Diglossia is the existence within a speech community of two distinct forms of the language: one high and prestigious, the language of literature, journalism, speeches, and lectures, and one low or vernacular, the informal language of daily life. The two forms are closely related and so are not examples of bilingualism, which is the ability to use two distinct languages.

While English has a more formal variety such as newscaster English and the less formal, slangier varieties used for day to day discourse, the situation is not an example of diglossia; rather it’s on a continuum from more to less formal, and the varieties are intelligible to almost anyone. That is, a person without a high degree of education can understand a political speech or a newscast, and an educated person can understand the speech of a less educated community. Further, regional linguistic differences do not, in most cases, lead to mutual incomprehension. This is not true of Arabic. Arabic has a highly regarded, almost venerated high language. In Arabic, it’s called Fusha (most continued on page 9)
The Round Table

Elizabeth Hanley and Lupe Gunderson Bid Farewell after Years of Service
By Prof. Saraita Whan-McCarthy

Professor Elizabeth Hanley

Elizabeth began her career with CSN as an intern from UNLV in 1994 while working on her master's in TESOL. Having completed her internship, she joined the Foreign Languages Department, as it was known at that time, as an adjunct and regularly taught grammar and writing classes until she was hired as full-time faculty in January, 1997. Elizabeth was hired as both an ESL instructor and the language lab coordinator. When she was hired, there was only one lab – the Cheyenne campus lab. Elizabeth credits the concept, design, and implementation of the existing Cheyenne lab of that time to the chair of the lab, Theo Byrns. Taking on the position of Lab Coordinator was no mean feat as those were the pioneer days of computer technology being used as an instructional tool. One has to remember that, in the late 1990’s, the majority of ESL students had neither computers at home nor the basic skills to use them. Elizabeth was faced with a daunting task and often worked 80 or 90 hours a week. Instructors had to learn how to use computers efficiently and then basically teach their students how to operate them. During her tenure as lab coordinator, she also helped design and put into use one of the first Smart Classrooms. Elizabeth resigned as lab coordinator in 2002, having set the groundwork for our department’s continued use of technology.

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Professor Lupe Gomez-Gunderson

Lupe began her career with the NSHE in 1973 at Western Nevada Community College in northern Nevada. She started in administration; however, she decided soon after that she wanted to pursue her education. Consequently, she began working on her master's degree at the University of Nevada, Reno. While working on her master’s at UNR, Lupe also taught Spanish at UNR and ESL at Western Nevada Community College.

When Lupe finished her studies at UNR, she received an appointment by Governor Miller to serve as Commissioner on the Nevada Board of Parole and then as chairwoman of that agency. Later, Governor Miller also appointed her to the State Insurance System (workers' compensation). After fulfilling these appointments, Lupe decided to go back to the classroom.

In addition to teaching, Lupe has served on many committees during her tenure. When Elizabeth Hanley set up the ESL reading corners at the libraries, Lupe helped with the ESL corner at West Charleston. However, the most important part of her career has been teaching Spanish and ESL. “My teaching career has been one

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Craig Anderson - ESL

Craig Anderson recently moved here from Knoxville, Tennessee, where he taught both ESL and Developmental Writing at Pellissippi State Community College. He graduated from Portland State University with a B.A. in Japanese (Language and Literature) and an M.A. in Applied Linguistics (TESOL). He has experience teaching ESL abroad in both Japan and South Korea. He has also taught ESL and Freshman Composition in Oregon.

When he’s not teaching, he enjoys spending time with his family riding bikes, hiking, traveling, or playing various sports. He loves ALL sports, but his favorite ones to play are soccer, tennis, and snowboarding. He recently joined an indoor soccer league at Summerlin Indoor Soccer Complex.

Because he is new here in Las Vegas, he is still searching for tennis partners (please feel free to email him if you would like to challenge him to a match). His favorite sports teams are the Seattle Seahawks (NFL), the Seattle Mariners (MLB), and the Portland Timbers (MLS). In addition to playing sports, he also enjoys reading books and watching movies. His two favorite books are Tuesdays with Morrie and The Giver, and his favorite kinds of movies are comedies.

Shane Dick - ESL

Shane Dick is originally from Albion, Michigan. He graduated with a B.A. in East Asian Studies from Denison University. During his junior year, he studied at Beijing University. Following graduation, he returned to study at Beijing Language Institute, where he began teaching for English programs in the Haidian district, including public high school and junior high. He went on to teach in South Korea and Japan, culminating in the development of a well-received two-year children’s language program. He earned an M.A. in Applied Linguistics and Language Program Management from Macquarie University. Since moving to Las Vegas, he has worked extensively with the CALL (Computer Assisted Literacy in Libraries) program and as an adjunct ESL instructor at CSN. He is very pleased to contribute as a full-time ESL instructor for the College of Southern Nevada.
Valerie Hecht – Spanish

Valerie Hecht comes to the College of Southern Nevada with two decades of experience teaching Spanish at all levels, most recently at the University of California, Davis, where she’s also completing her dissertation. She holds a B.A. in Spanish with an emphasis in teaching from The University of Montana and earned her M.A. in Spanish from California State University, Sacramento.

Her teaching interests include incorporating authentic cultural texts into classroom instruction and activities, helping students develop an approach to writing in their new language and creating a meaningful online class experience for a variety of learners.

An enthusiastic new resident of Las Vegas and faculty member in the Department of International Languages, Valerie is looking forward to working with her students and colleagues in the CSN community.

Professor Hanley Retires

Elizabeth has served on many committees during her tenure. She served as chair of the Technology Committee for two years and as chair of the subcommittee and coordinating hostess for the CEA site visit. She founded and edited The Round Table, the department newsletter. It is fitting, therefore, that her career and accomplishments are celebrated in its pages.

When asked about her favorite memory, Elizabeth said that she “enjoyed it all” and “wouldn’t trade it for anything.” She admits that she sometimes misses the interaction with students in the classroom.

Now that she has retired, Elizabeth would like to finish writing her book and perhaps start another. With her free time, she is able to spend more time with her grandson, who lives in California. She has recently made a nostalgic trip to Mississippi to trace her roots and do genealogical research. Next summer, she is going to travel to Canada for a large family reunion. We wish her well.
Bette Brickman Honored With Pearson’s Spirit of Teaching Award
By Dan Fichtner (originally published in the CATESOL News Vol. 44 No. 1 Summer 2012)

John Perata, retired vice president, and Andrew O’Shea, West Coast general manager of Pearson Longman, were pleased to present the prestigious Spirit of Teaching Award to Bette Brickman at this year’s Thursday Plenary of the Annual CATESOL Conference in Oakland. For this honor she was awarded a crystal trophy, $500 in ELD materials from Pearson, and a $500 check. Nevada can be proud of one of its truly dedicated teachers.

Linda Gannon, a colleague of Bette’s, wrote a wonderfully crafted essay nominating Bette for the Pearson-sponsored Spirit of Teaching Award. In her nominating essay, Linda wrote, “When I think of the phrase ‘The Spirit of Teaching,’ I think of my colleague Bette Brickman.” Bette has been a professor in the Department of International Languages at the College of Southern Nevada (CSN) in Las Vegas for 24 years. She has also served on the CATESOL Board of Directors as the Community College Representative and as the Nevada State Representative.” Linda explained how Bette is the “consummate professional,” always ready and willing to become actively involved in TESOL and CATESOL functions, all the while maintaining an engaging educational environment for her students. She has mentored, taught and learned.

Pearson and CATESOL are proud to add Bette Brickman to the list of recipients of this award. All that Bette does and has done for the ELD profession with her writings, presentations, and her hands-on work with students and curriculum is truly appreciated and lauded.

Professor Gunderson Retires
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of the most joyful and satisfying endeavors of my life,” Lupe said.

Lupe is enjoying her retirement and is difficult to pin down these days as she is always traveling, usually in Europe. She has no plans to slow down and said that she views retirement as “another new and exciting time in my life.”

We wish her well on her travels.
In many parts of Guatemala and other Central American countries, the main form of transportation is the “chicken bus.” Old, retired school buses are imported from the U.S., and then the work begins. The entrepreneur buyers repair the buses, paint them in bright colors, install music systems, and then compete for travelers. The buses are usually crowded, sometimes six people across, as they pull away from a stop at full speed, sometimes leaving a worker on top of the bus as he adjusts suitcases and other items in the luggage rack. As the bus zips along the curvy and hilly roads, customers are either dancing in the aisle or praying. People pay by the mile, and the price is cheap. I traveled 20 miles for 27 cents on my trip from a local market to Santa Maria, Guatemala. However, for shorter distances, a very common form of transport is the tuc tuc, a small three-wheeled, auto rickshaw that is used as a taxi.

Transportation was not the only thing I learned about on my recent trip (the Route of the Maya) to Central America with the Grand Circle Foundation. It’s one thing to hear my students’ stories about their lifestyle in their native counties, but it’s quite another thing to experience it.

Western wear seems to be taking over, especially among the younger people and the city dwellers. In villages, women still wear the very colorful, woven blouses and long skirts, but school-aged children are mostly clothed in t-shirts and jeans. In many markets, clothing that has been donated by the U.S. is on sale for 25 cents or less. In a market, I was fishing through a pile of clothing and found a t-shirt with the slogan, “What happens in Vegas stays in Vegas.”

It would be difficult not to like the food, which was plentiful, fresh and very tasty. Everywhere I went, there were stands where women were making blue corn tortillas or several varieties of pupusas (a thick corn tortilla with some kind of filling). The main dishes are fish, from one of the many continued on page 11
Adjunct Faculty Focus: Nabiha Al-Abed
By Amy LItman

Most Las Vegas citizens certainly have no idea how many languages are offered at CSN: American Sign Language, Arabic, Chinese, English as a Second Language, Filipino, French, German, Italian, Korean, Latin, Japanese, Persian, Polish, Portuguese, Russian, Spanish, and Thai. Four levels are offered in the majority of these languages, and adjunct instructors play a crucial role in teaching nearly every language at CSN.

Nabiha Al-Abed seems to thrive not only in her role as Arabic instructor but as a teacher of culture, passing along sought-after information that changes lives, such as the fact that Arabic is spoken in 22 countries, has multiple vastly different dialects, and is actually easy to learn! Imagine a course that is taught in three different dialects: the formal Modern Standard Arabic (MSA), the Egyptian dialect, and Shami, which is spoken only in Lebanon, Syria, Jordan and Palestinian Israel.

Ms. Al-Abed’s experience in her native Lebanon includes teaching Arabic, English and French. She taught both children and adults and enjoyed both but found that the adults, some of whom she taught to read in both Arabic and English, were much more highly motivated to learn.

An interesting mix of students of Arabic at CSN includes government workers and native speakers of Arabic who take courses in order to learn to read and write for the first time. Ms. Al-Abed’s enthusiasm for having this combination of pupils studying together was surprising. When asked how she managed to teach students with such different needs, she responded that they were all a pleasure to teach. Conversational group work is a highly used teaching method. “I just have a native speaker in each group. Students learn from each other and enjoy the interaction. The native speakers help with pronunciation, and they all learn together.”

According to Ms. Al-Abed, the challenges that native English speakers face when studying Arabic include the alphabet, word order, pronunciation and grammar issues such as feminine and masculine nouns in Arabic. However, she claims that it’s really not very difficult to learn.

She loves her job because she is able to present information in challenging, relevant and interesting ways. Teaching students about the rich Arabic traditions and culture is where her passion lies. “I feel like I can make a difference.” Besides, it’s a break from being a full-time mother of a two-year-old and a four-year-old.
The changes in courses are a consolidation of ESL 124/126/128 into a two grammar course sequence ESL 124 and ESL 126. The new courses will still cover the same material that the previous 124/126/128 covered plus the addition of articles, adjectives, count vs. non-count nouns, singular vs. plural nouns, possessives, and reflexives.

For the new 124/126 courses, we piloted the following texts: Grammar, Form and Function, 2) Focus on Grammar, 3) Grammar and Beyond, and 4) Grammar in Context.

Grammar in Context proved to be the most comprehensive and highest performing series and favorite among those instructors participating in the pilot, so Grammar in Context books 2 and 3 will be officially adopted for ESL 124 and ESL 126 effective Spring, 2013.

In addition, we have piloted the three book series, Writer’s World during the spring, summer and fall, 2012 terms and will officially adopt this series for our ESL 129, 138, & 139 courses effective Spring, 2013.

In Memorium

Jerry L. Bass, husband of Caroline Bass, Lead Faculty of Deaf Studies, passed away on November 9, 2012 due to an illness. He was a professional sign language interpreter and frequently a guest speaker in the Deaf Studies Interpreter Preparation Program here at CSN.
eloquent), or formal or Modern Standard Arabic. It’s the language of literature, oral and written journalism, university lectures, and speeches (unless the speaker is consciously trying to appeal to less educated listeners). For example, during the weeks of the Egyptian uprising in 2011, President Mubarak repeatedly went on state TV to defend his regime and make promises he hoped would keep him in power. The language he used in those speeches was MSA, which includes case endings (nominative, genitive, and accusative), a higher register of vocabulary, and specific verb conjugations that are related to but different from those used in spoken Arabic.

From my experience, this form of Arabic is considered by many to be the only true and valid form of Arabic. For example, In Damascus, Syria, I flagged down a taxi in the Bab Tuma neighborhood of the Old City. I told the driver, in Syrian dialect, that I wanted to go to such-and-such bus station. “No, no,” he said (in Arabic). “You must speak formal Arabic.” And he repeated what I had just said in perfect schoolbook Arabic. The same thing happened with the woman I was staying with in Damascus; whenever I would speak in Egyptian (the dialect I learned in Cairo, and the easiest for me) or even Syrian Arabic, she would stop me and insist that I speak the formal language.

Unlike the various dialects, formal Arabic is quite uniform across the Arab world, from Morocco to Iraq—but only to educated speakers of the language. A teacher from Algeria can understand this language as well as a lawyer from Baghdad, while it would be mostly incomprehensible to a laborer from Upper Egypt who had only received two or three years of education. For this reason, MSA is used by news outlets like al-Jazeera, which are broadcast in every Arabic-speaking country.

The low version of Arabic varies greatly in vocabulary, grammar, and pronunciation from the formal language. In addition, it has multiple distinctive dialects. These dialects fall into geographical groups, including Egyptian (Egypt and to some extent Sudan); Levantine (Lebanon, Syria, Jordan, and Israel and Palestine); Mesopotamian or Iraqi (Iraq); Gulf (Bahrain, Saudi Arabia, Qatar, the United Arab Emirates, Oman, and Yemen, although Yemen is somewhat geographically isolated and therefore in some ways distinct from the others); and Maghrebi (Morocco, Algeria, Tunisia, and Libya). Within these general groupings are further divisions, to the extent that dialects can vary from village to village in the same region.

The dialects represent the language spoken in daily life, among friends and family members and in most work situations. It’s often called kitchen Arabic because of its associations with the home and family. Some of the most obvious differences among the
diglossia in Arabic
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dialects are in the words used for everyday objects and food. For example, tomato is tamaatim in Egyptian Arabic, bandura in Syrian, and mateisha in Moroccan. The word for fish in most dialects as well as Standard Arabic is samak; in Moroccan, it’s hut (pronounced hoot), which means whale everywhere else. Bread is aish in Egypt, khibiz in Syria, and khubz in MSA.

The one dialect that is universally understood throughout the Arab world is Egyptian. This is because Cairo is the media capital of the region, and its films and TV shows are distributed everywhere; I’ve seen Egyptian films on buses in Syria and theaters in Jordan and Egyptian soap operas on TV in Morocco.

In Marrakesh, Morocco, a colleague and I were staying with a professor at a local university for a few days. Her niece, a university student in her early twenties, gave us a ride to her house. When we got in the car she said, apologetically, “Sorry, I don’t speak English.”

“Never mind,” I said, in Arabic. “I speak Egyptian dialect.”

After we had talked for a while, she laughed. “You talk like an Egyptian,” she said. This was lucky for me, as Darija (Moroccan Arabic) is so different from other dialects that it is unintelligible even to native speakers from other regions; I couldn’t understand it at all. Anytime I needed to speak to a Moroccan, I would preface my remarks by saying, “I’m going to speak in Egyptian Arabic, okay?” (It always was.)

Although MSA is the form used in almost all written communication, there is one exception: some modern literature, as well as, commonly, newspaper cartoons, attempt to reproduce the dialect in written form (think of Steinbeck writing the dialog between George and Lennie in Of Mice and Men, and you’ll have some idea though in Arabic this is even more pronounced). One of the biggest barriers to writing dialect is that there is no agreed-on method of transcribing the spoken language into Arabic script.

In addition to these two varieties of Arabic is a third form, which means Arabic is actually a triglossic language. This is the language of the Qur’an and other religious texts, which is different from both Modern Standard Arabic and the spoken dialects.

Five times a day, in every Muslim country, the call to prayer is broadcast from loudspeakers attached to the minarets of mosques. Every Friday at around noon, the khutba (sermon) is also carried by loudspeaker to people who can’t get into the mosque to hear it (Friday is the Muslim Sabbath). Also in mosques, from the 9th-century Ibn Tulun Mosque in Cairo to the newest mosques built in the Gulf States such as Saudi Arabia and the United Arab Emirates, children gather around religious teachers to read and study the Qur’an. It is the one cultural and linguistic constant in the Arab Middle East, and beyond.

The Qur’an, the religious text of Islam, was put into written form in the 7th century CE. It is venerated as the actual word of God and thus not subject to change.

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The Round Table

All Aboard the Chicken Bus
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lakes, or chicken. Along every thoroughfare, large numbers of chickens were feeding and seemed to have enough sense not to try to cross the road.

Guatemala City is surrounded by volcanoes, one of which puffs about every 20 minutes. I was assured that this is a good sign. Many villages in the past have been destroyed by volcanic eruptions, mudslides, and earthquakes, so the mild tremors that I experienced were an indication that a violent eruption would not occur soon.

The Civil War has left its scar on many parts of Guatemala. During and after the war, people flooded into Guatemala City, and many now reside in hill communities ringing the city. One area, Zone 5, is so notorious for crime that neither the police nor the military, let alone emergency personnel, will enter the area, which is now run by gangs.

One highlight of the trip was a visit to the Oficial Parvulos School in the village of Santa Catarina Barahona to meet the students, teachers and principal of the primary school. The school receives donations from the Grand Circle Foundation, which recently renovated the school restrooms. I delivered school supplies and was treated to a performance and a lesson in the school's first grade classroom. Since many students in Guatemala are not able to afford the school tuition, the students who were there were excited and very focused on showing me the best aspects of the educational resources available to them. They were especially proud of their teachers and seemed delighted to communicate with me in English.

Above all, what impressed me the most was the gracious and welcoming attitude of the people I met, who patiently tried to respond to my broken Spanish. The couple who hosted me for lunch invited me into their two-room home and served me a huge meal of the local specialty, pepian, a spicy stew of vegetables, rice, and either beef or chicken. The host had been orphaned at the age of five during the Civil War (1960-1996), which claimed the lives of over 200,000 Guatemalans and during which property was confiscated from many of the farmers. He had obtained a scholarship to attend school, finished his law degree, and had spent some

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Diglossia in Arabic
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Its Arabic is unique, though it can be somewhat understood by anyone who has studied formal Arabic, which is derived from it. To truly grasp it, a great deal of religious education is required. The fact that it can be understood at all is remarkable if we remember that Beowulf, which is incomprehensible to non-specialists, is dated between the 8th and 11th centuries.

Finally, the high variety of Arabic is an acquired form, and speakers perceive it as being the real or correct version of the language, while the “low” variety is corrupt or incorrect. In fact, in nearly every part of the Arab world, people will boast that their dialect is the one that is closest to formal Arabic, and thus the one most worthy of study. The fact is that all the dialects have diverged from MSA and Qur’anic Arabic, and none can lay claim to being the “correct” or proper version of the language.

All Aboard the Chicken Bus
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time in New Hampshire before moving back to his home town. His wife taught 6-year-olds in the local school from 7:00 to 12:30, and then spent her free time hand weaving some of the lovely patterns like those that I had seen being worn by the women throughout the country. The couple was hard working and making the most of what they had to better their lives for their two children (4 and 11 years old).

Seeing both the cities and the remote villages of the countryside let me understand a little more about where my students are coming from. I can also agree with them when they say that there are things that they sorely miss about their native country (good coffee, a more relaxed lifestyle), but I did see whole families working together, some children as young as five, toiling in the fields or helping their mothers wash clothes in the open-air village laundry. I did not see a single child whine or complain. It is a lifestyle that I both admire and respect.
Congratulations to the winners and participants!

Adam Parks, left, who won third place for College Level 1, is shown with participant Salvador Arriaga Lozano. Mr. Lozano speaks Spanish, English, and French. Japanese is his 4th language. Ka Mei Leong, not pictured, who won first place for College Level 2, also completed our program and is currently studying at UNLV.
French Club Meetings
Fall Semester 2012

West Charleston Campus
Building I, 301
10:00 AM - 1:00 PM

Sep. 14th
Oct. 12th
Nov. 9th
Dec. 14th
(and the second Friday of each month in the Spring)

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Grammar and Conversation Corner

Contact Professor Michael Young for spring semester time and place