Those of us in Deaf Studies don't often have a chance to interact with our colleagues around campus, so this opportunity seems appropriate to introduce what we do and to educate everyone a bit about our program.

The Deaf Studies and the Interpreter Preparation Programs were formed in 2002, but CSN had American Sign Language (ASL) classes for many years before that. The AAS degree in Deaf Studies was formalized when the AAS in Interpretation (IPP) was established. At that time, the concept of training ASL Interpreters became a full-blown program and a degree was offered at CSN. Our thinking was that the IPP should really follow a prerequisite Deaf Studies Degree, but at the time, there was no opportunity to structure the program that way, so we began by offering two AAS Degrees. Students who wish to become interpreters have had to complete the AAS in Deaf Studies and then begin the AAS in the IPP studying for a total of four or more years to completion. It is our hope that in the future this problem can be addressed.

continued on page 12
As many of you know, Elizabeth Hanley will be retiring at the end of the spring 2012 semester. Before she leaves, I have asked Ms. Hanley to share her opinion on two things that she had previously mentioned to me: Guided Writing and Azar Interactive. This is what Ms. Hanley had to say.

**Guided Writing and Azar Interactive**

An Interview with Elizabeth Hanley

by Diana Booth

Peridore’s website to incorporate Guided Writing activities into my ESL 120 classes.

**What advantages/disadvantages does this method have?**

Guided Writing has several different formats. The one I have been using requires students to answer questions about a given reading passage. This is non-threatening to the students, and I believe this is a great mix of the two skills.

In my opinion, reading and writing have to be taught together. I always tell my students that reading and writing are married, so a tool like this is a perfect way to develop both skills and make the transition between the two.

**Guided Writing** provides students with the format of a good paragraph. This method gives a passage to read and questions to answer. The kinds of questions that the students have to answer demonstrate what points students need to focus on in the reading. While answering questions, students are guided to design a topic sentence, include major and minor details, and finish with a concluding sentence. At the same time, students learn the mechanics of writing such as punctuation and capitalization.

Another reason I like Guided Writing is because it allows teaching connectives easily. Students are provided with questions about a reading and the connectives they must use in their responses to those questions. Thus, students learn how to use connectives in a paragraph setting.

The disadvantages include difficulty in finding materials for this method. Also, the professor needs to have a structured process for incorporating this kind of assignment into the curriculum. In addition, students do not automatically transfer the new skills into a free-writing environment. The instructor needs to provide support and help students become aware of the developing skills so that students start applying those skills in other contexts. For example, when I teach ESL 126, I require that students write a three-paragraph essay on plagiarism. In the first paragraph, students should explain their understanding of plagiarism. In the second paragraph, students should provide examples of plagiarism they have seen. In the third paragraph, students should give suggestions on how to avoid plagiarism. For more information on this method, students are encouraged to visit Peridore’s website.
News Briefs

Online Russian Courses
In Fall 2012, the CSN Russian Program will launch an online Russian class – RUS 111-1001 (89933). This will be the first online Russian class in the state of Nevada and one of the few classes in the country. Pearson's MyRussianLab platform will be utilized to provide students with authentic videos, vocabulary, cultural information, multiple oral drills, instructional video clips, grammar exercises, and instructor-graded oral recordings and writing exercises. If you have always dreamed (or know someone who has dreamed) of learning Russian, but could not do it because of a schedule conflict, this is your chance. If you have any questions about the course, please contact the instructor – Diana Booth – at diana.booth@csn.edu or x4062.

New Computers at Cheyenne Language Lab
Upgraded Lenovo computers and state of the art ViewSonic monitors have been installed in the Cheyenne Campus language lab. The 24 new monitors are particularly impressive as they are about the same size as the Apple monitors and have digital TV capability.

Sony Lab Training
Anyone interested in Sony Virtuoso training, please see Veronica McVoy.

Retirement Party
Save the date to bid farewell to those retiring on May 11 at noon in room E-236. Contact Bette or Sergio for more information.

New Course Registration System Begins
Early registration for fall, 2012 begins May 1. Full payment is due June 1. Those who do not pay will be dropped from their courses. Open registration begins June 4. During this time, payment is due on the day of registration by 11:59. More information can be found at http://www.csn.edu/pages/4102.asp

The Policy Pit - Click here → http://sites.csn.edu/IL/interactive/lab/PolicyPit.htm
In past articles, we’ve briefly considered the Arabic verbal system and types of sentences, categories of nouns, and definiteness. This article will look at the reasons Arabic speakers often have difficulty with English adjective clauses.

Arabic handles adjective clauses very differently from the way English does. First, Arabic does not distinguish between adjective pronouns for people and things (as English who, whom and which). Instead, Standard Arabic requires agreement in gender and number between the adjective pronoun and the noun it modifies regardless of whether that noun is a person or a thing; in other words, there are masculine and feminine singular adjective pronouns as well as masculine and feminine plural and dual (the situation in the various dialects is somewhat different; the dialects tend toward simplification although the other rules continue to apply).

There are two other important differences between English and Arabic adjective clauses. First, Arabic only allows the use of the adjective pronoun to modify definite nouns, regardless of the function of that noun in the sentence. So for example, one would write The man who arrived yesterday is from Egypt (ar-rajul aladhi wasal ams min masr), because “the man” is definite. Conversely, the English phrase a man (that) I saw can only be continued on page 5

Adjunct Faculty Focus: Rosamaria Dueñas

By Amy Litman

Rosamaria Dueñas has taught Spanish at CSN for the past five years following 26 years as a bilingual teacher in California. Her eyes light up as she talks about the career that chose her upon arriving in California from Mexico City, where she worked as a keypunch operator. She gladly answered questions about her story.

How did you get started teaching?

When I was a little girl, my dream was to work in an office wearing nice clothes. It didn’t happen. I got married before I fulfilled my dreams. When I came to the States, and I wanted to find out about the school system for my children, I got involved as a parent volunteer. I worked so many hours at the school that they offered me a position. Getting involved in the bilingual program was my road to becoming a teacher.

Describe your work as a bilingual teacher.

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Valentina Bakas Named Outstanding Student
By Dr. Bette Brickman

Valentina Bakas has won the 2012 Outstanding Student Award for the Department of International Languages.

In the two and a half years that Valentina has attended CSN, she has maintained a cumulative average of 3.7 and has made the Honor List and the President’s List, all the while taking challenging courses such as Psychology 101 and Math 96 in addition to 12 ESL courses. While attending my Fall 2010 ESL 123 class, she went above and beyond, bringing in additional learning materials for the class. One such example was a booklet, in color, that she had made of the Wonders of the World. She also researched the meanings of vocabulary words and the various meanings of modal verbs, and then shared her research with the other students. She is determined to reach her goal of becoming a radiology technician. She realizes that she needs to take the time to build a strong foundation in English before taking her advanced medical courses, and she is patient enough to do that.

Valentina is also a volunteer for CSN’s Student Government. Over the past year, she has supervised events such as ping-pong, “Frame Game,” “the Gong Show,” and “Poetry Slam,” the Fashion Show held December 2, and the recent Fashion Show on March 29, 2012. She is active in CSN’s Student Leadership Academy and the Professional Development Program, where she answers telephone calls, directs students to resources and publicizes the various clubs at the College.

In addition to learning English, Valentina, a native of Romania, has held a full-time job at a busy hotel on the Strip, all the while attending CSN. Before coming to Las Vegas, Valentina lived in New Jersey, where she worked as a bus person and a server for $2.13 an hour. Her son is an honor student at Green Valley High School.

Valentina has been an inspiration to other students, and to me.
What do students say about Guided Writing?

They love it. Most ESL students have little experience with writing in English. Even if they had not done any writing in the past, they learn how to approach writing tasks in an easy, painless way. These exercises give students the confidence they need to continue learning. The tasks are so well structured that students realize they can do it – they can write in English, and it is not very hard to do. Students no longer feel intimidated by writing tasks.

Would you recommend this technique to other ESL instructors and why?

I definitely recommend this technique because it is a straightforward, uncomplicated way for teachers to teach and for students to learn the writing basics. ESL students often feel anxious and intimidated when asked to write something in English even if their oral English skills are quite advanced. Guided writing is a tool that introduces students to the writing process in a friendly, non-threatening way and helps them develop basic writing skills gradually. As the students progress, they stop being prompted by given questions and are asked to write a response in paragraph format about what they have read. Guided Writing gradually, step-by-step introduces students to the process of composing a proper, sophisticated paragraph.

This method is also a good exercise in reading. While completing guided writing activities, students are taught to pay attention to vocabulary and time expressions and use them in their own compositions. Students learn the importance of accurate paraphrasing as well. They are not allowed to change any information when they go from reading to writing, which is a very important research skill in any discipline.

What is Azar Interactive? When/how did you learn about it?

Azar Interactive is grammar software. It is another tool for students that takes care of the rote aspect of learning grammar. The software uses “Talking Heads,” which are animated characters that introduce grammatical structures in each section. Students are then provided with
Providing Feedback to Written Assignments: An Audio Method
By Kristen Young

When there is a stack of written homework on your desk that needs grading, do you reach for the red pen and start writing corrections, suggestions, or editing symbols by hand? Certainly, that is an effective method for providing feedback to students. Unfortunately, by the time you are done grading, your hand is tired and three hours may have gone by, especially if you write some lengthy comments. What if there were a faster method that could still give the students the same helpful feedback but speed up the grading process and prevent blisters on your thumb? I have been exploring some options that use technology (so far with a PC only) to make grading essays more efficient yet just as effective. Here, I will describe one new method that I have found to be very helpful.

“Sound Clips” in *Adobe Acrobat X Pro* can save time by enabling the instructor to relay suggestions and comments verbally instead of writing them in the student’s paper. (The process is somewhat similar to using the voice board in Wimba in Angel.) This is how it works. First, the students provide me with an electronic copy of their rough drafts of an essay in PDF format through e-mail attachments or in an Assignment Drop Box in Angel. The software the students use to create the PDF document - *Adobe Acrobat Reader* - is free and available in any CSN computer lab. Upon receiving a rough draft, I open the PDF file in *Adobe Acrobat X Pro*. As I review the student’s work, wherever I used to handwrite a question or comment, now I insert that same feedback as a “Sound Clip.”

The process is very simple. I click on the Comment menu and select the “Record Audio” button by clicking on it. Then I move the cursor near the text I would like to comment on and right click. A “Sound Recorder” box opens and I click on the red record button. I speak my feedback to the student into a microphone attached to my PC (I use a webcam without video). I speak just as I would if the student were in my office discussing his/her paper. For ESL students, I repeat some words and say things twice to make sure they can understand me. My average comment lasts about 45 seconds. I use these Sound Clips to describe a recommended change to a sentence, paragraph, or general organization of the essay although it is possible to record anything you wish to say. I click on the stop button when I am finished with the comment. If I am happy with my comment, I click OK and a speaker symbol like this appears on the student’s paper in the location I had selected. You can repeat this process and save the document as you go. At any time, you can cancel a recording if you make a mistake, delete a recording continued on page 11
numerous practice exercises.

I was introduced to Azar Interactive by Pearson Publishing representatives. We have been using Azar textbooks for years, so when the software became available, the reps presented it to our faculty.

What do you like/dislike about Azar Interactive?

I find that since I have started using it, students have not necessarily become better writers, which is why Guided Writing should be used in addition to this program, but they have become better test takers. Students’ test scores have increased. I have been tracking my students’ grades for the last 12 years using the MicroGrade program, and the semesters when students were required to use Azar Interactive, students’ grades were significantly higher.

Another advantage is that students become more familiar with computers, and I believe that it is part of my job to help students develop skills required in the current world environment. Also, when students look at their grade reports in the Azar Grammar Interactive program, they can clearly see where their strengths and weaknesses are, where they have received higher scores and where they have not yet mastered the structure. This helps them with self-reflection.

As for disadvantages, I do not see many. Azar Interactive is good as a computer grammar program. The only thing that comes to mind is that the layout could be software programs, e.g., Grammar Form and Function, have one screen showing all students’ grades on one page, and Azar Interactive doesn’t.

What do students say about Azar Interactive?

They like it. Students develop language skills with an interactive platform. Azar Interactive allows them to perform the rote practice required for mastering the rules that guide sentence structure.

Is there anything else that you would like to say to your colleagues?

I would like for them to know that I have really, really enjoyed working with them. This college has extremely high-quality, dedicated, and talented faculty. I feel lucky, honored, and privileged to have been part of the CSN faculty.
I taught first and second grade for 26 years as a bilingual classroom teacher in the San Bernardino Unified School District. When I entered the school system, it was the time when bilingual education was everywhere. We had both Spanish-speaking and English-speaking students. Then they changed the program, so in the morning, I taught Spanish speakers in Spanish, and then in the afternoon, I taught them in English. The goal was to place them in mainstream classes. In this magnet school, part of the program was teaching science to the children in the gifted program in Spanish, which I did, while the gifted and talented teacher taught the Spanish speakers in English. It was a huge success. My whole career was in the bilingual system. I loved teaching the little kids. You could see their faces light up when they got the concept that you wanted to get across.

I heard that you won awards when you were teaching. Can you elaborate?

They were for Who’s Who Among American Teachers. I was a mentor teacher, and I think I won it seven times. They are given to teachers whose students say which teachers made a significant difference in their lives.

Some of the most memorable experiences for me were having students who were non-English speakers eventually become valedictorians. To see students who could not speak the language when they arrived and then surpass native speakers academically was the best experience I had as an educator.

What’s the biggest difference between teaching children and teaching adults?

The activities have to be designed to fulfill the needs of the students. At any age, you observe your class and you can get to know each student individually. Then you try to facilitate learning through the activities that you use.

I feel blessed that I’m in this field because I love it. I love to teach. I really like to have a pleasant atmosphere that is conducive to learning. I try to get to know each student individually and see the good in each one. I greet them every day with their names. I like to provide an atmosphere with a low anxiety level. You accomplish more and internalize more when there isn’t the pressure. Whether students are quiet or chatty, it’s part of the classroom management to see that everybody has the opportunity to participate.

I tell my students, “In this class, you can make mistakes. Remember it’s not your first language. It’s okay to make mistakes.”

Perhaps this is why Ms. Dueñas’s classes are so popular. Spanish anyone?
The Arab world comprises those countries in which Arabic is the primary language; this region covers a vast geographical area, from Morocco in the west to Iraq in the east, and has a population of more than 300 million in 22 countries.

In addition to (usually) speaking Arabic, Arabic students come from a culture in which family ties are paramount, as is hospitality and generosity, and although almost all have studied Arabic, not all are native speakers. In Morocco, for example, many people speak Berber as their primary language; in Iraq, there are also speakers of Persian and Kurdish; in Syria, there are isolated pockets of Aramaic speakers.

While a majority of native Arabic speakers are Muslim (although the majority of the world’s Muslims, in Southeast Asia, do not speak Arabic), there is also religious diversity in the region. Syria, Lebanon, Palestine, Egypt, Jordan, and Iraq have large and diverse Christian minorities: Maronite and Melkite Roman Catholics, Greek and Armenian Orthodox, Protestant, and others in Syria and Lebanon, and Coptic Orthodox in Egypt.

The least religiously diverse country in the Middle East is Saudi Arabia, where any religion other than Islam is forbidden, even for foreign workers. Even here, however, there is a significant Shi’a minority in the eastern provinces. Lebanon and Syria are home to both Sunni and Shi’i Muslims, and to Druze and Alawite communities, which are offshoots of Islam.

Thus, the Syrian student you assume to be a Muslim and a speaker of Arabic may be a Roman Catholic from a village that speaks Aramaic as well as Arabic, a Berber speaker from Morocco, or a Coptic Christian from a village in Upper Egypt.
you had already completed and placed on the paper, and even move the speaker symbol to a new location and the Sound Clip you had recorded moves with it. Once I have finished recording all of the recommendations and corrections, the completed PDF file is not too big. With an average of 6-10 audio comments, the completed documents rarely exceed 2MB.

Finally, I return the newly annotated PDF file to the student. After downloading the file, the student can double-click on each symbol and listen to my recorded messages as many times as needed. The student only needs to have the free Adobe Acrobat Reader to listen to the comments. What do the students think? So far, I have only anecdotal evidence which has been very positive. The students appreciate 1) having their essay returned back to them sooner, 2) not having to try to interpret what my handwritten notes say, and 3) the fact that audio comments are often longer and provide better examples and advice when compared to a brief handwritten comment. There have been some technical glitches. At first, some of the students were opening the attachment in my e-mail message by choosing “Open as a Web Page” or “Open Only” (It depends on the student’s e-mail system). In order for the Sound Clips to work properly, the student needs to download or save the PDF file that I return to them. Now I include that fact in my instructions. Also, I was told that MAC users could not open the audio clips at all, but I believe that could have been resolved if the student had downloaded the latest free version of Adobe Reader for Macintosh.

NOTE: Even if the student gives you a hard copy of the essay, you can still create a mostly blank PDF document of your own and make use of the Sound Clips. Just make sure to say where the comment applies in the student’s hard copy paper when you record each audio clip (Or you could scan the student’s paper and save that as a PDF file so you can add the audio comments to the actual paper, but scanning it yourself is a lot of extra work).

If anyone else is interested in trying this method – or is already using it or something similar- and would like to assess its effectiveness for our students, please contact me at kristen.young@csn.edu For some further reading on some research that has been conducted on audio feedback, I recommend Curtis, R., Ice, P., Phillips, P., & Wells, J. (2007). Using asynchronous audio feedback to enhance teaching presence and students’ sense of community. Journal of Asynchronous Learning Networks, 11(2), 3+
Deaf Studies: Continued from page 1

We continue to produce qualified graduates who are frequently hired as interpreters before they complete their program! Our graduates stand for their national evaluations by the Educational Interpreter Assessment and typically pass at above minimum scores, making them highly desirable as interpreters with the schools, universities and here at CSN. We are very proud of what we have accomplished.

**ASL Mentoring Program**

In the past year, we began a pilot program, ASL Mentoring. Students in our classes are required to complete a minimum of 15 hours of time outside of the classroom in experiential learning, a program which offers them an opportunity to interact with deaf mentors in our language labs and learn to use ASL in a natural form. The mentors are very helpful in reinforcing what the students learn in their classes, helping them to become more fluent in the language.

We hope to expand this program as the demand has been tremendous. If you have students who are interested in learning ASL, have them get in touch with us.

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Our Town: A New Zealand Tourist’s Photo Gallery of Vegas
Photography by Bryan Goddard

An old friend who I taught with in Japan more than 20 years ago came for a visit during Spring break this year and fell in love with Vegas. An amateur photographer from Auckland, his photos captured the many facets of our unusual city. It can sometimes be refreshing to see your town from a new perspective. - Amy Litman
French Club Meetings
Spring Semester 2012

West Charleston Campus
Building I, 301
5:00PM – 7:30 PM

February 10th
March 9th
April 13th
May 11th

COME AND JOIN US!
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