Julia Kobrina-Coolidge: It's a pleasure to be here. My name is Julia Kobrina-Coolidge. I teach for the department of international languages, literatures, and cultures. And today we are here to have a very interesting insightful discussion about the importance of language study. So I will just do a very quick introduction and then introduce our wonderful panelist, graduate students from teaching international languages program.

The concept of life does not come with subtitles. Which is also the title and the theme of this panel discussion, it's actually a motto of Middlebury College. It's a small liberal arts college in Vermont which recently was ranked as number one college on the list of most innovative colleges to study foreign languages. The idea that the world is a big place that it is filled with many incredible experiences, and many fascinating people. It's basically the idea behind it, if you only speak one language you're never going to get the most out of this wonderful world. And to really know yourself and to really know the people around you, you need to study other languages and cultures. So life does not come with subtitles. To open the discussion today I would like to...
Julia Kobrina-Coolidge: start our conversation with these two quotes. One quote is by Frank Smith, who is a contemporary psycholinguistics nationally recognized for his contributions to reading instruction, "One language sets you in a corridor for life. Two languages open the door along the way." And the second quote is actually a Czech proverb, "The more languages you know the more you are human". Have you ever asked yourself why do we study world languages? There are multiple reasons why we do it, of course we can come up with a whole list. I'll just name a few. Work, study, research, for example to get access to the materials and communicate with fellow students and researchers in the field. Travel, getting in touch with your family roots, interest in a particular culture, interest in literature, poetry, films, music, possibly linguistic interest. Learning another language can improve your knowledge of your native language interestingly enough because you're making the comparison between your L1 and L2. And these are just some of the reasons why we study languages. Also there are additional benefits to studying a second language.
TED-Ed video “The Benefits of a Bilingual Brain”
https://www.youtube.com/watch?v-MMmOLN5zDLY

What does being bilingual really do?
1. It changes the structure of your brain.
2. There are major cognitive benefits to bilingualism.
3. It strengthens your brain’s abilities.
4. It can help delay Alzheimer’s disease and dementia by as much as five years.
5. Children who are bilingual get to be emotionally bilingual.
6. It expands your view of the world and simply feels good!

Julia Koblina-Coolidge: Which you probably haven’t never thought about. So I’m going to show this very short one minute excerpt from the video. Take a look.
Hablas español? Parlez-vous français?

If you answered, “si,” ‘oui,” or [yes in Chinese] and are watching this in English, chances are you belong to the world’s bilingual and multilingual majority. And besides having an easier time traveling or watching movies without subtitles, knowing two or more languages means that your brain may actually look and work differently than those of your monolingual friends. So what does it really mean to know what language? Language ability is typically measured in two active parts, speaking and writing, and two passive parts, listening and reading. While a balanced bilingual has nearer equal abilities across the board in two languages, most bilinguals around the world know and use their languages in varying proportions. And depending on their situation and how they acquired each language, they can be classified into three general types.

Julia Kobrina-Coolidge: So there are multiple benefits...
Julia Kobrina-Coolidge: to being bilingual. And I won't talk much about all of these just address them very briefly. It changes the structure of your brain. Researchers have observed some visible advantages such as higher density of the gray matter that contains most of your brain's neurons and more brain activity when engaging a second language. Basically it's kind of like a brain workout. There are major cognitive benefits of bilingualism as well. It's now believed that being bilingual exercises your brain, and makes it stronger, more complex, and healthier. It can also help delay Alzheimer's disease and dementia by as much as five years interestingly. Children who are bilingual get to be emotionally bilingual. What that means is basically children who learn languages more easily because of the plasticity over there developing brains and it lets them use both hemispheres, right and left in second language acquisition. So we know that left hemisphere is more dominant and analytical and logical processes, and the right hemisphere is more active and emotional and social ones. And lastly it expands your view of the world and it simply feels good. I think we would all agree with that. And at this time I would like to introduce our panelists.
Julia Kobrina-Coolidge: So our TIL panelists are students, graduate students. Some of them are finishing the semester from the teaching international languages graduate program. Nadia Akulova, Melisse Boyd, David Briggs, Joseph Ettinger, and Nikki Giuseffi. A couple of words about each of our panelists.

I will start with Nikki, she's on the left, Nikki is a graduate student in the teaching international languages program and is working on completing her thesis in time for graduation in spring. After graduating magna cum laude in 2013 she taught English in Sapporo, Japan for one year through the jet program. She tutors writing in Japanese on campus and plans to continue to a PhD program upon completion of her masters here at her alma mater.

And next to Nikki we have Joseph Ettinger. Thank you for being here Joseph. He began his university studies as a freshman at the age of 15 and is now completing his master's until this semester. He has studied his academic life after doing those things that typically fill out our adult lives. Such as creating a home, raising a family, and working with several vacations both here and abroad. Life's upheavals change the direction of Joseph's life and brought him to university where he discovered and developed a passion for teaching language. His experiences here at Chico State have led him to the next phase in life teaching English and especially English academic writing in China. Life has continuously open doors over the past 5 1/2 years and at this time in his life Joseph is exactly where he should be, completing the steps to prepare him to bring English proficiency and the promise this can hold through his future students.

And next to Joseph we have David Briggs. Thank you for being here David. David Biggs is an Arabic linguist, Army veteran, and a graduate student in the TIL program. David hopes
to work at the military Defense Language Institute in Monterey after completing his master's program next year. David speaks Arabic, Spanish, and English.

And next to David we have Nadia Akulova. Thank you for being here Nadia. This is Nadia’s last semester in the TIL program, she is finishing the semester. She is from Kazakhstan. In Kazakhstan there are two official languages, Kazakh and Russian. Nadia is fluent in both she learned English at school and at the university. English was in obligatory subject in Kazakhstan. At the university she studied Italian for four years with native Italian speakers, she hasn't used Italian for many years but she’s planning to continue developing it after she graduates from Chico State University this fall.

And next to Nadia we have Melisse Boyd. Thank you for being here Melisse. Melisse Boyd is a local from Durham, California. And she holds and AS in social and behavioral sciences from Butte College, and a bachelor’s of arts and world religions from California State University, Chico and a graduate certificate in paralegal studies from University of California, Davis. She is currently in the MA program for Teaching International Languages at Chico State with an option in English as a second language. She hopes to have a lifelong career serving others as a language teacher education administrator and she is considering continuing on to a PhD program after completing the masters. Melisse has experienced teaching English in France, Costa Rica, California, and Oregon. She loves to travel and she enjoys learning about other languages and cultures. And she has studied Spanish, French, and Arabic.

Thank you very much for being here today. And at this time we will start our panel. We have several questions we would like to address today.
Julia Kobrina-Coolidge: The very first question.
Questions for the panelists

1. Why do you think it is important to study world languages in today's changing world even though English is considered to be the global language?

Julia Kobrina-Coolidge: I will read it and then we will respond to it. If there any questions from the audience feel free to ask or we can save them for the end of our discussion today. So why do you think it is important to study world languages in today's changing world even though English is considered to be the global language? Nikki we will start with you.

Nikki Giuseffi: I think when you learn a language you learn a lot more than you expect you might learn. You learn culture especially. When I taught abroad I could've just done that with English, I didn't need to have a second language in order to do that. But the fact that I did, allowed me to connect with the people I was working with and with the people I encountered, a lot deeper level than I might have been able to otherwise. So I can say that English did allow me to work abroad but my second language in this case Japanese allowed me to live abroad.

Julia Kobrina-Coolidge: And how long did you live in Japan?

Nikki Giuseffi: From August 2013 to August 2014.

Julia Kobrina-Coolidge: So a whole year.

Nikki Giuseffi: Yes.

Joseph Ettinger: So why is it important to study? All of us I suppose are going to speak from our experience because that's what we can speak about most clearly. And for me I spent eight years in Central America working, living obviously, and working in two years in Mexico. I learned to speak the language there, I hadn't studied it previously. And that
experience showed me, and hopefully you can try this also, that even though, even if I had been able to work and build relationships with English they could not nearly have been as deep and meaningful, as profound or life-changing as they would be clearly in Spanish. So if for nothing else then why would you want to learn speak another language? Because it opens so many realms to you in terms of interpersonal relationships, in terms of working relationship, in terms of friendship, things like that. I think that is one of the, clearly one of the greatest things that I took away from that, that ability to enter into the culture and the countries were I lived and to make true and meaningful friendships.

Julia Kobrina-Coolidge: And to feel expected.

Joseph Ettinger: And to feel expected yes very much so.

David Briggs: Yeah okay so my answer is a little bit dryer. Globalization, the markets, different developing markets as they open up who want to be able to, should all want to be able to speak the languages. Everybody should want to speak the languages of those people that are there. And that is something that is emphasized by Arne Duncan who’s the Secretary of Education that we need to increase for example our African languages that are being taught that are very rarely taught here in US like Swahili and Amharic. So globalization.

Nadia Akulova: So my answer to this question will be driven towards my experience from my country. So in our country we speak two languages. And, but even though you speak Russian if you go to villages you won't to be able to communicate if you don't know Kazakh because in villages mainly people speak Kazakh. If you go to a city you
won't be able to communicate if you don't know Russian. If you try to apply to a job you have to know English. So this is why you need in order to survive, and in order to have a wealthy life, better life, you have to learn languages. And if you're traveling, if you're staying in the country you can't just speak English because not everyone speaks English and you need to find the world, you need to investigate, you need to find the world of that country. So you have to speak that language of that country I think so.

**Julia Kobrina-Coolidge:** It's almost like you have to speak three languages in Kazakhstan if you really want to get around, to be successful, and to have different jobs.

**Nadia Akulova:** You have to speak three languages. It's a must actually.

**Julia Kobrina-Coolidge:** It is a must, that's right.

**Melisse Boyd:** Okay so my answer for this question I think a lot about my hopes for a career, and I what I do for work, my daily experiences with other people. I am in contact with people who have learned English and studied English as a second language. And having studied other languages I have a shared experience with them because studying a foreign language is something of an experience. And it does really change you and when you have studied another language you have empathy and an understanding of what others have gone through learning English. And so you can relate to them more, you have more patience, and better ability to find ways to communicate when there are gaps. So even though English is considered a global language its all languages are important and matter and I think studying other languages is a way to show that you care and to help those languages be alive.
Julia Kobrina-Coolidge: And also to be a model for your students perhaps if you are teaching a second language. And you know you come from this background where you have studied like languages before and you continue to do so. I think it shows also a true dedication to the profession perhaps.

Melisse Boyd: And that's one reason I decided to take Arabic classes because I knew I would have many Arabic students teaching English as a second language. And I wanted to have that experience of trying to make sense of symbols that didn't mean anything to me. That would help.

Julia Kobrina-Coolidge: Arabic which is so different. I don't know if we have any students in the audience who have studied Arabic before but it's like a different world, right coming from the system of English writing. And our next question is
Julia Kobrina-Coolidge: actually it is a quote from Nelson Mandela who of course we know was a South African revolutionary, Nobel Prize winner, politician, and philanthropist. Who once said “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”. What does this quote mean to you? We will start with Joseph.

Joseph Ettinger: Start with me okay. I came from, many of you in this room grew up speaking two, perhaps more languages. And many also from my experience where I grew up, in a monolingual family and in that culture. So I learned to speak Spanish fluently as an adult, and what French I'm comfortable with I learned that as an adult here at Chico State. Those of you, those of us coming from monolingualism it's hard to exaggerate the limitations that are on us when we live abroad, work abroad or live and work abroad if we study abroad, if we have any real experience with other cultures. And it's, likewise it's difficult to exaggerate the benefits of being able to speak the local language because you speak the local culture, you speak the local values. That's what opens doors to you. That to me is, that's the difference between speaking the language that someone may understand with his or her head and speaking the language that he or she may hold in their hearts. That's and that's once again coming from my experience abroad. I cannot imagine having lived, developed friendships, relationships, raise a family outside this country without being conversant and fluent in the local language.

Julia Kobrina-Coolidge: And language is a part of culture.

Joseph Ettinger: It is culture, it is.
Questions for the panelists

1. Why do you think it is important to study world languages in today’s changing world even though English is considered to be the global language?

2. Nelson Mandela, a South African revolutionary, politician, and philanthropist, once said, “if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”. What does this quote mean to you?

Julia Kobrina-Coolidge: And for the same exact reason you know if we work on translation for example we may realize that some words that exist in one language may not exist in the other. And to express the same idea you really have to either give a phrase or kind of go around in circles because the word simply does not exist. So I think it is really best proved that there's a very strong connection between the two. And language reflects culture.

Joseph Ettinger: That's true. And if I made a [Inaudible] because of the languages contain or express ideas with which we are not familiar in our native. That all of a sudden you see understand and capture ideas that you never heard before. That's the value in it.

Julia Kobrina-Coolidge: That's really fascinating.

David Briggs: Yeah so speaking in other people's languages, their native language it really does go to their heart. When I’ve done Arabic with people that they couldn't tell that I spoke Arabic or they didn't know beforehand you know sometimes I’ve had people that their eyes get watery and they are about to start crying because they haven't heard somebody speak, somebody that's not Arabic speak their language before. Or little kids would get really, really confused and that's always fun too. They just can't comprehend that somebody that's not from their race is speaking their language. For example when I was in Afghanistan I already spoke Arabic and there they spoke Farsi and Pashto in my area. I been around enough and Farsi is close enough to Arabic that I can kind of understand what was going on. One time I was standing outside just while we're waiting to leave and there’s kids talking in front of me and they could tell by my eyes that I was following conversation. And they started asking me in Farsi, do you speak Farsi, and I just
didn't respond. And then they started asking me in Pashto and I said I don't understand Pashto but I said it to them in Pashto. And they were so excited and so confused and it was really, it's really amazing how excited people can get if you can actually speak their languages.

Julia Kobrina-Coolidge: And they're really forgiving too. They don't usually correct you unless you ask them too right.

David Briggs: On no they wouldn't care at all if I mess up.

Julia Kobrina-Coolidge: It's the fact that you're making an effort to speak their language. This is a great example, thank you.

Nadia Akulova: So in our country we have different nationalities living there. And they really preserve their language among their community and they try to marry the same nationality and they preserve the language. So I have friends from, Korean friends, Azerbaijani friends, and Kazakhs friends. And when I'm coming to their family and I'm just speaking few words in their language, I'm a part of their family, they call me daughter and I'm really welcomed in their family and I never feel an outsider in their family. So I really believe that using their language, even if you're trying to use, you're a part of their community. Yeah, so.

Melisse Boyd: I have two little stories, anecdote to share with you. The first one being, I work at the American Language and Culture Institute here on campus so it's an intensive English program. And we have many students that come into our doors without a word, you know not a hello or my name is anything. And I've learned that if I can try to just say
hello or introduce myself or just a simple greeting really opens up line of communication with that student even if that's all I know how to say in their language. So there have been times, thinking of one time in particular there was a girl that came into the program and she was very shy and very nervous. But once I introduced myself in her language she, she relaxed a little bit, you can see it, you can feel it in the room. And then from that point on when she would come into the office she would kind of ask for me or look for me and it just opened up a line of communication that way. And the reason I did that in part was because of an experience years before. A while ago I worked at the Forebay Aquatic Center here I don't know if anyone here has been there but we had a bunch of Korean students coming, 40 or 50 students at a time taking kayaks out on the water. And I remember we were doing the safety demonstration you know all the PDS and this is how you sit in your kayak and everything. English was pretty minimal and you know the safety talks are kind of the boring part of kayaking right no one really loves that part. So everyone was eager to get on the water and then had to sit and listen to us in English for a while. One of the other instructors beforehand had looked up how to great everyone in Korean. And so after 10 minutes of students staring at us blankly and so bored, when he, he just, I'm not sure exactly what he said, very short. When he said it in Korean everyone cheered and clapped and smiling huge and then listened. I mean he was telling them like you know how to hold your paddle, nothing much more interesting than putting on your life jacket but everyone was really engaged and really listening because they heard him. And it was something very exciting for them.

**Julia Kobrina-Coolidge:** It made a really big difference it sounds like it was just a small step that was taken.

**Melisse Boyd:** And I thought, okay next time I'll try that.
Julia Kobrina-Coolidge: It really helps to establish relationships no matter where you are or what environment you're in, what work environment if you speak the language of students for example in your case in ALCI. That's great, thank you. Nikki what about you?

Nikki Giuseffi: Okay so in Japan they have these parties [enchives] and one attribute on [enchive] is that it's typically an all you can drink affair. And that means even if you're a faculty of a junior high school you get together with the rest of the staff and you go to these all you can drink parties. And that's a way that they connect with each other on a very real level. So I went to one of these at the first school I taught at in my first month not really knowing what to expect at all, having only heard stories. And I get in and they sit me next to the principal of my school and the principal is this very stuffy guy and I feel like I can't connect to this man who doesn't look like he smiles just as a matter of policy. So I start testing him and I'm kind of discussing the things that I picked up on my studies thins about Japanese history, historical figures, and the stuff that happened hundreds of years before the US even existed. And his face just kind of lights up and he gets really animated and he's excited, and he's talking to me back and forth about this. And he's pulling in other teachers and saying look at her she knows our stuff like this is really cool. So I thought that was one of my first moments where I felt like I really connected with someone just based on language that I had. So that was wonderful.

Julia Kobrina-Coolidge: I think language and culture because he was so impressed that you were familiar with all of these answers of his culture. So it seems like both came into play here.

Nikki Giuseffi: Yeah if you listen in class it would be hard not to pick up cultural things too.
Julia Kobrina-Coolidge: Thank you so much. Our next question has to do with something very practical. Which is the strategies for language study. So since our panelists all experienced language learners...
Questions for the panelists

1. Why do you think it is important to study world languages in today’s changing world even though English is considered to be the global language?

2. Nelson Mandela, a South African revolutionary, politician, and philanthropist, once said, “if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”. What does this quote mean to you?

3. Can you share two strategies for reading, speaking, listening, grammar, or writing you find particularly useful in your study of world languages?

Julia Kobrina-Coolidge: we thought it would be great to address these questions. So can you please share two strategies for reading, speaking, listening, grammar, or writing you found particularly or you find particularly useful in your study of world languages. Two strategies, David.

David Briggs: Okay so when you're just still in the phase of learning vocabulary. Something I know people do, have had success with when I was doing Arabic was color coding their words. So if you make flashcards, different sets or how ever you want to organize it, do all the words after you write with pen go over it with a certain color highlighter. And then by studying those when you get to your exams or whatever your assessment is at the end you might remember okay I don’t know what that word is but I know it was in the green pile so it's this type of word. And you can sort of help yourself remember like that. And as far as the reading goes just switch to materials that aren't written for foreign language students as quickly as you can. Because if it's not, for example with Arabic if it's written for an American English speaking student it's not going to be written in the way of an Arab. It's going to be written in our way and that's something that you need to get passed as quickly as possible.

Julia Kobrina-Coolidge: So you really encourage using as a teacher and as a student, authentic materials. As authentic as possible meaning materials that were not created specifically for language study. Pick up an article from Chico News & Review for example.

David Briggs: And the other thing about that too is that if you switch to authentic materials they're going to be a lot more interesting. Because people when they write their, your basic language books they tend to write them how they learn when they were a kid because that's when they learned the basic stuff. So if you switch to reading actual
news articles and you can you know get the current affairs and everything else rather than see past run.

**Julia Kobrina-Coolidge:** Thank you. Nadia.

**Nadia Akulova:** So I have two strategies and they worked with me. As you know speaking is the most difficult part of producing the language. So what I'm doing when I'm afraid to speak and there is kind of the fear to overcome just do it. Just close your eyes raise your hand and here they already asked you and you can't go back. Just jump on the opportunity and keep going. And the next strategy is, I noticed that with myself, I started to learn slang words. I couldn't learn them in my home country. I started to learn them here and I'm learning the good one, good slang words. And I realized that I never heard them when people spoke. And I asked myself why I never heard them because I relied on context. I never noticed those words, I didn’t, I never picked on them, oh I will not communicate, can you explain that word to me, no never I just understood the context. Just keep going. That really worked with me.

**Julia Kobrina-Coolidge:** You try to use them too right when you're learning that.

**Nadia Akulova:** Yeah of course, you should learn them and then use them.

**Julia Kobrina-Coolidge:** That way you learn the vocabulary right. It's not enough just to see it or to hear but when you really want to own it which is to learn it you have to try to use it as many times.

**Nadia Akulova:** Yeah it's like a path you go in and there are hurdles you will step on them
but you will never reach the goal if you're not going and you just stop and concentrate on that hurdle. So you just need to keep going.

**Julia Kobrina-Coolidge:** Keep going. Thank you. Always forward. Melisse.

**Melisse Boyd:** I thought of a couple of ideas that I like to use. And I think that the most important thing whatever strategy you're using if you can apply it to something that really matters to you or really interests you or is useful no matter what it is that's great. And something I really like to do is to find little everyday tasks that I can make them more interesting by trying to use a different language to them. For example I love to make my to do list in as many languages as I can or you know say it in a different way, use different vocabulary. But then I'll actually use those to do lists which is the interesting part because I have to remember, you know it comes back around later so kind of recycling that language. And then also I found it useful to kind of keep a journal or a little bit of a log of words or phrases that interest me or things that are new that I can go back and look and see. Oh yeah I know all these things, I can use these things just as a reminder. So kind of keeping a log of the words and phrases.

**Julia Kobrina-Coolidge:** Or maybe like keeping a diary in the foreign language that you are studying. You're just doing it for yourself right, you are using the vocabulary and grammar that you are learning. Nobody is going to judge you, nobody is going to grade you. You're just doing it for yourself. I think that relates to what you were saying.

**Melisse Boyd:** Yeah.

**Julia Kobrina-Coolidge:** Great thank you very much. Nikki.
Nikki Giuseffi: So this is going to seem somewhat grim but there's a certain great linguistic professor here on campus who says that it takes 80 repetitions to learn something. So know your goal before you start I suppose. But something I always tell my tutees is to pair strategies together. So if you're reading you should be writing and if you're speaking you should be listening, that sort of thing. But I think the best advice is just to not be afraid to fail because I think with a lot of languages particularly Japanese, Mandarin, Arabic, if you're an English speaker can be really intimidating even to just get started. But if you don't fail than you don't move forward and failing is really one of the best things you can do if you're learning.

Julia Kobrina-Coolidge: One of my students once said "I've never failed so much in my life as I have when I started studying a foreign language". And she lived abroad and she traveled a lot and she was a very gifted language learner but this was almost exactly what you just said. So, but you have to be open to it right. You have to be not afraid to make mistakes which is a part of learning. Joseph.

Joseph Ettinger: In my experience the two languages which I feel comfortable Spanish and French. I learned in very different ways. In Spanish as you may have assessed already I was entered into culture and I had to learn by being there and also had to study on my own to understand the grammar of the language which I did. Here in Chico State I studied French and Dr. Patricia Black is here and she's one who taught me most of what I've learned. What's interesting is this, is that, Dr. Black contested I'm not nearly fluent in my speaking in French and I don't need to be, that wasn't my goal when I started. I simply want to be able to fluently read and fluently write, does that make sense? The goal you choose for the language you'll study that goal will match how you envision using it. So don't start thinking, well I'm going to study Japanese, I'm going to study.
German and I need to learn to speak fluently. Not necessarily, certainly not in the beginning and never let that detain you from starting. I may not be fluent in speaking French but I feel very comfortable reading and writing it and for right now that's perfectly fine. I'm fluent in speaking Spanish and that's fine too that's certainly well. As for two strategies what I found particularly with French because I'm outside a Francophone environment we don't speak French here normally. So what I found is this is that by reading aloud, reading slowly and reading aloud and by writing I could offset the fact that I didn't have engagement with native speakers. Well it didn't give me a spoken fluency. It certainly gave me a greater comfort level with that language in terms of its flow and syntax and how to express myself. So yeah reading aloud and writing exercises, writing out essays. Very useful strategies.

**Julia Kobrina-Coolidge:** Give them a pen-pal perhaps.

**Joseph Ettinger:** Getting a pen-pal would be good. Yeah.

**Julia Kobrina-Coolidge:** [Inaudible], coming up with a little bit more that technology and strategies that exist today. I think that is also very, very useful. Thank you very much. This kind of brings us to the next question and also our last question. Joseph you were talking about goals. So if we think about different careers...
Julia Kobrina-Coolidge: that exist that require knowledge of a second language. And the list is long so I'm just going to mention some of these. Take a look, translator, interpreter, childcare provider, service industry, travel industry, language teacher, international business, legal field, government employee if you want to work for US Department of State for example or National Security Intelligence, social work.
Julia Kobrina-Coolidge: The list keeps going. Financial and banking institutions, medical field positions, international law, politics, advertising and consulting, computer science. So these are just some of the fields that require you to know a second language, to have a certain level of proficiency in a second language. And ultimately it is a great asset of course to your resume.
Julia Kobrina Coolidge: This is our last question for the panel today. “How have you used, are using, or planning to use your knowledge of foreign languages in your career? How will knowledge of another language help you attain your career and life goals?”

Nadia Akulova: Currently the educational system in our country is in transition. We have schools with Russian language education or Kazakh. But next year it will be, some subjects will be for all students only in Russian and in Kazakh so it will be mixed. And by 2023 there will be three languages. Physics, chemistry, algebra will be taught only in English. So can you understand what burden for a child to know three languages in order to get the education? And I’m planning to use the knowledge that I have to help students to overcome that burden. And also I’m planning to develop my Italian. I love Italian and I really love traveling also. This is it.

Melisse Boyd: For me right now I’m in the process of applying for jobs and I’m applying for both teaching positions and education administration positions. Basically because I’m interested in helping people to reach their goals academically or otherwise. And I just see that my knowledge of foreign languages and teaching English as a foreigner second language will help people to do that. And like I mentioned before with making connections with my students I think that will be very important not just the students but with any other, with my colleagues and other people that I would be working with as well. So I’m not sure what the future holds right now but I’m sure that I will rely heavily on that experience.
**Nikki Giuseffi**: So just this semester I’ve been applying to doctoral programs around the country and I think having language experience and having a second language expertise makes my application stand out. And I think it would for anything you’re applying for, any job, any graduate degree or anything like that. And so eventually I want to be able to use my Japanese to instruct with either about being through teaching cultural or teaching language specifically. And yeah I think that’s about it.

**Joseph Ettinger**: The list that she showed a few minutes ago, I didn’t see it. But a list of different professions or occupations in which foreign languages is a key part, that’s fine there’s nothing wrong with that list. But what it does is when you read that list it narrows the perspective. But the truth is it’s just the opposite. Instead of thinking, you can think of it of a career that uses and needs to require a foreign language at its core and that’s fine. But you can also think of it this way, that you can go anywhere in the world and work at something you’re passionate about and use that vocal language to do that. And that was my experience at least in Central America and in Mexico. I worked all kinds of jobs, I had all kinds of business down there, all kinds of experiences and none of them were listed there right they were just on-the-fly many of them. So I guess I’m saying is this is that for you if you choose, if you pick a language which you think you can be passionate about then think of okay I’m just going to go there and I’m going to work at whatever I like to do in that language. It doesn’t have to fit with any list. My next step is, I guess what I’m saying is you can live close to an adventure by doing that right. Take your passion and take it someplace where it’s a target language for you. My next thing I’m doing, in February or January I fly to China were I’m relocating to China and I’ll be teaching English there and I don’t speak Mandarin yet. But give me five years and I think I will be pretty good at it, right, I’ll have to be. That’s my next goal, that’s the attitude that served me well. If I’m just going to go there and I’m going to figure it out as I do it.
and I will figure out the language also and then I'll be able to partake in the culture completely.

Julia Kobrina-Coolidge: So we will see you in five years.

Joseph Ettinger: Yes I'll come back. I'll be at the next five year panel I'll be back for that.

Julia Kobrina-Coolidge: Thank you Joseph.

David Briggs: So in the past I've used Arabic in the military, got extra incentive pay for that, for all sorts of different work responsibilities there. Since then I worked for schools for the CSU system at a different campus and for a private company with Arabic. In the future I want to go back to the military school in Monterrey to work there. I'll probably have to start or I'll be starting as a regular instructor or one of a different and similar sort instructional position to a teacher. But eventually I want to switch over to something like doing curriculum or assessments just working in a site office like that. So now I use Spanish at work too.

Julia Kobrina-Coolidge: Very exciting plans for everybody. So many different languages involved. We will have to do this panel again, can we not in five years and see where everybody is at. At this time does anybody have any questions? Anything we can address perhaps about language study or programs at Chico State? I think this a good time since we are almost out of time we have just a couple of minutes. Any questions?

Audience Member: We can just go quickly through everyone. How long did it take to learn your language? How long did it take to learn Arabic?
David Briggs: It took about a year and a half.

Julia Kobrina-Coolidge: But it was every day.

David Briggs: It was every day, 8 hours of instruction and nothing else for every day.

Julia Kobrina-Coolidge: It takes a long time. But you have to be patient and you have to have very high motivation to succeed as with anything in life. Particularly language study.

Audience Member: Is there like different styles to teach like different ethnicities, in English especially. Like a student from somewhere in Inglese or like a student from China. Is there like a technique to teach these two.

Joseph Ettinger: I guess from me the technique I guess if you will is understanding the language you’re coming from. And realizing for example where they may struggle. For example between English and Chinese what most attracted me is the enormous linguistic differences between these two languages. It’s phenomenal, they share very little in common. As you’re well aware even the writing system is completely different. For example Arabic also, what we see are oftentimes as tutors we see a difficulty with the articles and because this is not typically used in the same way in Arabic for example. So it depends on the language that the learners speak natively. Does that make sense?

Audience Member: Sure.

Nikki Giuseffi: Just from knowing a little bit of background information about a student’s native language you can avoid making judgements about the way that they're
performing in class. Because there may be some underlying factor. Like for example English has 13 vowels and Japanese has 5. So those students who come to Japan to learn English have to learn 8 vowels pretty much. And so that's why you may hear so many differences in the way they speak. Just for a small example.

Julia Kobrina-Coolidge: Thank you very much for the wonderful questions. Thank you for.

Audience Member: I just wanted to thank you for putting the panel together. I want to thank you guys very much for sharing your thoughts with us and thanks for all the guests coming. And I'll let you finish up.

Julia Kobrina-Coolidge: I would just like to finish with one quote that I came across recently and I have to share it today. It comes from Greg Roberts who is a language immersion specialist with Utah State Office of Education. It was an article on immersion programs in Time magazine. The quote is "Monolingualism is the illiteracy of the 21st century", the illiteracy of the 21st century. Now I realize this is a little strong but it is never too late to make a linguistic jump from hello to bonjour to guten tag to zdravstvuite. So please study foreign languages. It's not late to sign up for classes for next semester. If you have any questions please talk to us after the panel. Thank you Quirino for having us here. Thank you the panelists for such a wonderful, insightful discussion. And have a great evening.