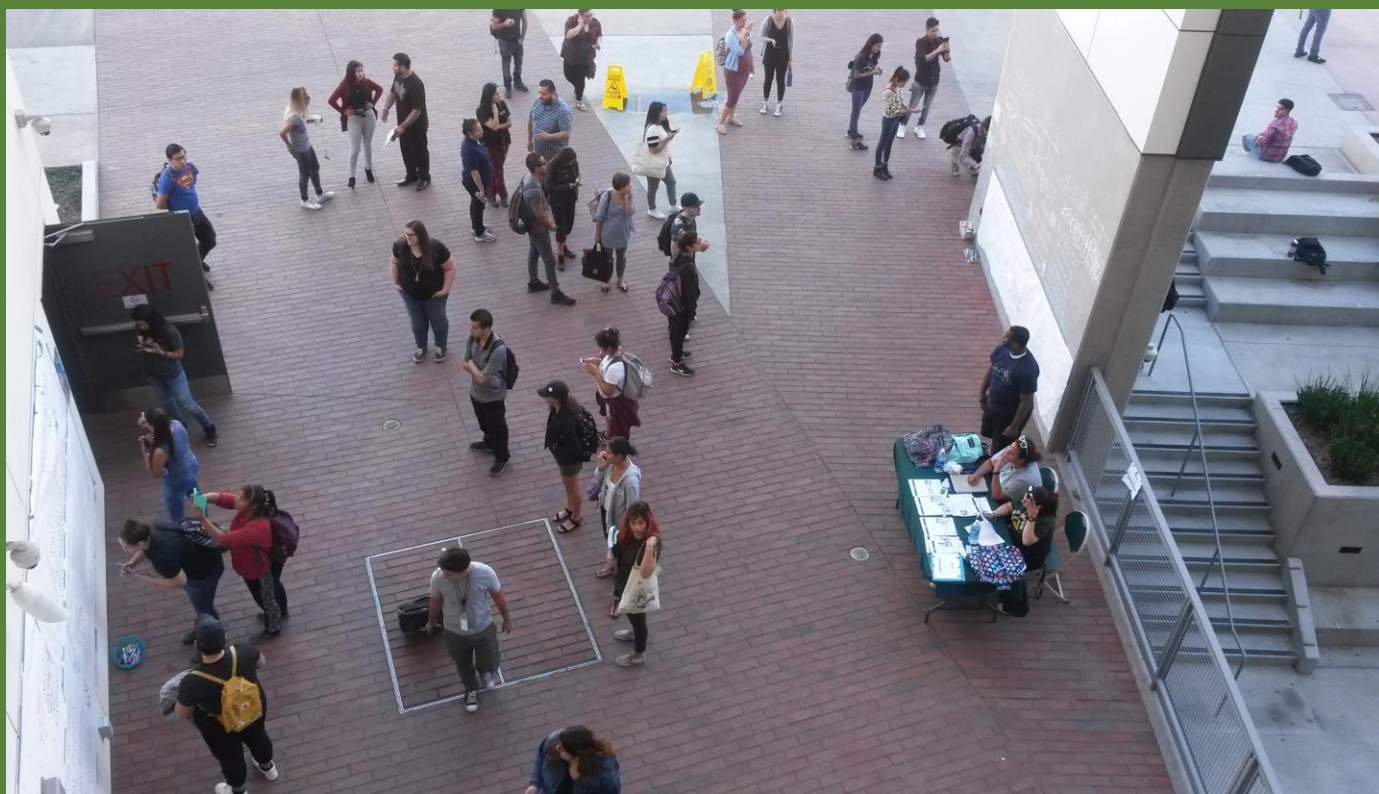
12:00PM - 1:30PM

TUESDAYS

12:00PM - 1:30PM

WEDNESDAYS

12:00PM - 1:30PM



DON'T FORGET TO REGISTER FOR FALL SEMESTER 2018!

Do you need more opportunities to practice and improve your
English?

You can take one of these classes in the fall!

Listening and Speaking (3 units):

ESL 3C, T/Th, 1:45-3:10pm, Nathan Warner

ESL 4C, M/W, 10:35-12:00am, Cecilia Chan

ESL 5C, M/W, 10:35-12:00, Jenell Rae

ESL 6C, T/Th, 10:35-12:00, ELAC Staff

Reading and Vocabulary (3 units):

ESL 3B, M/W, 12:10-1:35, Khetam Dahi

E.S.L. 4B, T/Th, 10:35-12:00, ELAC Staff

E.S.L. 5B, M/W, 12:10-1:35, ELAC Staff

E.S.L. 5B, T/Th, 10:35-12:00, ELAC Staff

E.S.L. 6B, T/Th, 1:45-3:10, ELAC Staff

E.S.L. 7B (Pre-req: ESL 6A)

MW, 10:35-12:00, Cheri Langdell