



DISCUSSION GUIDE
for the
Speak YOUR Languages Videos

www.speakyourlanguages.com

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DISCUSSION GUIDE

for the

Speak YOUR Languages Videos

INTRODUCTION

The Speak YOUR Languages videos show the benefits of being bilingual by telling stories of bilingual professionals. The bilingual adults selected for these videos are enthusiastic about their work, have had fascinating experiences, and offer thoughtful insights into the value of their language skills.

The Speak YOUR Languages videos were developed by the Highline Public Schools (near Seattle, WA). This video series was developed to encourage our students to better understand the value of language skills, to work hard to develop such skills and to dream about a future where they can benefit from this effort.

The videos are designed to spark interest rather than to provide extensive details about careers. The videos are also intended to stimulate discussion about the value of speaking more than one language, about concerns students may have about their language skills, and about ways to improve those skills.

HOW TO USE THESE VIDEOS

These videos can be used alone or as a series in classes such as English as a Second Language, Foreign Language or Career Exploration.

The videos are designed for flexibility in terms of time commitment. For example, a single video can be used as a one-time introduction to the concept of careers for bilingual speakers, a series of videos can be shown every few weeks followed by a discussion, or an entire unit can be built around several videos by assigning follow-up activities.

The videos can be shown in any order. They can also be shown more than one time. Students enjoy seeing the videos again and, following a repeat viewing, a different discussion topic can be addressed.

PREVIEW QUESTIONS

Before students view the first video in the series and then again from time to time, use these questions as the basis for a brief discussion:

- Why do you think it might be beneficial to be bilingual?
- Do you think being bilingual would ever be a disadvantage for someone?
- What jobs and careers can you think of where it would be beneficial for a person to know more than one language?
- What jobs and careers can you think of where it would be a requirement for a person to know more than one language?
- What are some ways you can continue learning and refining your language skills?

FOLLOW-UP QUESTIONS

Each video has a set of questions to be used as the basis for a discussion after viewing the video. These may be used in several ways.

You might...

- discuss the questions as a large group.
- have students discuss their ideas/answers in small groups or pairs as you walk around the room and monitor the conversations.
- ask students to answer the questions in writing as they view the video.
- assign the questions as homework.

In a foreign language class, depending on the level of the course, you might choose to have the students practice their conversational skills by discussing the questions in the language of the class.

ENRICHMENT ACTIVITY IDEAS

Guest Speakers: Bilingual adults visit to tell their stories and answer questions about their careers, life paths, training and education.

Research Paper: Students research a specific career including post-secondary training options, skills needed and opportunities.

Job Shadow: One or two students follow and observe an adult professional during a typical day (or part of a day) in their workplace.

Field Trips: Groups of students visit a workplace. The trip might include a planned tour and time for questions and answers.

COURT INTERPRETER

Real-life Legal Drama

Students captivated by legal drama on television will get a real-life look at the drama experienced every work day by Claudia Zar, a state and federally certified interpreter.

In this video, Zar describes growing up in an Italian-speaking family in Mexico, where she learned both English and Spanish in school, as well as working as a freelance interpreter and learning the court procedures. "Going to court is like reading a novel," she says, with another interesting story emerging every day. **(Running Time: 9 minutes)**

BEFORE VIEWING THE VIDEO

Ask the students, "Does anyone know the difference between *interpreting* and *translating*?"

Answer: *Interpreting* is oral, going from words spoken in one language to words spoken in another language, while *translating* is written, going from written text in one language to written text in another language.

Note: This same question applies to the Freelance Translator video. When watching the second of the two, ask "Does anyone remember the difference between *interpreting* and *translating*?"

WARM-UP QUESTIONS AFTER VIEWING THE VIDEO

- What is Claudia Zar's first language?
- What are her second and third languages?
- How did she learn her second and third languages?
- How did she become interested in becoming an interpreter?

MAIN DISCUSSION TOPIC

In the video, Claudia says "I will never be able to learn the languages to the point where I will not need a dictionary anymore."

- Why do you think she says that she will always need a dictionary?
- Do you think you will ever speak your second language perfectly?
- How about your first language? Do you think you speak it perfectly? Will you ever speak it perfectly?
- Do you think you can get a good job using your language skills if you speak your languages less than perfectly?
- How good at your languages do you have to be to get a job as an interpreter?
- How good at your languages do you have to be to get other types of jobs using your languages?
- What are some ways that you can continue to improve your languages skills?

QUESTIONS FOR ADDITIONAL DISCUSSION OR FOR A SECOND VIEWING

- What are some of the things Claudia likes about her job?
- What qualities and skills other than knowing more than one language are required to be a professional interpreter?
- In the video, Claudia says "Spanish has been an asset for me because everybody needs it." Why do you think she says this?
- Claudia is certified as a court interpreter and a medical interpreter. In what other areas might an interpreter be needed? If you were an interpreter, what kind of work would you like to do?
- In order to become an interpreter, what do you think you need to do to prepare for that profession?

INTERNET RESEARCH

On the Internet, visit the web site of the National Association of Judiciary Interpreters and Translators: www.najit.org. If you are accessing this discussion guide on-line, you can click here: www.najit.org. Then click on the FAQ's page. This information can be used as the basis for a discussion or an oral or written report.

FREELANCE TRANSLATOR

Flexibility in Work Schedule

Students looking for a career that offers interesting challenges along with a flexible schedule will find a role model in Jessica Cohen, a freelance translator of Hebrew and English.

Her bilingual abilities blossomed at age 7, when her family moved from England to Israel. Her talent led her to a literary translation job where she translated a book-length novel from Hebrew to English.

Working from home, she interfaces with clients via e-mail and fax. Translating always proves interesting, and as a freelancer, she enjoys a lifestyle that gives her flexibility to schedule her time as she chooses.
(Running Time: 9 minutes)

BEFORE VIEWING THE VIDEO

Ask the students, "Does anyone know the difference between *interpreting* and *translating*?"

Answer: *Interpreting* is oral, going from words spoken in one language to words spoken in another language, while *translating* is written, going from written text in one language to written text in another language.

Note: This same question applies to the Court Interpreter video. When watching the second of the two, ask "Does anyone remember the difference between *interpreting* and *translating*?"

WARM-UP QUESTIONS AFTER VIEWING THE VIDEO

- What is Jessica Cohen's first language?
- What is her second language?
- How did she learn her second language?
- How did she become interested in becoming a freelance translator?

MAIN DISCUSSION TOPIC

In the video, Jessica says "I realize that translating is a way for me to bridge two parts of who I am and I seem to have found a way to, in my work, bring these two parts closer together."

- What do you think Jessica means when she says "two parts of who I am?"
- Have you ever felt like your two languages are "two parts of who you are?" How would you explain this to someone who only speaks English?
- Why do you think Jessica says that translating is a way for her to "bridge" these "two parts of who I am?"

QUESTIONS FOR ADDITIONAL DISCUSSION OR FOR A SECOND VIEWING

- What qualities and skills other than knowing more than one language are required to be a freelance translator?
- What are some of the documents Jessica works on as a translator?
- Jessica says "I think that reading is by far the best way to improve the way you write, even just the way you communicate orally." Why do you think this is true? Where would you go to get reading materials in the language you are learning in order to improve your skills?
- If you were to translate a document, what would you like to translate? Why would you find it interesting?

INTERNET RESEARCH

On the Internet, visit the web site of the American Translators Association: www.atanet.org. If you are accessing this discussion guide on-line, you can click here: www.atanet.org. Then click on "Divisions" and then click on the Division for your language. This information can be used as the basis for a discussion or an oral or written report.

IMMIGRANT COUNSELOR

Helping Newcomers Get Settled

Students considering careers in a helping profession will be inspired by the two immigrant counselors featured in this video, both of whom use their language skills to help people new to the United States get settled and find employment.

Asian Counseling and Referral Service counselor Dara Doung grew up in a refugee camp in Thailand after his family fled the Khmer Rouge in their native Cambodia. Once in the US, his knowledge of Cambodian, Thai and Vietnamese led him to his current job. Orlando Dollente Jr., son of Filipino parents, wanted to fit in growing up in the US. But in college, he realized the importance of understanding his roots, and through a college internship at the Asian Counseling and Referral Service, he discovered what he loves to do. **(Running Time: 9 minutes)**

BEFORE VIEWING THE VIDEO

- Ask the students, "What problems do you think immigrants might face when they arrive in the United States?"

WARM-UP QUESTIONS AFTER VIEWING THE VIDEO

- What is Dara Duong's first language?
- What are his second and third languages?
- How did he learn his second and third languages?
- What is Orlando Dollente, Jr.'s first language?
- What languages did his parents speak at home?
- How did he become interested in becoming an immigrant counselor?

MAIN DISCUSSION TOPIC

In the video, Orlando says "As a child, you don't want to be left out or feel out of place. So it was kind of embarrassing if you had an accent. I didn't feel like there was anything special about being Filipino. I wanted to kind of separate myself, I wanted to be my own person, just be an American."

- What do you think Orlando means when he says he wants to "just be an American?" Have you ever felt that way? Do you have friends who have felt that way?
- From the point of view of a young person whose parents speak a language other than English, what do you think about learning the parents' language at home?
- Orlando says "So it was kind of embarrassing if you had an accent." Should someone be embarrassed by an accent? Why or why not?

QUESTIONS FOR ADDITIONAL DISCUSSION OR FOR A SECOND VIEWING

- What are some of the things that Orlando and Dara like about their jobs?
- What qualities and skills other than knowing more than one language are required to be an immigrant counselor?
- Why do you think it might be important to know the languages of the countries bordering your country?
- Why might someone who is bilingual and bicultural be more helpful to clients as an immigrant counselor as compared to a monolingual counselor?

INTERNET RESEARCH

On the Internet, visit the web site of the Asian Counseling and Referral Service: www.acrs.org. If you are accessing this discussion guide on-line, you can click here: www.acrs.org. Then select the "Programs" tab and click on the various services offered by the ACRS. This information can be used as the basis for a discussion or an oral or written report.

IN-HOUSE TRANSLATOR

Playing Games for a Living

Student "gamers" will see what it's like to use language skills working for a game company in this video featuring two employees of Wizards of the Coast, makers of trading card games such as "Magic: The Gathering" and "Star Wars."

David Serra, who grew up learning English and later studied German, used his language skills, his knowledge of publishing, and his love of Star Wars and other George Lucas films, to create the translation department at Wizards of the Coast. Shoko Fujita, a native of Japan who learned English in school, works as a translator at the company. Both work closely with game creators to develop versions of the games in other languages. Not only must the words be translated, but the mythological creatures in the games must be "translated" into another culture. As Shoko says, "I didn't realize how much fun it would be!!" **(Running Time: 7 minutes)**

BEFORE VIEWING THE VIDEO

Ask the students, "Comic books are published all over the world. Are there some comic books you remember reading?"

WARM-UP QUESTIONS AFTER VIEWING THE VIDEO

- What is David Serra's first language?
- What is his second language?
- How did he learn his second language?
- Why did he choose to work at Wizards of the Coast?
- What is Shoko Fujita's first language?
- What is her second language?
- How did she learn her second language?
- Why did she choose to work at Wizards of the Coast?

MAIN DISCUSSION TOPIC

In the video, David says "I grew up in a bilingual household. My father is from Puerto Rico, my mother is from the United States but is a Mexican-American —speaking Spanish in the house, except I didn't speak Spanish myself. My parents didn't teach me Spanish. They thought at that time, that generation, it was not good for the children to learn Spanish because they thought that it would be a detriment in school. So I never actually learned Spanish at home."

- From the point of view of a parent who speaks a language other than English, what do you think about teaching the parents' language at home to the children?

QUESTIONS FOR ADDITIONAL DISCUSSION OR FOR A SECOND VIEWING

- What are some of the things David and Shoko like about their jobs?
- What qualities and skills other than knowing more than one language are required to manage an in-house translation department? to be an in-house translator?
- Because David can combine his love for language and his love for Star Wars, his work at Wizards of the Coast is a dream job for him. If you could use a second language in a dream job, what would that be?
- Besides the language, a translator must take cultural aspects into consideration when translating a document from one language to another. What might be taboo in Japan, will be acceptable in the United States. Why is this important? Can you name any cultural differences between your language/country and others?

INTERNET RESEARCH

On the Internet, visit the web site of Wizards of the Coast: www.wizards.com. If you are accessing this discussion guide on-line, you can click here: www.wizards.com. Then click "International." This portion of the web site is offered in several languages. Explore the international offerings provided by this company. This information can be used as the basis for a discussion or an oral or written report.

INTERNATIONAL BASEBALL SCOUT

Called up to Major League Baseball

See how one baseball fan turned his love of the game into a career as an international baseball scout for the Seattle Mariners. In a story that will hit home, Hide Sueyoshi tells how his ability to speak Japanese and English led him to the Mariners just as they obtained the rights to negotiate with Ichiro, the best baseball player in Japan. Hide, a native of Osaka, Japan, who began studying English in the first grade, helped the Mariners sign Ichiro, and after Ichiro came to Seattle, Hide served as his interpreter.

In this video packed with action shots of Ichiro (courtesy of Major League Baseball Properties, Inc.), Hide describes growing up in Japan, going to college in the U.S., where he played baseball for the love of the game and to practice English, and working as a major league baseball scout. **(Running Time: 6 minutes)**

BEFORE VIEWING THE VIDEO

Ask the students, "What does a baseball scout do?"

Answer: A baseball scout's primary job is to identify talented players.

WARM-UP QUESTIONS AFTER VIEWING THE VIDEO

- What is Hide Sueyoshi's first language?
- What is his second language?
- How did he learn his second language?
- How did he become interested in becoming a baseball scout?

MAIN DISCUSSION TOPIC

In the video, Hide talks about "the passion to learn, the desire to learn English better than anybody else."

- What does the word "passion" mean?
- What does the phrase "passion to learn" mean?
- Hide also had a passion for baseball and was able to use baseball as a way to learn English. How might you combine your passion(s) with an opportunity to improve your second language?

QUESTIONS FOR ADDITIONAL DISCUSSION OR FOR A SECOND VIEWING

- What qualities and skills other than knowing more than one language are required to be a baseball scout?
- Because of Hide's language skills, the Seattle Mariners asked him to help negotiate with Ichiro and then to serve as his interpreter. In what ways do you think language skills can provide an extra benefit to an employer?
- Hide says that over 25% of all players in Major League Baseball are not from the United States. How might this create employment opportunities for bilingual speakers in management positions for the baseball club? for people who sell tickets and promote the team? for the team manager (head coach) and other coaches? for people who work at the ballpark?

INTERNET RESEARCH

On the Internet, visit the web site of Major League Baseball: <http://mlb.mlb.com> and select the "More MLB Sites" tab. Then click on "International." If you are accessing this discussion guide on-line, you can click here:

<http://mlb.mlb.com/NASApp/mlb/mlb/international>

This information can be used as the basis for a discussion or a written report.

Also, again visit the web site of Major League Baseball: <http://mlb.mlb.com> and, at the bottom of this page, click on "Official Information." In the "Scouting Bureau" section, click on "Read our 12-part series on Scout School." If you are accessing this discussion guide on-line, you can click here:

http://mlb.mlb.com/NASApp/mlb/mlb/news/mlb_news.jsp?ymd=20030211&content_id=199087&vkey=news_mlb&fext=.jsp

This information can also be used as the basis for a discussion or a written report.

MAYOR & POLICE SERGEANT

From Immigrant to City Leader

See how language abilities and cultural understanding led one Chinese immigrant into rewarding roles in law enforcement and city politics.

Wing Woo spoke only Chinese when he came with his family to the United States at age 5. He describes his experience of speaking English at school and coming home to tell about his day in Chinese. A college internship led him to become a policeman and he also has served as mayor of Burien, Washington, a mid-sized city near Seattle. Both roles give him a tremendous sense of pride - and both are enhanced by his language skills. **(Running Time: 8 minutes)**

BEFORE VIEWING THE VIDEO

Ask the students, "What are some of the difficulties faced by children who move to the United States and don't speak any English?"

WARM-UP QUESTIONS AFTER VIEWING THE VIDEO

- What is Wing Woo's first language?
- What is his second language?
- How did he learn his second language?
- How did he become interested in becoming a policeman?

MAIN DISCUSSION TOPIC

In the video, Wing says "I'm proud of what I do, and who I represent, and my culture."

- What do you think Wing means when he says he is proud of his culture?
- Do you feel a pride in your culture? If yes, why? If no, why not?

QUESTIONS FOR ADDITIONAL DISCUSSION OR FOR A SECOND VIEWING

- What are some of the things Wing likes about his job?
- What qualities and skills other than knowing more than one language are required for police work?
- What are some of the difficulties that an immigrant initially confronts as they are adapting to their new environment in a new country, a new home?
- What is the demographic make-up of your community? After English what are the most spoken languages?
- In your community, in what businesses or professions would it be helpful to have bilingual employees?

INTERNET RESEARCH

On the Internet, using a search engine such as www.google.com, search for the phrase "bilingual police" (type in the quote marks around the phrase) and read some of the articles generated by the search. This information can be used as the basis for a discussion or a written report.

NONPROFIT PROGRAM MANAGER

Building Understanding Across Borders

Students with a bug for international travel will see how learning a second language led a U.S.-born woman to the world of international trade - and a satisfying career building relationships across borders.

Robbyn Kistler grew up in the United States. After studying Russian in college, she landed a job working as a program manager for the US Russian Far East Partnership Activity, a part of the Foundation for Russian-American Economic Cooperation in Seattle, Washington.

Kistler continually develops her language skills — speaking with her Russian staff, exchanging phone calls and e-mails with contacts in Russia, and traveling to and hosting delegations from Russia. “I like building understanding for people,” Kistler says, “and I like to see the joy that comes from mutual connections and joint projects.” **(Running Time: 8 minutes)**

BEFORE VIEWING THE VIDEO

Ask the students, “What are some things that individuals can do to help countries resolve their differences and get along better.”

WARM-UP QUESTIONS AFTER VIEWING THE VIDEO

- What is Robbyn Kistler's first language?
- What is her second language?
- How did she learn her second language?

MAIN DISCUSSION TOPIC

In the video, Robbyn says “Now I feel like my conversational skills are really quite good but I need to develop more vocabulary.”

- Russian is her second language. Why, or in what situations, might people feel somewhat uncertain about their second-language skills?
- Do you think it is almost always true that one language is better than another? Why or why not?

In the video, Robbyn also says "The great advantage I have is that there aren't so many Americans that speak Russian while there are lots of Americans who speak Spanish and I couldn't possibly compete with native Spanish-speaking skills."

- Do you agree with Robbyn that someone who learns Spanish (or English or some other language) as a second language can't compete with those who have native speaking skills? Why or why not?
- Robbyn's first language is English. Do you think her native English-speaking skills give her an advantage? Why or why not?

QUESTIONS FOR ADDITIONAL DISCUSSION OR FOR A SECOND VIEWING

- What are some of the things Robbyn likes about her job?
- What qualities and skills other than knowing more than one language are required for this profession?
- As you think about what is happening in our world today, what languages do you think might be important to learn?
- Robbyn recommends to young people interested in a language career that they go out and sign up for an internship now in order to start learning about their language and a field of interest. Where are some places you could go to apply for an internship where you live?

INTERNET RESEARCH

On the Internet, visit the web site for the Foundation for Russian American Economic Cooperation at www.fraec.org. Then click on "Programs." If you are accessing this discussion guide on-line, you can click here: <http://www.fraec.org/Programs1.htm>. Then click on the various programs. This information can be used as the basis for a discussion or a written report.