

English as a Second Lan-

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“If we had no winter, the spring would not be so pleasant; if we did not sometimes taste of adversity, prosperity would not be so welcome.” ~ Anne Bradstreet

Springtime may be the most popular season of all. Why is it so? Possibly it is because it follows one of the toughest times of the year. Winter seems like it is a time of limits – short days, cold weather, rain and mudslides. It seems like we always need to make sure that we have enough food, enough clothing, enough light and electricity. With springtime, we can relax! When we look up, we can see more blue and can imagine the infinity of the sky. The budding leaves on the trees let us know that new things are on the way. But a lot of renewal also occurs in the winter. It may be that we just don’t see it.

Those of us who like to garden know that wintertime is a valuable time for future planning. January and February are the perfect months to prune trees and cut away the dead branches. While the trees and bushes above ground look bare and “dead,” the roots underground are soaking up nutrition and water. They are strengthening the plant and preparing for a beautiful spring and a bountiful summer.

Just like the seasons, the ESL program has been changing. On one hand, we have cut back some parts of our program because of the budget crisis. On the other hand, we have strengthened our programs in new ways. Thanks to the CASAS grant and Basic Skills funds, the ESL teachers had two excellent training sessions over the semester break. One of these workshops had to do with the our Student Learning Goals (SLGs) that every teacher, in every class, tries to integrate (add) into their lessons. These SLGs say that with our teaching and learning, we help all noncredit students to be: (1) Effective Communicators, (2) Critical Thinkers, (3) Lifelong Learners, and (4) Self-Directed Individuals.

Another workshop that teachers had over the semester break had to do with developing websites for their classes. Some teachers have been doing a great job already, so they decided to share their knowledge with others. These two examples of the strengthening of our program may normally be unnoticed by our students, just like the roots of a tree that gain strength in the wintertime. Although hidden from the students, we hope they will provide to you a stronger and more fruitful experience here in our noncredit ESL program.

Have a wonderful semester!
Liza Becker (Director, ESL)



The difference between school and life? In school, you’re taught a lesson and then given a test. In life, you’re given a test that teaches you a lesson.
~Tom Bodett

GETTING STARTED

by Dixie Sommers

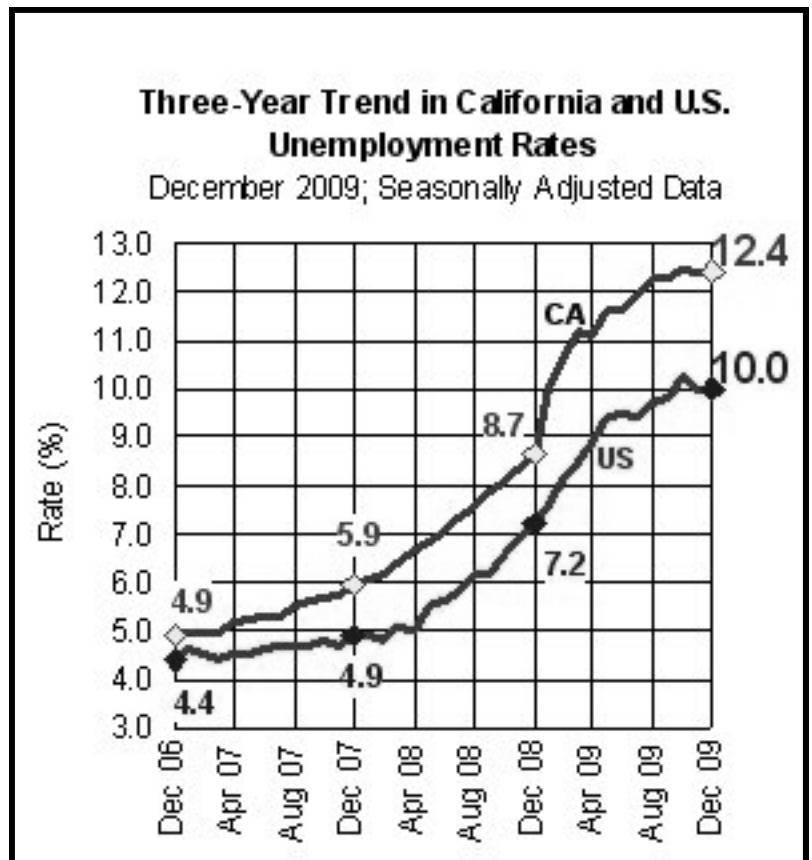
In almost anything you do, you're more likely to succeed if you have a plan. Deciding on a career is no exception.

If you're making a decision about education, training, or a career—or if you are helping someone else who is making such decisions—you need to know how the labor market is expected to unfold in the future. How many jobs are likely to be available in the career you want? How much will they pay? What kind of training will you need?

Projections and related information from the U.S. Bureau of Labor Statistics (BLS) provide the answers to these questions. In a changing economy, these projections help you to glimpse the future—and to plan for it.

This special issue of the Occupational Outlook Quarterly provides a graphic summary of the latest projections, those covering the decade from 2008 to 2018. We also invite readers to examine our detailed profiles of occupations in the 2010–11 Occupational Outlook Handbook and of industries in the 2010–11 Career Guide to Industries. The November 2009 issue of the Monthly Labor Review includes more detailed descriptions of the data, analysis, and methods BLS uses in the projections. (For details about these and related publications, see the list on page 49.)

Total employment is projected to reach 166 million by 2018, reflecting the addition of about 15 million new jobs between 2008 and 2018. Behind this total employment projection are trends and major findings depicted in charts for four areas: occupations, the labor force, industries, and the overall economy.



continued on next page

**Would you like to learn more about Career Development?
Make an appointment to see a member of the ESL Counseling Team.
Ask for Michael Ngo, John Pellitteri or Bertha Rodriguez.**

CAREER DEVELOPMENT

OCCUPATIONS

- Among all occupational groups, the professional and related occupations group and the service occupations group are expected to gain the most new jobs and produce the largest numbers of job openings.
- Within the professional and related occupations group, healthcare practitioner and technical occupations are projected to gain the most jobs, about 1.6 million. Education, training, and library occupations are projected to gain more than 1.3 million jobs.
- Registered nurses, home health aides, and customer service representatives are expected to gain the most new jobs. Registered nurses will add more than half a million jobs.
- Most job openings for workers entering an occupation come from the need to replace workers who have left the occupation, rather than from the need to fill newly created jobs. The 20 occupations that are expected to have the most openings from growth and replacement include jobs in a variety of fields, such as office support, sales, and service occupations.
- The 20 occupations expected to have the most openings also range widely in median annual wages, from more than \$91,000 for general and operations managers to nearly \$59,000 for postsecondary teachers to less than \$17,000 for waiters and waitresses.
- Job openings are expected in occupations that require every level of education and training. But, in general, workers in occupations with higher education and training requirements earn higher wages.

THE LABOR FORCE

- By 2018, the number of people in the labor force—those working or looking for work—is expected to increase by nearly 13 million people between 2008 and 2018. This is a smaller gain than the nearly 17 million people added to the labor force during the previous decade.
- As the baby-boom generation ages, the number of people in the labor force aged 65 and older is projected to grow very rapidly, by 78 percent over the projections decade. At the same time, the labor force in younger age groups is expected to either decline or increase at much slower rates.
- The labor force will continue to become more diverse. The share of the labor force that is Asian, black, or in other non-white race groups is expected to increase to 21 percent, up from 19 percent a decade earlier. And Hispanics are expected to constitute 18 percent of the labor force in 2018, up from 14 percent in 2008.

To read the full article, please go to www.bls.gov

A Genius

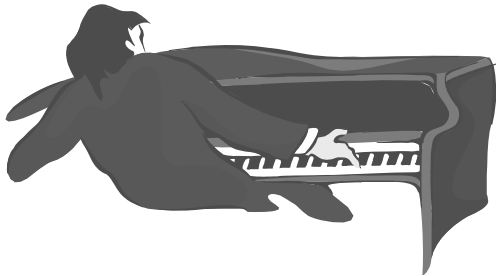
You cannot judge a person by his or her appearance.

The following experience has made me more humble and considerate with other human beings. Thirty years ago, I studied music in one of the best schools of art, The Conservatory. I felt so proud to be part of the elite. Then, I met that teenager for the first time. He was seventeen years old, but he looked a lot younger. He had many limitations and I thought he did not belong in that school. Soon, I learned that he could not speak, he was incapable of reading a text or music notations. Of course, everybody joked about him and his multiple disabilities. To our surprise, the professors showed him much respect, which we did not understand.

On a cold morning, he arrived to our piano class and the teacher asked him to sit at the piano.

Then, the professor played The Piano Concert No. 3 in D minor, Op.

30 by Serfei Rachmaninoff on a disc player. This concert is famous for its technical and musical demands on the performer. It has the status of being one of the most complicated concertos in the standard piano repertoire. After several minutes of hearing that sophisticated music, we heard him to ask the young man. "Can you play it?" slowly the young man directed his attention to the piano, placed his fine hands on the keyboard and started to play a huge crescendo, drowning our prejudice and vanity. Nobody could believe it! He was a human tape recorder able to store every single note in his mind, and play all without errors, with the same power and virtuous technique as the original source. That bubbling student with sad eyes and unbearable limitations was, in



fact a genius.

Days later we learned that when he was born, he suffered serious brain damage. Practically his entire brain was affected; except, for his musical capabilities. He was destined to be a great piano virtuoso, but due to an unfortunate medical procedure he ended up an idiot genius. Such term describes exactly his case. A genius with cerebral damage.

Now, when I have the tendency to judge a person based on his or her appearance, I remember that broken soul, experimented in rejection, the extraordinary pianist and how my prejudice was overcome.

Francisco Martinez
Writing C

"The longer I live, the more I realize the impact of attitude on life. **ATTITUDE**, to me, is more important than facts. It is more important than the past, the education, the money, than circumstances, than failure, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home. The remarkable thing is we have a choice everyday regarding the attitude we will embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% of how I react to it. And so it is with you... we are in charge of our Attitudes."

Charles R Swindoll

American writer and clergyman, b. 1934

Difficult Times

I had been a shy, dependent girl living with my family until one day I got some bad news, my father had terminal cancer. I remember the day that my mom and I got the



shocking results of dad's tests. I cried while mom talk to the doctor for a long time. Then mom came and told me that doctor suggested not to tell dad the truth, because the fear of cancer adds to the disease of cancer. We decided to hind the results from dad by telling him he had a inflammation in his lung. I told mom I couldn't pretend like nothing happened, I didn't want to lose my dad, I didn't want to go home. I didn't want to do anything. Mom held my face and told me: "we have to work together to face the problem, difficulty was your enemy, if you are stronger than it, you would win." She said to me. "Wipe away your tears and smile, we go home have a nice dinner with dad, I need your help. It's time we all face reality. We won't give up easy." I looked at mom's eyes, I nodded my head.

Mom was a great example as bore everything without complaining. I learned to be strong, be individual from her. This day, I don't know whether or not my dad knew about his true condition, but he told me he had a wonderful life before he passed away.

After dad's passing, I had more problems with my mom and sister, but it wasn't as hard as before. Because I learned that fortitude and determination helped me get through difficult times.

Rina Martinez
Writing C

Never Give Up

The Indonesian proverb "Dimana ada kemauan, disitu ada jalan" means that where there is a desire, there is a way. I completely agree with that because many people achieve their goals if they never give up.

An example happened when my aunt first came to America. She did not speak nor read English. One day she was craving Kentucky Fried Chicken, but did not know how to order it. She felt very frustrated because the waiter always gave her the wrong order. Finally, she got an idea. She patted her leg and spread her arms like a bird flying. She used sign language to the waiter. In the end, the waiter understood what she want to order was thighs and chicken wings.

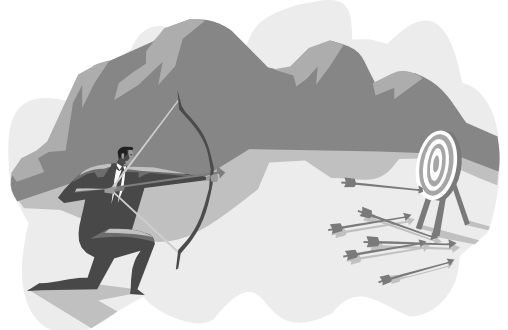
Another example was my friend, whose name is Robert. His family was very poor at that time, so he could not pay tuition for his collage.

However, he never gave up on his financial problem. He kept looking for an opportunity to get a job until he got

a part-time job delivering newspapers. Because of that, he graduated from college and become a computer programmer.

The most dramatic example is a survivor from the earthquake in Haiti. He was trapped in the collapsed building for ten days. Although he did not have food or water, he was able to survive because he had found candy. For all those examples, I have learned that in every situation there is a way, as long as we pursue it and never give up until we get what we want.

Vera Tanudjaja
Writing C



CENSUS 2010

Every ten years a partnership between local, state, tribal and federal governments gets their local leaders together to collect data to learn the makeup of their communities and what they need from local government. This census aims to count all U.S. residents—citizens and non-citizens alike, and is required by the Constitution to take place every 10 years.

In mid-March of 2010, census forms will be delivered to every residence in the United States and Puerto Rico. The majority of the country will receive English-only materials. Households in areas with high concentrations of Spanish-speaking residents may receive a bilingual (English/Spanish) form. When you receive yours, just answer the **10 short questions** and mail the form back in the postage-paid envelope provided. **YOU CANNOT FILL OUT THE FORM ONLINE.** If you don't mail the form back, you may receive a visit from a census taker, who will ask you the questions from the form. Census takers who visit homes will have a flashcard containing a sentence about the 2010 Census written in approximately 50 languages. If a resident doesn't speak English, the census taker will show the flashcard to the resident so that he/she can point to the language he/she speaks. The home will then be visited by someone who speaks that language.

If you don't send back the form and you receive a visit from a census taker, here's what you should do.

- First ask to see their ID. All census workers carry official government badges marked with just their name: they may also have a "U.S. Census Bureau" bag
- Note that the census taker will never ask to enter your home
- If you're still not certain about their identity, please call the Regional Census Center to confirm they are employed by the Census Bureau
- Answer the census form questions for your entire household (you

continued in next column

must be at least 15 years old to answer questions) so that the census taker can record the results for submission to the Census Bureau

The census **DOES NOT** ask about the legal status of respondents or their Social Security numbers. Any personal data you provide is protected under federal law. All Census Bureau employees take the oath of nondisclosure and are sworn for life to protect the confidentiality of the data.

They Can't Move Forward Until You Mail It Back

It is important that you fill in the form and promptly mail it back. Census information affects the numbers of seats your state occupies in the U.S. House of Representative. Also, people from many areas use census data to advocate for causes, rescue disaster victims, prevent diseases, research markets, locate pools of skilled workers and more.

It's easy to see what an accurate count of residents can do for your community. Better infrastructure and more services, to name a few. In fact, the information the census collects helps to determine how more than **\$400 billion dollars** of federal funding each year is spent on infrastructure and services like:

- Hospitals
- Job training centers
- Schools
- Senior centers
- Bridges, tunnels and other public works projects
- Emergency services

***Your response is very valuable!
So don't hesitate filling out the form and mailing it back. By doing so, you are helping make your community a better place for yourself and all those who live there!***

More information about the 2010 census can be found at:

<http://www.census.gov/2010census>

EXAMPLE

United States Census 2010

This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law.

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

Use a blue or black pen.
Start here

The Census must count every person living in the United States on April 1, 2010.
Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.
- The Census Bureau also conducts counts in institutions and other places, so:
 - Do not count anyone living away either at college or in the Armed Forces.
 - Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
 - Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?
Number of people =

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1? Mark all that apply.

- Children, such as newborn babies or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in baby sitters
- People staying here temporarily
- No additional people

3. Is this house, apartment, or mobile home — Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan? Include home equity loans.
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

4. What is your telephone number? We may call if we don't understand an answer.
Area Code + Number
 - -

OMB No. 0607-0919-C. Approval Expires 12/31/2011.
Form D-61 (9-25-2008)

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.
What is Person 1's name? Print name below.
Last Name
First Name MI

6. What is Person 1's sex? Mark ONE box.
 Male Female

7. What is Person 1's age and what is Person 1's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.
Age on April 1, 2010
Month Day Year of birth

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?
 No, not of Hispanic, Latino, or Spanish origin
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinian, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

9. What is Person 1's race? Mark one or more boxes.
 White
 Black, African Am., or Negro
 American Indian or Alaska Native — Print name of enrolled or principal tribe.
 Asian Indian Japanese Native Hawaiian
 Chinese Korean Guamanian or Chamorro
 Filipino Vietnamese Samoan
 Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.

Some other race — Print race.

10. Does Person 1 sometimes live or stay somewhere else?
 No Yes — Mark all that apply.
 In college housing For child custody
 In the military In jail or prison
 At a seasonal or second residence In a nursing home
 For another reason

→ If more people were counted in Question 1, continue with Person 2.

U.S. CENSUS BUREAU

CENSUS FORM

ESL COUNSELING TEAM

When should you see an ESL Counselor/Advisor?



Bertha Rodriguez
Student Advisor

Michael Ngo
Counselor/Professor

Dr. John Pellitteri
Counselor/Professor

- Program Requirements
- Educational Planning
- Interview Practice
- VESL Program
- TOEFL
- Career Exploration
- Job Search Skills
- Applying to Credit
- Financial Aid
- Citizenship
- Resume Services
- ESL Issues
- Degree Evaluation
- American Language
- Problems/Concerns

Just stop by the ESL Registration Counter in building 66 and put your name on our appointment clipboards.

ANNOUNCEMENTS

10th Annual ESL Career Conference

Wednesday, April 28, 2010

This dynamic and energetic conference informs matriculating ESL students about Mt. SAC programs and services. There will be speakers (Mt. SAC faculty and staff) who will be presenting on degree and certificate options, college services, information about career and job skills, and general college success. There will also be presenters that will give information regarding personal experiences in certain careers. Sessions are 45 minutes in length.

MORNING CONFERENCE

8:30-9:15, 9:30-10:15, 10:30-11:15

EVENING CONFERENCE

7:00-7:45; 8:00-8:45; 9:00-9:45

2009-2010 ESL SCHOLARSHIP

Are you in ESL Level 4, 5, 6 or VESL? Are you planning to go to credit classes in Fall 2010? Do you have \$500 for your tuition and textbooks? Stop by the ESL Registration Counter for details about the ESL Scholarship!

ESL Scholarship Application due March 12, 2010

Do you want to practice learning English outside your classroom? Then why not stop by the **Language Learning Center** also known as the LLC, located in the Learning Technology Building (Bldg. 6).

The **Language Learning Center** has a large variety of language learning software, videos, DVD's and recordings to improve listening, speaking, and pronunciation skills.

To find out more you can also visit the website and see the number of audio, video, internet and software resources available for the different levels by clicking in the Resource Link and selecting the LLC Materials/ESL. www.llc.mtsac.edu



To use the **Language Learning Center**, you must register at the ESL Registration Counter in Building 66 and you will also need to have your Mt. SAC Student ID Card.

Hope to see you there!

February 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2010						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

LEGEND

Feb. 22 - Spring Semester	<input checked="" type="radio"/>
Mar. 12 - ESL Scholarship Due	<input checked="" type="radio"/>
Mar. 31 - Holiday (campus closed)	<input type="checkbox"/>
Apr. 28 - ESL Career Conference	<input checked="" type="radio"/>
May 31 - Holiday (campus closed)	<input type="checkbox"/>

Note: Special Days = Campus Closed =