

Captions

(M11C)

Integrating Technology into Literacy: Digital Video Dictionary

Rosemary Stifter

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**These captions were generated live during the above presentation and may contain spelling or grammatical errors common to real-time captioning. You are seeing exactly what the audience read as the presentation was given.

>>SPEAKER: OKAY I WOULD LIKE TO GET STARTED SO WE CAN STAY CLOSE TO

BEING ON TIME.

MY NAME IS CARLA DIVAL, I WILL BE FACILITATING THIS SESSION. WE

HAVE TWO INTERPRETERS WITH US THIS MORNING, GAYLE AND KEPA AND WE ALSO

HAVE A CAPTIONIST, JENNIFER.

NOW WE DO HAVE AN OVERFLOW ROOM FOR THIS SESSION. IN CASE WE HAVE

MORE PEOPLE THAN THIS ROOM WILL HOLD. IT'S RIGHT NEXT DOOR.

BUT THERE IS A LIMITATION THERE BECAUSE WE HAVE NO INTERPRETERS IN

THAT ROOM. WE DO HAVE SOUND AND WE HAVE THE CAPTIONING BUT IT'S NOT

VERY EASY TO READ.

SO IF WE DO GET INTO AN OVERFLOW SITUATION, I MAY ASK THAT SOME OF

THE HEARING PEOPLE MOVE NEXT DOOR JUST SO THAT WE CAN ACCOMMODATE

EVERYONE.

THERE ARE HANDOUTS FOR THIS SESSION. IF YOU DIDN'T GET ONE ON THE

WAY IN, I CAN CATCH YOU AFTER I INTRODUCE THE SPEAKER.

OUR SPEAKERS THIS MORNING ARE FROM LAURENT CLERC NATIONAL DEAF

EDUCATION CENTER AND WE HAVE THREE PRESENTERS FOR THIS TALK ON

INTEGRATING TECHNOLOGY INTO LITERACY. DIGITAL -- VIDEO DICTIONARY.

OUR PRESENTERS ARE ROSEMARY STIFTER, FRANCISCA RANGEL. AND RUTH

REED, IF ANYONE NEEDS A HANDOUT LET ME KNOW AND I WILL REMIND YOU AGAIN

WE WOULD LIKE TO HAVE YOU FILL OUT AN EVALUATION. IF YOU PREFER PAPER,

I WILL HAVE COPIES FOR YOU. BUT THE EVALUATION CAN ALSO BE DONE ON THE

WEB.

ROUGH ASCII

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>>ROSEMARY STIFTER: WELCOME -- GOOD MORNING TO OUR INTEGRATING

TECHNOLOGY AND DIGITAL VIDEO DICTIONARY PRESENTATION.

WE CALL IT THE CLASS DICTIONARY AND OFTEN YOU WILL HEAR US REFER

TO IT AS CLASS DICTIONARY.

I AM ROSEMARY AND I AM THE ACADEMIC APPLICATIONS SPECIALIST IN

LAURENT CLERC EDUCATION CENTER. AND WHAT MY JOB IS TO WORK WITH THE

INSTRUCTORS AND THE STUDENTS IN THE CLASSROOM. FORTUNATELY I HAD THE

OPPORTUNITY TO WORK WITH FRANCISCA AND RUTH.

>>SPEAKER: I AM FRANCISCA RANGEL. I AM A FIRST YEAR TEACHER AND I

HAVE ENJOYED MY WORK WITH BOTH OF THESE WONDERFUL WOMEN AND WE ARE

GOING TO GIVE A PRESENTATION ABOUT OUR WORK.

>>SPEAKER: HI I AM RUTH REED. I AM THE ASL SPECIALIST. I WAS

WORKING WITH FRANCISCA. AND PROVIDING SOME IEP SERVICES AND DISCUSSING

ASL AND WE GOT TALKING AND WE WILL LET YOU KNOW AS THE PRESENTATION

GOES ON WHAT WE PLAN TO DISCOVER AND THIS FALL WE WILL HAVE BEEN

WORKING THERE FOR 21 YEARS.

>>ROSEMARY STIFTER: BECAUSE WE HAVE A LOT OF INFORMATION TO PRESENT

THIS MORNING WE ASK THAT YOU HOLD YOUR QUESTIONS TO THE END OF THE

PRESENTATION. BECAUSE WE DON'T WANT TO HAVE TO STOP OUR PRESENTATION

IN THE MIDDLE BECAUSE OF TIME -- LACK OF. SO IF YOU DON'T MIND HOLDING

YOUR QUESTIONS UNTIL THE END WE REALLY APPRECIATE IT.

ROUGH ASCII

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>>SPEAKER: I WOULD LIKE TO INTRODUCE OUR STUDENTS TO YOU. WITHOUT

THEM THIS PROJECT WOULD HAVE NEVER HAPPENED. WE HAVE XIAN, KELVIN,

KEVIN, MIGUEL, TIM, DOMINIQUE AND DANIELLE. THEY KNOW WE ARE HERE. WE

HAVE BEEN IMPRESSING UPON THEM THAT WE ARE GIVING A PRESENTATION ON

THEIR WORK.

WE ARE VERY PROUD OF THEIR WORK.

>>SPEAKER: WHAT WE INCLUDED HERE WAS A DESCRIPTION OF THE PROJECT.

ALSO WE WANT TO DISCUSS THE BACKGROUND OF THE PROJECT, WHY IT CAME TO

BE AND HOW IT CAME TO BE.

THIRDLY WE WILL DISCUSS THE BACKGROUNDS OF THE STUDENTS, WHO THEY

ARE, THEIR AGES, ET CETERA. NEXT WE WILL DISCUSS THE TIME LINE. WHEN

THE PROJECT STARTED UNTIL WHEN IT WILL END. WE WILL TALK ABOUT THE ASL

AND THE ENGLISH TIME RESTRAINTS AS WELL. WE WOULD LIKE TO DISCUSS THE

PROCESS AS WELL. THE STEPS WE TOOK TO MAKE THIS PROJECT POSSIBLE. AND

HOW EACH OF US WERE INVOLVED IN THE VARIOUS STEPS.

ALSO WE WOULD LIKE TO DISCUSS THE EXPERIENCES THAT WE EXPERIENCED

DURING THIS PROJECT. THE BENEFITS WE GLEAMED FROM THIS PROJECT AND WE

WILL DISCUSS THE IMPLICATIONS. AND AS WE CLOSE, WE WILL COME TO A

CONCLUSION AND THEN WE WILL DISCUSS WHAT WE PLAN TO DO IN THE FUTURE.

AND THAT'S WHAT OUR PRESENTATION WILL LOOK LIKE.

>>ROSEMARY STIFTER: I WOULD LIKE TO MENTION THAT THE DIGITAL VIDEO

DICTIONARY IS CALLED THE CLASS DICTIONARY BECAUSE WE NOTICED THAT THE

STUDENTS NEEDED DEVELOPMENTAL SKILLS AND THAT WAS OUR FIRST PRIORITY.

ROUGH ASCII

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THIS IS AN ELECTRONIC COLLECTION OF ENGLISH WORDS AND ASL SIGNS. IT

HAS FINGER SPELLING. IT'S GOT ASL, ALL OF THOSE EMBEDDED IN ONE

DICTIONARY.

THE DICTIONARY USES VARIOUS MULTIMEDIA COMPONENTS, GRAPHICS AND

VIDEO CLIPS.

AND THIS WAS CREATED DURING A 30 TO 45-MINUTE CLASS, A LANGUAGE

CLASS, WHICH OCCURRED EVERY MONDAY, WEDNESDAY AND FRIDAY.

OF COURSE, YOU KNOW BECAUSE OF SCHEDULE NEEDS, IT DIDN'T HAPPEN

MAYBE EVERY DAY. BUT FOR MOST OF THAT TIME, IT HAPPENED MONDAY,

WEDNESDAY AND FRIDAY FOR THAT TIME PERIOD FOR THE ENTIRE YEAR.

WE WOULD LIKE TO GIVE YOU SOME OF THE BACKGROUND AND OUR EXPECTATIONS.

WHEN I CAME INTO CLASS, MOST OF THE STUDENTS IN MY CLASS WERE NOT

BORN IN THE UNITED STATES. AND A LOT OF THEM DID NOT KNOW SIGN

LANGUAGE. SO I WAS -- AT FIRST -- HAD TO THINK ABOUT LANGUAGE. BUT I

COULDN'T -- I HAD TO THINK ABOUT ESL. AND I THOUGHT, WELL IMMEDIATELY

I AM GOING TO NEED TO WORK WITH RUTH.

AND SHE SUGGESTED YOU KNOW, THAT WE NEED TO MEET WITH SOME OF

THESE STUDENTS, ONE-ON-ONE. WE MADE A VIDEOTAPE. RUTH REVIEWED IT.

WE TALKED ABOUT REVIEWING WORDS.

WHEN WE DID WORD REVIEWS THE STUDENTS DIDN'T RETAIN THE INFORMATION. SO I SPOKE WITH ROSEMARY, AND TALKED ABOUT HOW WE COULD

SOLVE THIS PROBLEM OF LANGUAGE RETENTION, WORDS RETENTION AND I'M NOT A

TECHNICAL PERSON. I DON'T KNOW ANYTHING ABOUT TECHNICAL STUFF SO I

BROUGHT ROSEMARY IN TO SEE WHAT IDEAS SHE HAD AND TRIED TO FIGURE OUT

ROUGH ASCII

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-- I HAD LIMITED VISION, ROSEMARY HAD THIS HUGE VISION THAT WE COULD --

WHAT WE COULD ACHIEVE AND I COULDN'T BELIEVE IT. THAT WAS BEYOND

WHATEVER EXPECTATION I COULD IMAGINE. AND HERE WE ARE TODAY.

AND I'M VERY HAPPY THAT THIS VIDEO DICTIONARY DID COME TO BE.

>>ROSEMARY STIFTER: I WOULD LIKE TO SHOW YOU A BRIEF EXAMPLE OF WHAT

WE ARE TALKING ABOUT. AND THROUGHOUT THE PRESENTATION, WE WILL BE

GIVING SOME OTHER EXAMPLES AS WELL.

SO FOR EXAMPLE WE TAKE A WORD THAT THE STUDENT DIDN'T KNOW. AND

WE TRY TO PICK A WORD THAT WOULD BE RELATED TO SCHOOL IN SOME WAY, THAT

THEY COULD DEVELOP WORDS AND CATEGORIES OR CLASSES OF VOCABULARY THAT

THEY COULD USE.

SO HERE'S ONE OF THE CLASSES. ENTITLED CLASSES. IT HAS THE VARIOUS VOCABULARY WORDS.

THIS GRAPHIC WAS DEVELOPED IN POWERPOINT.

WE START WITH THE SIGN FOR THE VOCABULARY WORD FIRST. THEY JUST

SIGNED IT. THEN HE FINGER SPELLS IT. WE HAVE THE VIDEO CLIP FOR BOTH

OF THOSE IN. NOW WE WILL USE IT IN A SENTENCE.

AND THEN FINALLY THEY TRANSLATE IT INTO AN ENGLISH SENTENCE. THIS

VIDEO GRAPHIC WAS MADE BY THE STUDENT HIMSELF. IN THE BEGINNING, WE

LED THE ACTIVITY MORE. BUT LATER ON IN THE YEAR THE STUDENTS HAD TOTAL

CONTROL OVER THE ACTIVITY AND DEVELOPED EACH OF SLIDE ON THEIR OWN.

REALLY NEAT.

THE ADDITIONS OF THE LABELS, ASL SENTENCE, ENGLISH SENSE SENTENCE,

FINGER SPELLING AND SIGN SHOW THE DISTINCTIONS TO WHAT A SIGN IS AND

WHAT FINGER SPELLING IS. SO WE WILL ADD THAT LATER. BUT THIS GIVES

ROUGH ASCII

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YOU AN IDEA OF WHAT DICTIONARY LOOKS LIKE.

IN THE ON SET, WE JUST INTRODUCE THE IDEA OF VIDEOTAPING
AND

FINGER SPELLING AND SIGNS. AND THEN LATER WE ADDED THE
COMPLEXITY OF

SENTENCES.

AND LASTLY, WE ADDED THE TRANSLATION TO ENGLISH SENTENCES.
ALWAYS

WE HAD A MODEL FIRST. WE WOULD -- VIDEO FRANCISCA AND SHE
WOULD MODEL

THE SIGN FOR THE STUDENT. AND THEN LATE OTHER THE STUDENT
THEMSELVES

WOULD VIDEOTAPE THEMSELVES PERFORMING THE SIGN THAT THEY
WERE DOING.

AND YOU CAN SEE THIS WAS A VERY LONG PROCESS FROM
SEPTEMBER UNTIL JUNE.

BUT AT THE SAME TIME IT WAS GREAT BECAUSE THE STUDENTS ARE
STILL

VERY INTERESTED. THEY WERE VERY ENGAGED IN IT THROUGHOUT
THE YEAR.

AND THEY WANT MORE EVEN THOUGH IT'S THE END OF JUNE.

>>SPEAKER: THE CLASSROOM CONSIST OF 7 STUDENTS WHO ARE
DEAF OR HARD

OF HEARING. THIS WAS A THIRD THROUGH 5 GRADE CLASSROOM.
SOME ARE

OBVIOUSLY THIRD GRADE, SOME OF FOURTH, SOME ARE FIFTH.
TOTAL OF 7

STUDENTS IN THE CLASSROOM.

THE READING LEVEL IS APPROXIMATELY FIRST AND SECOND GRADE READING

LEVEL. PARTLY DUE BECAUSE SOME OF THE STUDENTS HAVE IMMIGRATED FROM

OTHER COUNTRIES.

AND THE AGES RANGE FROM 9 TO 12 YEARS OLD.

TWO OF OUR STUDENTS ARE FROM EL SALVADOR.

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ROUGH ASCII

7

AL SALVADOR, TWO ARE BLACK. BUT I AM USING ASL I HOPE YOU WILL

EXCUSE ME FOR THE REST OF THE PRESENTATION. ONE IS A CARIBBEAN

ETHNICITY. THAT IS THE LOOK OF OUR CLASSROOM.

TWO OF THE STUDENTS HAVE BEEN IN KENDALL DEMONSTRATION SCHOOL FOR

LESS THEN ONE YEAR. AND THREE -- LESS THAN TWO YEARS. AND THREE HAVE

BEEN THERE FOR LESS THAN TWO YEARS.

AND THEN THE OTHER TWO GREW UP IN SCHOOLS FOR THE DEAF. ONE IS

FROM PRESCHOOL. AND THEN THE MOTHER WHO JUST MOVED FROM THE CARIBBEAN.

SO IT'S BEEN TWO YEARS AND ONE YEAR.

SO THERE'S QUITE A RANGE OF ACADEMIC EXPERIENCE AMONG THE STUDENTS

IN OUR CLASSROOM.

>>SPEAKER: I WILL DISCUSS THE PROCESS THAT WE UNDERWENT. I HAVE NO

AIDES IN MY CLASSROOM. RUTH DOES NOT DO -- I DIDN'T WANT RUTH TO TAKE

THE CHILDREN OUT OF THE EDUCATIONAL ENVIRONMENT. I WELCOMED HER TO

COME INTO THE EDUCATIONAL ENVIRONMENT.

SO THIS IS A PICTURE OF OUR CLASSROOM IN THE UPPER LEFT-HAND

CORNER. AND LATER AS RUTH VIDEOTAPED THESE PEOPLE, THEN WE SENT THEM

TO THE ASL CENTER. IT'S A SEPARATE ROOM. WE HAVE THE COMPUTER IN THE

SAME ROOM AS THE ASL CENTER. IT'S A COMPUTER CENTER. ONE SIDE OF THE

ROOM IS THE ASL CENTER AND THE OTHER IS THE COMPUTER CENTER. THE

ENGLISH CENTER IS WITHIN MY CLASSROOM.

WE STARTED IN THE CLASSROOM AND THEN WE MOVED OUTSIDE OF THE

CLASSROOM FOR ONE-ON-ONE WITH RUTH BECAUSE RUTH FELT THAT SHE NEEDED

THE 100 PERCENT ATTENTION WITHOUT DISTRACTION. AND THEN
THE ASL CENTER

ROUGH ASCII

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-- AND THEN WHEN THEY ARE DONE WITH THE ASL CENTER THEN
THEY COME BACK

INTO THE CLASSROOM FOR THE ENGLISH PORTION OF IT.

AS TIME HAS GONE ON, IT STARTED IN THE CLASSROOM AND NOW
INCORPORATES SEVERAL ROOMS.

NOW, YOU MIGHT BE WONDERING WHO PICKS THE VOCABULARY
WORDS. THE

STUDENTS DO.

WHAT WE WILL DO IS INTRODUCE SOMETHING. SAY FOR EXAMPLE,
THE WORD

SCHOOL. AND THEN WE WILL PRACTICE IT WITHIN THE CLASSROOM.
WE WILL

FINGER SPELL IT. WE WILL PRACTICE IN WITH THE STUDENTS WHO
ARE

INVOLVED IN THIS. AND THEN LATER WE WILL COME UP WITH THE
ASL SENTENCE

>>SPEAKER: GETTING BACK TO THE ASL CENTER, WHEN THE
STUDENTS COME

INTO THE CENTER, WE WILL VIDEOTAPE THE STUDENT AND THEY
WILL SIGN THE

VOCABULARY WORD. AND FINGER SPELL IT AS WELL. WE WILL
VIDEOTAPE BOTH.

AND THEN I WILL SIT DOWN WITH THE STUDENT AND WE WILL LOOK
AT THE

PRODUCTION OF THE ASL WORD. WE WILL ANALYZE IT. WHAT'S RIGHT WITH YOUR

PRODUCTION. WHAT'S WRONG?

AND WE WILL DISCUSS, THE POSITIVE AND NEGATIVE ASPECTS OF THE WAY

THE STUDENT PRODUCES THE SIGN OR FINGER SPELLED THE WORD AND THEN THE

STUDENT WILL GO BACK IF HE SO CHOOSES AND VIDEOTAPE IT AGAIN. WE SIT

DOWN. EVALUATE IT A SECOND TIME.

AND THEN WE WILL DISCUSS IF THE STUDENT LIKES IT. IF THEY ARE SATISFIED WITH IT WE WILL PICK THE BEST SIGN PRODUCTION. THE BEST

VIDEO FINGER SPELLED WORD TO USE. AND THEN WE WILL HAVE THEM REPEAT

THE SIGN IN AN ASL SENTENCE. AND THEN WE WILL DO THE EVALUATION

PROCESS AGAIN. WE WILL VIDEOTAPE IT. SEE IF IT MAKES SENSE. IF IT'S

ROUGH ASCII

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VERY CLEAR AND UNDERSTANDABLE. THEN WE MAY CHOOSE TO KEEP IT. IF IT'S

NOT, I WILL ASK THE STUDENT, WHAT EXACTLY DID YOU MEAN? WHAT WAS THE

POINT OF THE SENTENCE? ONCE EVERYTHING IS UNDERSTOOD, THEN THEY DO THE

WRITING?

OKAY THAT'S BACK TO YOU.

>>ROSEMARY STIFTER: ONCE THE STUDENTS ARE DONE
VIDEOTAPING, I RECEIVE

THE VIDEO AND I GO TO OUR COMPUTER LAB. WHERE WE ARE -- WE
HAVE THE

VIDEO CAPTURE SET UP AND WE GET CLIPS. AND IN THE CLIPS ARE
TRANSLATED

TO A DIGITAL MEDIA.

AND THEN THEY CAN BE ON A DISK AND PUT INTO A LAPTOP. WE
FORGOT

TO MENTION THAT THE COMPUTER CENTER HAS LAPTOP PROJECTORS
AND A SMART

BOARD. AND IT'S IMPORTANT TO KNOW BECAUSE IT REALLY HELPS
THE

COORDINATION OF THE GROUP AS WELL AS THE ACTIVITIES.

SO PUT THE VIDEO FILE ON THE LAPTOP. AND THE STUDENTS WILL
THEN

BE ABLE TO WORK WITH IT. THE POINT IS NOT FOR THE
OPPORTUNITY -- I

MEAN -- WE DIDN'T HAVE THE OPPORTUNITY TO HAVE THE
STUDENTS DO THE

VIDEO CLIPS THEMSELVES BECAUSE WE THOUGHT THAT WASN'T THE
POINT OF THE

PROJECT. HOWEVER THAT MIGHT BE AN OPPORTUNITY IN THE
FUTURE AT SOME

LATER DATE.

THE STUDENT ON THE BOTTOM GRAPHIC IS WORKING WITH THE
SMART BOARD.

I'M NOT SURE IF YOU ARE FAMILIAR WITH THE SMART BOARD.

I WILL BE MAKING A PRESENTATION TOMORROW ABOUT THE SMART BOARD

IN-DEPTH. SO I'M NOT GOING TO GO INTO THE NUTS AND BOLTS OF IT RIGHT

NOW.

ROUGH ASCII

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ON THE TOP IS SOMEONE WORKING ON THE VIDEO SCREEN. SIMILAR TO

LIKE A MOUSE, YOU CAN WRITE WITH A STYLIST PEN OR POINT AND CLICK.

IT'S LIKE A MOUSE. IT'S A BIGGER BOARD. IT'S VERY NICE TECHNOLOGY.

STUDENTS THEMSELVES HAVE LEARNED HOW TO USE THE SLIDES AND MAKE

THE SLIDES IN POWERPOINT. AND THEN THEY TYPE THE VOCABULARY WORDS IN

THE POWERPOINT PRESENTATION.

AND THEN THEY INSERT THE WORDS AND THEY LOOK FOR A PICTURE THAT

WILL MATCH THE VOCABULARY WORD. AND THEY INSERT THE PICTURE AND THE

MOVIE THEMSELVES.

HERE'S ANOTHER EXAMPLE.

(ON SCREEN).

THIS STUDENT RECENTLY ARRIVED IN THE UNITED STATES MAYBE TWO

MONTHS

>>SPEAKER: IN MARCH

>>ROSEMARY STIFTER: HE HAS BEEN PICKING UP THE TECHNOLOGY. HE'S

REALLY SURPASSED ALL THE OTHER STUDENTS IN THE CLASSROOM ALREADY

BECAUSE HE SEES. HE SEES THE SMART BOARD AND HE'S REALLY PICKING UP THE

TECHNOLOGY. AND HE'S LEARNING FROM THE OTHER STUDENTS, REALLY.

BUT HE WAS ABLE TO SEARCH AND FIND SOME CLIP ART ON THE WEB THAT

SHOWS SOCCER PLAYERS. AND SIGN AND FINGER SPELL HIS WORD. THIS IS

REALLY NEAT.

>>SPEAKER: AFTER THE VIDEO'S COMPLETE AND THE SIGN IS COMPLETE, THE

FINGER SPELLING, THE ASL SENTENCE HAS BEEN VIDEOTAPED, IT COMES INTO MY

CLASSROOM AND WE HAVE A SMALL TV WITH A VCR IN THE FRONT OF THE

ROUGH ASCII

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CLASSROOM. I GIVE THE STUDENT, MOST OF THE TIME I ENCOURAGE THEM, TWO

OR THREE TO SIT AT A TIME WITH A CLIPBOARD. WITH AN INDEX CARD ON THE

CLIPBOARD, MAYBE A 3 BY 5 INDEX CARD AND A PENCIL. I ASK THEM TO WATCH

THE VIDEO. AND THEY FOCUS ON EACH PERSON'S WORD AND GIVE THEM SOME

CRITICAL FEEDBACK AND SOME ADVICE, YOU KNOW, ABOUT FINGER SPELLING THE

WORD. SAY I DIDN'T UNDERSTAND THAT FINGER SPELL. TELL ME WHAT THE

WORD IS.

SO FOR EXAMPLE, THE WORD BOY. IT'S B IS A LARGE HAND SHAPE AND OY

IS A SMALL AND SHAPE. WHEN YOU PUT IT DOWN, FOR ASL YOU HAVE TO WRITE

IN ALL CAPS.

SO BOY, AND THEN PLAY. AND THEN THE WORD WHAT. SO THEY HAVE TO

WRITE EACH OF THE GLOSSES DOWN.

AND FOR EXAMPLE, THE NEXT WAS BASKETBALL THEY DIDN'T KNOW HOW TO

FINGER SPELL IT. THEY COULD ASK HOW DO YOU SPELL BASKETBALL AND THEY

TAKE TERMS WRITING OUT THE BLOCKS ENGLISH SENTENCE.

I HAVE ANOTHER EXAMPLE. THE ENGLISH CENTER IS IN THE SAME ROOM.

AFTER THEY DO THIS, THE CLAPBOARD IS PASSED ON. ONE OF THE THINGS I

HAVE TAKEN ADVANTAGE OF IS I HAVE A ONE ON THREE MEETING OR ONE ON TWO

MEETING BECAUSE THE OTHER STUDENTS IN THE ROOM ARE BUSY AND ACTIVELY

INVOLVED IN OTHER ACTIVITIES SO I CAN MEET WITH A SMALLER GROUP.

I WILL GIVE THE INDEX CARD WITH THE ENGLISH FORM OR WITH THE LINES

AND EVERYTHING, THAT THE STUDENT HAS WRITTEN THE ENGLISH ON AFTER I

INTRODUCE DIFFERENT RULES OF GRAMMAR.

AND THEN I WILL ASK THEM SOME WH QUESTIONS. LIKE MANY STUDENTS

DON'T KNOW WHO, WHO'S THAT? THEY DON'T KNOW WHEN SOMETHING HAPPENED OR

ROUGH ASCII

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WHERE. SO, I WILL INTRODUCE USING WH QUESTIONS.

AND THEN THEY WILL WRITE IT ON THE CARD. NOW ON THE TABLE IN THE

PICTURE HERE I HAVE THE CARDS WITH THE WH QUESTIONS AND THEN ADDED TO

THAT, ARE THINGS LIKE THE LETTER A OR AN ASL GLOSS. I ASK WHY ARE YOU

DOING THAT? ARE THEY TALKING ABOUT THE TABLE, SPECIFICALLY ABOUT THE

TABLE? NO THEY MIGHT BE TALKING ABOUT A TABLE, NOT THE TABLE OR A

SPECIFIC TABLE.

NOW THIS STUDENT HAS JAPANESE AND WRITING ASL WORDS, THEY HAVE TO

CHANGE THE ENGLISH AROUND. SO SOMETIMES THINGS ARE MISSING AND I HELP

THEM TO FORMULATE THE ENGLISH SENTENCE WITH THE INDEX CARDS.

NOW IF YOU CAN SEE IN THIS GRAPHIC, ON THE TABLE THERE'S A WHOLE

COLUMN OF CARDS. AND THERE ARE ALL DIFFERENT WORDS LIKE MOMMY AND

DADDY. THE WORD AND, WASN'T SURE WHAT AND WAS USED FOR.

A. SO I INTRODUCED THE CONCEPT OF AND, LIKE YOU AND I.

SO WE USE THE INDEX CARDS TO INTRODUCE ENGLISH IN THAT WAY.

WHEN THE CARDS ARE DONE, THERE'S AN ENVELOPE THEY ARE PUT IN. WE

HAVE THE ENGLISH SENTENCE ON THE ENVELOPE AND THEN THEY ARE PUT IN A

FOLDER AND PASSED ON.

I WANTED TO TALK ABOUT THE BASKETBALL?

>>ROSEMARY STIFTER: I WANT TO SHOW THIS NEXT ONE.

(ON BOARD).

>>SPEAKER: OKAY WHAT HAPPENED WITH THIS, WAS THAT THE STUDENT WAS

VERY EXCITED TO WRITE THE ENGLISH SENTENCE OUT. AND I HADN'T HAD A

ROUGH ASCII

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CHANCE TO SIT DOWN AND WORK WITH HIM. SO HE PUT WHAT IN THE ENGLISH

SENTENCE. THE BOY PLAYS WHAT BASKETBALL. BECAUSE IT SEEMED TO BE IN

THE ENGLISH SENTENCE BECAUSE THAT'S THE WAY THE ASL HAS IT.
BOY PLAYS

WHAT BASKETBALL.

THAT WAS WRITTEN IN THE ENGLISH SENTENCE. I HAD TO SAY THE
WHAT

WAS PART OF THE ASL GRAMMATICAL STRUCTURE NOT PART OF THE
ENGLISH ONE.

SO WE HAD TO TALK ABOUT THE "S" FOR PLAYS AND BOY, SINGULAR
PERSON. SO

PLACE, THE "S" IN VERB AGREEMENT IN ENGLISH.

>>ROSEMARY STIFTER: FINALLY WHEN EVERYTHING IS
TRANSLATED, THE

STUDENTS WILL COME TO ME AND WE WILL PUT THE MOVIE
TOGETHER AND THEN WE

WILL MAKE -- THEN WE WILL MAKE A TEXT BOX ON THE SCREEN.

AND THIS IS A TOUCH SCREEN THAT THE STUDENTS CAN TAKE TEXT
IN AND

THEY CAN LABEL EACH PART OF THE SLIDE.

THINK DO THE LABELING AND THE SLIDE LATER ON AND NOT IN THE
BEGINNING.

NOW BEFORE I SHOWED YOU THIS -- A SAMPLE OF THIS STUDENT
WITHOUT

THE LABELS. NOW YOU SEE ADDED THE LABELS AND THE ENGLISH
TRANSLATION

SENTENCE.

(ON BOARD).

THERE YOU GO. SIMPLE ENGLISH SENTENCE, BUT PROPER ENGLISH.
HE'S

ONLY BEEN IN THE COUNTRY FOR TWO MONTHS. I CAN'T BELIEVE IT.

>>SPEAKER: OKAY. TO ME ROSEMARY WE FORGOT WHO'S TURN IT WAS.

I WOULD LIKE TO TALK ABOUT THE EXPERIENCE AND BENEFITS OF THIS

ROUGH ASCII

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PROJECT. REALLY THE STUDENTS WEREN'T THE ONLY PEOPLE TO BENEFIT. THE

THREE OF US BENEFITED TREMENDOUSLY BECAUSE WE WERE INVOLVED IN A

COLLABORATIVE TECHNOLOGICAL EFFORT. WE LEARNED THINGS. I LEARNED

ABOUT ESL AND ASL AND THEY LEARNED AS WELL. WE ALL LEARNED TREMENDOUSLY.

SO OUR ASL LITERACY HAS EXPANDED ENGLISH LITERACY. THE TECH KNOWLEDGE AND THERE WERE OTHER BENEFITS AS WELL. OTHER THINGS THAT WE RECOGNIZED.

>>SPEAKER: PEOPLE SOMETIMES WONDER IF WE EMPHASIZE ENGLISH OR ASL.

AND WHAT WE DID IS WE EMPHASIZED BOTH. ENGLISH IS ONE LANGUAGE AND ASL

IS ANOTHER. IN THE CLASSROOM WE HAVE LABELS FOR THINGS SO THE LANGUAGE

IS VISIBLE. WE HAVE, ASL CENTER AND WE HAVE THE ENGLISH CENTER.

WE -- WHEN WE ANALYZE THE SIGNS AND THE FINGER SPELLING,
WE

INCLUDED SUCH THINGS AS EYE CONTACT AND FACIAL GRAMMAR.
SOMETIMES THE

STUDENTS WOULD HAVE A DEAD PAN EXPRESSION OR THEY WOULD
BE SHY WHEN

THEY ARE SHINING AND FACIAL GRAMMAR DID NOT MATCH THE
SIGNED

PRODUCTION.

SO AND THE STUDENTS HELPED EACH OTHER DISCUSS THE FACIAL
GRAMMAR

AS WELL AS PALM ORIENTATION. IT NEEDS TO BE NEAR THE
RECEIVER AS WELL

AS HAND SHAPES FOR THE SIGN. SIGNS HAVE SPECIFIC HAND
SHAPES REQUIRED

IN ORDER TO MAKE THE SIGN. SO WE DISCUSSED THINGS LIKE THAT
TOO. ONCE

WE WERE ABLE TO VIDEOTAPE THE STUDENTS WE COULD SIT DOWN
WITH THEM,

LOOK AT THE VIDEOTAPE AND ANALYZE WHERE THE WEAKNESSES
WERE AND ALSO

LOCATION MOVEMENT.

ROUGH ASCII

15

FOR EXAMPLE, STUDENTS -- SAY FOR EXAMPLE THE WORD "SNOW"
THEY HAVE

ALL THE SNOW FALLING OVER THEM. THE TEACHER WOULD SAY
WHAT ARE YOU

TALKING ABOUT? DO YOU HAVE A VIDEO CLIP WE COULD SHOW?
THAT WILL

EXPLAIN WHAT HAPPENED THE FIRST TIME.

JUST GO AHEAD AND SHOW IT (ON SCREEN).

OKAY THAT WAS A STUDENT SIGNING THE ASL SENTENCE BUT THE
FIRST

TIME HE WASN'T CLEAR BECAUSE HE THROUGH THE SNOWBALL AND
HAD IT COMING

BACK AT HIM. BUT WE NEEDED TO KNOW WHO WAS THROWING, TO
WHOM, AND WHO

WAS GETTING THE SNOW ON THEM. DID YOU THROW IT AND THEN
IT FELL BACK

ON YOURSELF AND THE STUDENT SAID NO. INTEREST WAS ON MY
BROTHER. SO

WE INTRODUCED THE IDEA OF ROLE SHIFT IN ORDER TO CLARIFY
THE ASL

SENTENCE.

>>SPEAKER: THIS REQUIRES A LOT OF MODELING AND A LOT OF
FEEDBACK AND

A LOT OF SENSITIVE FEEDBACK BECAUSE OUR STUDENTS ARE
SENSITIVE. IT

TAKES TIME TO GIVE THEM FEEDBACK. THAT'S WHY WE ALWAYS
REVIEW BEFORE

WE WOULD GO ON WITH THE DICTIONARY WORD.

>>SPEAKER: EXCUSE ME. WE INTERVIEWED ALL OF THE STUDENTS.
AND WE

FELT THAT THE STUDENTS WERE IMPROVING IN THEIR LITERACY.
THIS IS A

DEMONSTRATION (ON SCREEN).

>>SPEAKER: OKAY THAT WAS HER QUESTION. HER ANSWER TO MY QUESTION.

INTERPRETER: DO YOU WANT THE INTERPRETER TO DO THE VIDEO SAMPLE?

OKAY.

ROUGH ASCII

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>>SPEAKER: IF YOU CAN'T HEAR WHAT THE STUDENT IS SAYING THEN I CAN

READ IT. BUT THE QUESTION IS WHAT DO I USE THE CLASS DICTIONARY AND

SHE ANSWERS, AND THEN YOU SAW HER ANSWER IT WAS ASL TO ENGLISH. SO SHE

HAS A SPECIFIC ANSWER AND THAT WAS GREAT.

SHE HAD THE ANSWER WE WERE LOOKING FOR BECAUSE WE HAVE BEEN

DRILLING THE STUDENTS AND GIVING THEM A LOT OF VOCABULARY. IT'S NOT

EASY. IT'S A LOT OF WORK AND IT'S A LOT OF LEARNING BUT WE WANT IT

MAKE SURE THE STUDENTS REALLY UNDERSTAND AND GRASP THE CONCEPTS THAT WE

ARE GOING AFTER AND THESE QUESTIONS SHOWED THAT THEY WERE.

WHAT DID YOU LEARN IN THE ASL CENTER WAS THE QUESTION.

"I LEARNED TO WORK REALLY HARD AND VIDEOTAPE AND WATCH THE

VIDEOTAPE AND WRITE DOWN THE ANSWER."

>>SPEAKER: SPEAKING OF ENGLISH LITERACY WE FOCUSED ON SPELLING AND

THE ENGLISH TRANSLATION. IT'S VERY INTERESTING, WE USE CAPITALIZATION

BECAUSE WHEN WE HAVE THEM WRITING DOWN THE ASL GLOSSES, WE REQUIRE THE

STUDENT TO WRITE EVERYTHING IN CAPITAL LETTERS. WHEN THEY CAME TO THE

ENGLISH CENTER THEY WERE TRANSFERRING THE CAPITAL LETTER SKILL TO

EVERYTHING. SO WE HAD TO DISCUSS THE REASONS WHY CAPITALS ARE USED AND

WHY LOWERCASE IS USED AN WHY IN GLOSSING FOR ASL CAPITALIZATION IS THE

STANDARD.

SO WE FELT WE COULD JUST USE SOME STANDARD ENGLISH DRILLS BUT THEN

BECAUSE OF THE ASL GLOSSES THAT INTRODUCED NEW ROLES. SO WE HAD TO

REDO SOME FORMER RULES WE THOUGHT THEY FORMALLY UNDERSTOOD. SO WE WENT

OVER CAPITALIZATION, PUNCTUATION, ARTICLES, WE HAVE AN INTERESTING

ROUGH ASCII

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VIDEO CLIP ON SOME OF THE ARTICLES AND ALSO VERB TENSE, PRONOUNCE AND

SENTENCE STRUCTURE.

THIS IS REALLY A GREAT DISCUSSION FOR THE CLASSROOM. IN THE

COMPUTER CENTER, WE HAD THIS SENTENCE, THE LIBRARY IS CLEAN.

AND ONE OF THE CHILDREN THOUGHT THAT "THE" WHEN I INTRODUCED "THE"

AS AN ARTICLE WENT THAT "THE" MEANT A PERSON. THEY THOUGHT IT MEANT

"YOU" SUBSTITUTING FOR THE WORD "THE" CAN REALLY CAUSE QUITE A HUGE

MISUNDERSTANDING.

SO THE STUDENT THOUGHT IT WAS "YOU" CLEAN THE LIBRARY. AND THAT

OPENED QUITE A NICE DISCUSSION ON THE WORD "THE" VERSUS THE WORD "YOU"

AND HOW YOU KNOW WE CAN USE "THE" TO INDEX THINGS BUT IT'S NOT YOU, THE

PERSON.

AND WE REALLY UNDERSTOOD HOW THE STUDENT WAS THEN CONFUSED BETWEEN

THE INDEX OF "THE" VERSUS THE LABEL OF "YOU" HERE WE HAVE THE STUDENT

WRITING LIKE YOU CLEAN LIBRARY.

(WHAT DID YOU LEARN IN THE ENGLISH CENTER?)

I ASKED THE STUDENTS WHAT YOU LEARNED IN THE ENGLISH CENTER.

"ENGLISH SENTENCES, WORDS, SENTENCES."

>>SPEAKER: HE'S REALLY QUITE A FRIENDLY KID. BUT HE JUST GOT HERE

SAY TWO YEARS AGO AND HE REALLY HAD NO LANGUAGE WHEN HE ARRIVED. AND

NOW HE'S SIGNING I LEARNED ENGLISH SENTENCES AND WORDS. I AM SO PROUD

OF HIM. HE'S DONE A LOT OF LEARNING, A LOT OF WORD WORK OVER THE LAST

TWO YEARS.

>>SPEAKER: I WOULD LIKE TO DISCUSS THE BENEFITS OF THE LITERACY THAT

ROUGH ASCII

18

WE NOTICED. WE NOTICE TREMENDOUS GROWTH IN LANGUAGE, LANGUAGE ABILITY,

EXPENDED LANGUAGE USE. WE NOTICED MORE QUESTIONS COMING FROM THE

STUDENTS.

MORE QUESTIONS ABOUT LANGUAGE. MANY MORE QUESTIONS ABOUT

LANGUAGE. THIRD, THE STUDENTS RECOGNIZED THE DIFFERENCE THAT ASL IS

NOT ENGLISH AND ENGLISH IS NOT ASL.

SO THERE WAS TREMENDOUS GROWTH IN THEIR RECOGNITION OF THE TWO

LANGUAGES.

AND I HAVE TO SAY, THIS IS ONE OF MY FAVORITE ONES. IMPROVED COMMUNICATION SKILLS.

ONE TIME FRANCISCA WAS ABSENT. WE HAD A SUBSTITUTE. THE

SUBSTITUTE WAS THERE IN THE FALL AND SAW THE STUDENTS AND THOUGHT THESE

GUYS CANNOT COMMUNICATE. THAT WAS IN THE FALL.

THEN IT JUST HAPPENED AGAIN THAT FRANCISCA NEEDED TO BE ABSENT

AGAIN. AND I HAVE NO IDEA -- I'M SURE IT WAS A GOOD REASON.

BUT AS LUCK WOULD HAVE IT, WE HAD THE SAME SUBSTITUTE WHO HAD BEEN

THERE IN THE FALL. THE SUBSTITUTE WAS A DEAF TEACHER. THE SUBSTITUTE

CAME BACK A SECOND TIME AND COULD NOT BELIEVE THE DIFFERENCE IN THE

COMMUNICATION.

THE PERSON WAS JUST OVERWHELMED AND SHE TOLD ME AND I TOLD

FRANCISCA AND THAT MADE US ALL FEEL WONDERFUL ABOUT THAT PIECE OF

FEEDBACK BUT GOT FROM THE SUBSTITUTE TEACHER.

ALSO INCREASED RECOGNITION OF PRINT. BEFORE STUDENTS WOULD JUST

YOU KNOW LOOK OVER A TEXT PARAGRAPH, OR A SOURCE AND KIND OF LOOK

BEYOND IT. NOW THE STUDENTS ARE RECOGNIZING SPECIFIC VOCABULARY WORDS

ROUGH ASCII

19

AND IT'S REALLY FOSTERING THEIR GROWTH IN ENGLISH.

AND AGAIN, ONE OF THE STUDENTS IN THE CLASS, IN THE FALL, NEVER

LEARNED TO FINGER SPELL BUT NOW HE SAYS I AM THE MASTER
FINGER SPELLER

(LAUGHTER). I MUST SAY HE IS BETTER THAN ME. HE FINGER SPELLS
VERY

WELL.

AND SOMETHING THAT HAS HELPED THE TEACHERS AND THE STAFF
IS THAT

WE ARE REQUIRED TO WEAR NAME TAGS. SO WE CAN SEE WHO IT
IS. WE WILL

FINGER SPELL THE NAME. AND TRY TO COVER IT. AND WE WILL
FINGER SPELL

IT AGAIN. AND HE KNOWS IT. HE KNOWS IT.

IT'S BEEN A WONDERFUL EXPERIENCE. BEEN A WONDERFUL
EXPERIENCE.

>>SPEAKER: I WOULD LIKE TO ADD THE NAME. THE ASL DON
MATHEWS. THEY

ARE SAYING MATH IS IN THAT NAME. MATH, THAT WAS GREAT. THAT
WAS

WONDERFUL THE STUDENTS SAW THAT AND THEY BROKE DOWN THE
NAME OF THE

PERSON INTO IT'S PARTS AND NOTICED SOME OTHER THINGS.

I MEAN WHEN THE STUDENT MOVED HERE, THE STUDENT HAD NO
LANGUAGE.

IT'S JUST WONDERFUL TO SEE THE DEVELOPMENT.

>>SPEAKER: ANOTHER THING THAT WE NOTICED IS THE DIALOGUE
JOURNALS

THAT WE HAVE THE STUDENTS KEEP. AND THE STUDENT WRITES
SOMETHING IN IT

AND HANDS IT TO US. WE READ THEIR WRITING. WE WRITE IN IT.
IT'S AN

ACTIVITY. AND IN THE PAST WE HAVE SEEN A LOT OF BLANK PAGES
AND SOME

DRAWINGS. NOW SINCE WE HAVE HAD THIS DICTIONARY PROJECT,
WE HAVE SEEN

MORE AND MORE WRITING. AND SOME STUDENTS ARE FILLING OUT
ENTIRE PAGES

IN THEIR DIALOGUE JOURNAL. IT'S A LOT OF WORK TO KEEP UP
WITH. BUT

IT'S GREAT TO SEE IT.

ROUGH ASCII

20

>>SPEAKER: YOU KNOW, AS A TEACHER WE LIKE TO SEE THE
OUTCOMES. WE

LIKE TO SEE WHERE THE STUDENT STARTED AND WHERE THEY ARE
ENDING IN

THEIR ACHIEVE. S. WE LIKE TO HAVE THAT DOCUMENTED
ESPECIALLY IN

FOLDERS TO SHOW IMPROVEMENT. SO I HAVE TAKEN SOME OF
THEIR SAMPLES.

THIS IS FROM MIGUEL AND HE WAS VERY, VERY SHY. HE DIDN'T
WANT TO

WRITE. HE WAS AFRAID TO WRITE. SO I ENCOURAGED HIM TO
DRAW.

AND THEN FIRST PIECE IS THE PICTURE. ON MAY 31, IS THIS THREE
OR

FOUR LINE WRITING SAMPLE. AND YOU KNOW HE ASKED ME TO
WRITE A WORD AND

SOMETIMES FINGER SPELL THE WORD TO HIM. AND THEN HE ASKED ME SOMETHING

AND I THOUGHT, YOU JUST LEARNED THAT. I SAID WHY DON'T YOU ASK MIGUEL.

SEE IF HE CAN HELP YOU. RATHER THAN ME BEING THE DICTIONARY FOR THE

CLASS, I WOULDN'T MIND INTRODUCING ONE OF THE WORDS AND ENCOURAGE THE

STUDENTS TO LEARN FROM EACH OTHER.

I HAVE A STORY. THERE WERE TWO STUDENTS IN MY CLASS. THE TWO OF

THEM IN THE AFTERNOON GO TO SOCIAL STUDIES CLASS. AND ONE OF THE BOYS

JUST WAS REALLY GOOD. HE HAD VERY GOOD NOTES. AND HE WAS VERY

CAREFUL. AND ALL THROUGH THE FALL AND THROUGH THE SPRING AND THEN FOR

SOME REASON, HE LOST HIS ERASER. AND HE WAS VERY GOOD ABOUT KEEPING

HIS THINGS NEAT AND KEEPING HIS PENCILS AND EVERYTHING IN PERFECT

ORDER. ALL THE OTHER KIDS WERE A MESS. BUT THIS ONE KID WAS THE

OBJECT OF PERFECTION. SO HE WENT TO BUY A NEW ERASER. THE SAME AS OUR

CLASS ERASER. SO THE ONE BOY HAPPENED TO HAVE THE ERASER. HE SAID

THAT'S MY ERASER.

AND I SAID, WAIT A SECOND. WE HAVE AN ERASER FOR THE CLASSROOM.

ROUGH ASCII

21

AND THERE'S THE CLASSROOM ERASER THAT WE SHARE. AND EVEN
THOUGH WE

SHARE, YOU KNOW, THINGS CAN GET LOST AND THE STUDENT
KELVIN IS SAYING

NO THAT'S MY ERASER. I HAD TO SAY IT'S AT CLASS ERASOR
"CLASS" I

FINGER SPELLED IT. AND THAT GOT HIS ATTENTION.

HE ACCEPTED IT. AND THEN HE WROTE NOT ON ONE, BUT ON ALL
FOUR

ERASERS, ANYTHING HE COULD FIND HE WROTE CLASS, CLASS. AND
SO THIS IS

ONE OF OUR PICTURES OF ONE OF OUR ERASERS WITH THE WORDS
CLASS ON IT.

SO HOW DO I SOLVE THIS PROBLEM. HE DOESN'T SEEM HAPPY. SO I
SAID PUT

YOUR NAME ON THIS ERASER. IT MADE HIM FEEL BETTER. AND HE'S
KEPT HIS

ERASER FROM THEN ON.

THIS IS THE BOY XIAN WHO KEEPS HIS WORK STATION AND ALL OF
HIS

MATERIALS VERY, VERY CLEAN. AND HE JUST ARRIVED FROM CHINA
LAST YEAR.

IN THE BEGINNING HE WAS VERY AGGRESSIVE. HE HAD NO
LANGUAGE. HE GOT

INTO FIGHTS A LOT. AND HE WAS OFTEN AT THE PRINCIPALS
OFFICE. AND THE

DIALOGUE JOURNAL WAS DEVOID OF ANY WRITING.

SO HE DIDN'T HAVE -- I DON'T HAVE A SAMPLE TO SHOW YOU IN
SEPTEMBER. BUT THIS IS THE SAMPLE I CAN SHOW YOU IN JUNE.
IT'S VERY

INTERESTING. THAT THERE WAS A NEW BOY WHO JUST MOVED HERE
IN MARCH

ALSO FROM CHINA. AND HE'S WRITING VERY CALMLY, AND XIAN
COPIED HIM.

COPIED HIS BEHAVIOR. COPIED AND STARTED TO PICK UP HIS
BEHAVIORS. SO

IT'S IMPORTANT THAT WE HAVE STUDENTS WHO CAN ROLE MODEL
FOR EACH OTHER

AND CHALLENGE MODELS FOR EACH OTHER.

IT'S SUPPOSED TO BE ASL NOT SAL, BECAUSE IN SPANISH THAT
MEANS

SALT. I'M SURE HE DIDN'T MEAN SALT.

I ASKED HIM TO FINGER SPELL, YOU KNOW, SO I FINGER SPELLED
THE

ROUGH ASCII

22

WORD CRESS OR CLICK. AND THEN SOMEBODY ELSE WAS ASKING
ME, WHAT'S THE

WORD FOR THAT WHEN YOU TOUCH THE SMART BOARD. I SAID
AGAIN, ASK YOUR

FELLOW STUDENT AND HE WILL TELL YOU WHAT THE WORD IS.

TIMOTHY IS THE BOY -- WELL YOU KNOW HOW IT'S IMPORTANT FOR

EVERYONE TO FIND OUT IF YOU LIKE THE CLASS DICTIONARY OR
NOT. THIS IS

THE BOY WHO JUST MOVED HERE IN MARCH HE SAID HE LIKES THE CLASS

DICTIONARY. IT WAS NEAT TO SEE.

DID YOU WANT TO -- I WILL TAKE THIS.

NOW WE HAVE ACTIVITIES THAT SUPPORTED THE LITERACY IN OUR CLASSROOM. WE FELT THEY WERE LINKING ACTIVITIES BECAUSE REPETITION,

FOR EXAMPLE PEOPLE WHO ARE HEARING MIGHT HEAR SOMETHING 15 OR 20 TIMES

THROUGH THEIR RESIDUAL HEARING THEN LATCH ON TO A CONCEPT. BUT WE

DON'T OFTEN GET THOSE OPPORTUNITIES.

SO WE HAD OTHER ACTIVITIES TO INCREASE THE INCIDENTS OF REPETITION

SO THAT STUDENTS WOULD REALLY GET THE CONCEPTS. SO, FOR EXAMPLE WE HAD

THE MORNING MESSAGE. FILL IN THE BLANKS, A GROUP OF WORDS OR IDENTIFY

THE MISSING WORDS.

SO IF THERE WAS SOMETHING MISS SPELLED, YOU KNOW, SOMETIMES I

PURPOSEFULLY MISS SPELL SOMETHING AND THE STUDENTS WOULD CORRECT MY

SPELLING. WE PLAYED BINGO. I DIDN'T PLAY IT BUT THEY PLAYED IT. THEY

DID THE WORDS ON THE BINGO CARD.

WE ALSO DID A MATCHING GAME WITH THE ASL SIGNS AND THE ENGLISH

WORD. THERE'S AN EXAMPLE ON POWERPOINT GRAPHIC. AND WE HAD -- IT WAS

LIKE A MATCHING COLUMN. DIFFERENT GRAPHICS OF ASL SIGNS AND DIFFERENT

ENGLISH WORDS AND MATCHING COLUMNS.

ROUGH ASCII

23

WE ALSO DID A WORD SCRAMBLE AND THEN SOMETHING CALLED INSPIRATION

WEB, WHICH WAS SKILL BASED.

>>ROSEMARY STIFTER: OKAY. SO THIS IS A TECHNICAL SYMPOSIUM. SO THAT

WAS THE TECHNICAL -- THIS IS THE TECHNICAL PART OF OUR PRESENTATION

NOW.

WE FELT IT WAS REALLY IMPORTANT THAT THE STUDENTS OWN THE PROJECT.

AND THAT THEY WERE MAKING THE PROJECT. AND THAT WE HAVE THE CD NOW

THAT THE CHILDREN HAVE AS THEIR CLASS DICTIONARY AND THEY ARE THRILLED

WITH THIS PRODUCT. EVEN THOUGH THEY DON'T HAVE A COMPUTER AT HOME IT

MAKES NO DIFFERENCE BECAUSE THIS IS A PRODUCT OF THEIR WORK AND THEY

ARE VERY EXCITED TO HAVE IT.

BECAUSE THEY WERE RESPONSIBLE FOR MAKING IT, THEY ARE ALSO

RESPONSIBLE FOR THEIR LEARNING AS WELL. THE TECHNOLOGY WAS HANDS ON

WHICH IS VERY IMPORTANT. IT REALLY HELPS THE LEARNING PROCESS, THE

INTERACTION WITH THE SOFTWARE, THE COMPUTER HARDWARE, THE SMART BOARD

WAS WONDERFUL.

WE USED MICROSOFT POWERPOINT IN ORDER TO MAKE THE SLIDES ON THE

PRESENTATION AND THROUGHOUT THE DICTIONARY. AND WE HAVE ALREADY

EXPLAINED THE PROCESS OF CREATING THE SLIDES AND THE TEXT, ET CETERA

AND PICTURES AND THE VIDEO CLIPS.

THIS IS THE SPECIFICATIONS AND THE PROJECTED COSTS OF THE EQUIPMENT. OF COURSE, YOU KNOW, COMPUTERS ARE EXPENSIVE AND VIDEO

CLIPS USE A LOT OF MEMORY. SO WE SAY THAT FOR A BASIC, BASIC SYSTEM

YOU MIGHT GET A 2 GIGABIT HARD DRIVE. WE HAD A MORE SOPHISTICATED

ROUGH ASCII

24

SYSTEM THAT WAS MULTIMEDIA. THESE ARE ESTIMATED. THESE PRICES, THE

3,000 IS WHAT WE HAD. THE LEFT-HAND COLUMN SHOWS THE BASIC SYSTEM

REQUIREMENTS AND THE RIGHT HAND SHOWS A NICER SYSTEM.

THE VIDEO CARD CAN BE PURCHASED FOR APPROXIMATELY \$300.
YOU SEE

THAT A LOT. BUT IF YOU WANT A FANCIER VIDEO CAPTURE CARD
YOU CAN GET

ONE FOR \$1,000. WE HAD THE \$300 VIDEO CARD. THE VIDEO
EDITING

SOFTWARE. WE USED PREMIERE BY ADOBE AND THAT WAS \$550.

VERY EXPENSIVE. HOWEVER, THERE IS SOME VIDEO EDITED
SOFTWARE ON

THE MARKET, VIDEO CAPTURE CARD COMES WITH THE SOFTWARE
AND YOU CAN DO

THAT FOR YOUR EDITING, THAT SHOULD BE FINE AS WELL.

SOME OF THE BEGINNING EDITING I'M NOT SURE IF YOU NOTICED IT
BUT

IT WAS KIND OF GRAY. I CAN SHOW YOU AN EXAMPLE OF THAT. WE
DID THAT

WITH THE CHEAPER SOFTWARE THE \$100 SOFTWARE. THEN A VIDEO
CAMCORDER,

OF COURSE YOU NEED THAT AND A VCR, OF COURSE YOU NEED
THAT.

YOU CAN BUY THEM MORE EXPENSIVELY OR MORE MODESTLY, IT
DEPENDS ON

-- WE DID NOT USE DIGITAL VIDEO WHEN USING THIS PROJECT. WE
WOULD LIKE

TO. WE HOPE TO DO THAT IN THE FUTURE BUT WE HAVEN'T PLAYED
WITH THAT

AS OF YET.

THE BENEFITS ARE MANY. THE KIDS WERE JUST EXCITED. THEY
COULD

NOT WAIT TO GET INVOLVED IN THIS PROJECT. THEY WANTED MORE.
THEY ALL

WANT COMPUTERS.

>>SPEAKER: DEMANDED MORE. THEY ALL WANTED THEIR NAME TO
BE THE NEXT

PERSON TO USE THE COMPUTER AND I HAD TO TELL THEM TO TAKE
TURNS.

>>SPEAKER: ALSO THEIR CONFIDENCE HAS INCREASED BY LEAPS
AND BOUNDS

ROUGH ASCII

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PRIOR TO THIS PROJECT, THEY WERE VERY TENTATIVE ABOUT USING
THE

HARDWARE AND SOFTWARE. NOW THEY ARE VERY FLUENT IN USING
IT, VERY

EASILY,

>>SPEAKER: ME TOO I DIDN'T WANT TO USE IT. I WAS NOT A
COMPUTER

PERSON. I DIDN'T WANT TO USE E-MAIL. NOW I FEEL VERY ADAPT AT
USING

THE EQUIPMENT AS WELL.

>>ROSEMARY STIFTER: THE STUDENTS KEYBOARDING SKILLS ARE
IMPROVED

BECAUSE THEY ARE USING THAT IN ORDER TO ADD THE TEXT. OR
WHATEVER THEY

NEED TO ADD. THEY ARE USING THE KEYBOARD AND THERE'S
KEYBOARDING

SKILLS ARE IMPROVING.

THEY ARE NOT USING YOU KNOW THE APPROPRIATE HOME ROW AND WHERE TO

PUT THEIR FINGERING TECHNIQUES BUT THEIR KEYBOARDING SKILLS IN GENERAL

HAVE IMPROVED.

THE ENTIRE ENVIRONMENT REALLY CREATED AN ENVIRONMENT FOR COLLABORATION AND THAT'S VERY IMPORTANT. WITHOUT THAT, WITHOUT THE

SMART BOARD, OR WITHOUT A WAY TO PROJECT THE INFORMATION THAT WOULD

ENABLE EVERYBODY TO GET INVOLVED IN A COLLABORATIVE EFFORT I DON'T

THINK WE WOULD HAVE BEEN AS SUCCESSFUL AS WE WERE.

THE NEXT QUESTION WHAT DID YOU LEARN IN THE COMPUTER CENTER?

"WELL, HOW TO PRESS ON THE SMART BOARD AND HOW TO LEARN BY

PRESSING THE BUTTONS. IT WAS THE BEST. I LIKED IT. I HAVE DONE A LOT

BETTER."

HE'S RIGHT. HE DID IMPROVE A LOT.

>>SPEAKER: YES HE DID.

ROUGH ASCII

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>>SPEAKER: WELL OTHER BENEFITS THAT WE NOTICED AS WELL IS BEFORE THE

STUDENTS REALLY DIDN'T CARE TOO MUCH ABOUT LEARNING, BUT NOW THEY ARE

VERY MOTIVATED TO LEARN.

BEFORE THE STUDENTS -- I MEAN IN THE FALL, THE ONE GIRL WHO WAS

VERY QUIET, SHE WOULD NOT SPEAK UP. WE REALLY HAD TO ENCOURAGE HER TO

SPEAK. BY MIDYEAR SHE WAS VERY ASSERTIVE. SHE WENT UP TO THE SMART

BOARD. SHE GOT RIGHT INTO THE PROJECT AND HERSELFES ESTEEM HAS JUST

BLOSSOMED.

BEFORE WE EXPLAINED THINGS TO THE STUDENTS AND THEIR CRITICAL

THINKING SKILLS WERE NOT ENGAGED. NOW WE ARE SEEING THE CRITICAL

THINKING SKILLS DEVELOPING AND THE INTERACTION IS WONDERFUL. DID YOU

WANT TO ADD SOMETHING?

>>ROSEMARY STIFTER: NO.

>>SPEAKER: ALSO THEIR DICTIONARY SKILLS ARE BEING STRENGTHENED. THEY

KNOW HOW TO CHECK OUT THE VOCABULARY. THEY HAVE MANY VOCABULARY WORDS.

THE COMMUNITY BUILDING SKILLS FRANCISCA WAS SAYING IN THE

CLASSROOM THERE'S A LOT OF TURN TAKING, A LOT OF COLLABORATION. AND

THE ONE NEAT THING IS THE STUDENT DOESN'T KNOW, MAYBE I WILL KNOW IT

BUT MAYBE I DON'T HAVE TO HELP IT. AS I AM VIDEOTAPING THE STUDENT

WILL SAY I WILL VIDEOTAPE IT. I WILL DO IT AND I WILL SAY OKAY I WILL

HAVE TO LET THE STUDENTS DO IT. ROSEMARY WILL SAY OKAY YOU HAVE TO LET

THE STUDENTS DO THE SMART BOARD. FRANCISCA WILL LET THE STUDENTS DO

THEIR OWN THING BECAUSE THE STUDENTS NEED TO DRIVE THIS PROJECT AND

ROUGH ASCII

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DRIVE THEIR LEARNING. WE CAN SEE THE GROWTH.

>>SPEAKER: YOU THINK TURN TAKING IS NO BIG THING. BUT FOR CHILDREN,

I MEAN IF IT'S NOT MY TURN I MIGHT CRY IF I AM A CHILD. IT'S MY TURN.

THEY DON'T REALLY HAVE THE PATIENCE TO WAIT AND SOME STUDENTS WILL

LEAVE THE ROOM. I CALM THEM DOWN. NOW WE HAVE THIS THING CALLED TURN

TAKING. ALTHOUGH WE DON'T THINK OF IT AS MUCH IT REALLY HAS BUILT UP

RAPPORT IN OUR CLASSROOM. AS ROSEMARY SAID IT HAS HAD A TREMENDOUS

IMPACT ALL AROUND.

>>ROSEMARY STIFTER: IT'S TRUE. THE CLASSROOM IS QUITE A DIFFERENT

PLACE THAN WHEN IT WAS AT THE BEGINNING OF THE YEAR. THE BEGINNING I

WAS LIKE OH, MY GOD. I REMEMBER ONE CHILD CRIED AND RAN
OUT OF THE

ROOM WHEN IT WASN'T HER TURN. NOW THROUGH ALL OF OUR
EFFORTS THE

ENVIRONMENT HAS TOTALLY CHANGED. EVERYONE HAS REALLY
GROWN.

QUESTION IS WHAT IS A CLASS DICTIONARY FOR.

"IT'S GOOD SO YOU CAN LEARN. IF YOU DON'T KNOW SOMETHING
YOU CAN

LEARN HOW TO DO IT. IF YOU NEED HELP, SOMEONE WILL HELP
YOU."

WHY DID YOU LIKE THE CLASS DICTIONARY?

"WELL, THE CLASS DICTIONARY HAS THINGS WRITTEN DOWN IN IT.
YOU

CAN LOOK SOMETHING UP AND THEN WRITE YOUR OWN THING AND
THEN YOU ARE

DONE."

>>ROSEMARY STIFTER: THIS STUDENT USES WHAT WE PRINTED A
CLASS

DICTIONARY FOR THEM. ABOUT THE MIDDLE OF THE YEAR. SO THEY
HAVE

SOMETHING, HARD COPY THEY CAN BRING HOME TO THEIR
PARENTS.

BUT ON VACATION, BEFORE CHRISTMAS VACATION WE PRINTED
THAT OUT SO

ROUGH ASCII

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THEY COULD BRING IT HOME AND HE REALLY CONTINUED TO USE
THAT CLASS

DICTIONARY FOR HIS WRITING. HE WOULD LOOK SOMETHING UM IN THE

DICTIONARY THAT HE HAD AND SEW, REALLY IT DID HELP HIM A LOT.

>>SPEAKER: I WOULD LIKE TO SHARE AN INSPIRING STORY. I LIKE TELLING

STORIES THAT HAPPENED IN THE CLASSROOM.

I WAS WORKING IN THE ENGLISH CENTER AND WE HAD SOME THINGS ON THE

SHELVES. THERE WAS ASL AND THERE WAS ENGLISH TO HELP ME FIND

DICTIONARY SIGN FOR EXAMPLE.

AND I BORROWED THE SIGN BOOK FROM ANOTHER TEACHER AND I BROUGHT IT

INTO THE CLASSROOM. I WAS LOOKING FOR EXAMPLE, THE WORD "FLOOD" I WAS

LOOKING IT UP. AND THAT STUDENT LOOKED AT ME, SAW THAT I HAD AN ASL

DICTIONARY AND SAID THIS IS GREAT.

HOW MUCH MONEY? HOW MUCH MONEY? CAN I BUY THAT? I WANT TO

COMMUNICATE WITH MY -- MY MOM DIDN'T KNOW ANY SIGN LANGUAGE. AND I

THOUGHT OH, MY GOODNESS THIS IS REALLY AN EXPENSIVE BOOK OVER \$30, \$40.

HE SAID I WILL ASK MY FAMILY. I SAID OKAY. I COPIED THE COVER OF THE

BOOK AND GAVE IT TO HIM TO BRING HOME AND BELIEVE IT OR NOT HE BROUGHT

BACK THE MONEY. THE FAMILY HAD AN EDUCATIONAL TEACHER AND THEY WENT TO

THE BOOK STORE. AND THEY BOUGHT THE BOOK. AND THEY USE -- THEY GAVE

-- THE MOTHER FOR MOTHER'S DAY.

SO, THEN SHE COULD LOOK UP SIGNS TO COMMUNICATE WITH HER KID.

>>ROSEMARY STIFTER: WELL OF COURSE, YOU KNOW, TECHNOLOGY HAS MANY

USES. IT'S VERY COMPLEX AND IT WON'T BE WITHIN THE EDUCATIONAL

SETTING. MAYBE THE SCHOOLS WHERE YOU TEACH ARE NOT HAVE SOME OF THE

ROUGH ASCII

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THINGS THAT WE HAD. WE DID HAVE SUPPORT FROM A TEAM OF PEOPLE. WE HAD

OTHER INSTRUCTORS AND ADMINISTRATION SUPPORT.

BECAUSE THIS WAS VERY TIME CONSUMING, THE THREE OF US SOMETIMES

THERE WERE SOME COMMUNICATION BREAK DOWNS AS TO WHAT WE WERE DOING.

WITHIN THE PROCESS SO THAT CAN BE A DIFFICULTY.

TIME, OF COURSE, IS ALWAYS SOMETHING. THERE'S NEVER ENOUGH TIME.

SPACE. YOU KNOW WHERE ARE YOU GOING TO SET UP THE ASL CENTER OR

THE ENGLISH CENTER. THE COMPUTER CENTER. SO PACE IS ALWAYS AN ISSUE.

LIGHTING IS ANOTHER ISSUE. THAT'S ONE THING WE NOTICE SOME OF THE

VIDEO CLIPS SEEM VERY DARK. SO WE REALLY HAD TO PLAY WITH THE LIGHTING

TO FIGURE OUT WHERE THE LIGHTING SHOULD BE COMING FROM AND WHAT

DIRECTION, WHAT ANGLE WILL WE GET NICE LIGHTING. WE REALLY DIDN'T HAVE

THE LIGHTING EXPERT.

>>SPEAKER: WELL THIS ONE BOY WITH VERY DARK SKIN. HE HAD A WHITE

SHIRT BUT STILL THE LIGHTING WAS TOO DARK SO HE BORROWED MY COAT AND

ALL OF A SUDDEN HIS FACE BOBBED OUT YOU CAN SEE HIS EYES AND HIS TEETH.

YOU HAVE TO PLAY WITH THE CLOTHING AND THE LIGHTING. THAT'S ANOTHER

SKILL YOU HAVE TO LEARN.

>>ROSEMARY STIFTER: WE WILL SHOW YOU SOME OF THAT.

PLUS THE LIGHTS IN THE ROOM WERE YELLOWISH BLUE. WE FORGOT ABOUT

THE LIGHTING IN THE ROOM SO WE HAD TO DO SOME OF THE VIDEO CLIPS

SEVERAL TIMES JUST FOR LIGHTING REASONS.

ALSO THE SMART BOARD, WE NEEDED TO SCHEDULE THAT AND WE NEEDED TO

SCHEDULE THE ROOM. SOMETIMES THERE WERE CONFLICTS WITH OTHER

INSTRUCTORS WHO WANTED TO USE THE SMART BOARD.

ROUGH ASCII

30

SO THERE WAS A SCHEDULING ISSUE THERE. AND THEN OF COURSE,
IF YOU

DON'T HAVE THE TECHNOLOGY OR SUPPORT, THAT CAN BE A
PROBLEM. MONEY IS

ALWAYS A PROBLEM. AND THE AVAILABILITY OF THE TECHNOLOGY
AND EQUIPMENT

IS ALWAYS SOMETHING. SOMEWHAT OF A CHALLENGE.

ALSO THERE ARE KODAKS. IT'S A VIDEO CAPTURE CARD
COMPRESSION AND

EXPANSION THING IT'S CALLED KODAKS AND THAT'S WHAT IT
MEANS.

POWERPOINT DOES NOT -- CANNOT ACCEPT KODAKS. IT WILL NOT
DISPLAY THE

KODAKS IMAGES. IT CANNOT RUN THEM. IF YOU HAVE THAT TYPE OF
VIDEO

CAPTURE TECHNOLOGY, IT WON'T RUN WITH POWERPOINT.

NOW WE ALWAYS USED A PC.

HERE'S AN EXAMPLE OF THE DARKER VIDEO CLIPS THAT WE WERE
TALKING

ABOUT.

AND SEE ON THE BOTTOM THERE'S LIKE THAT LINE ON THE BOTTOM.
THAT

WAS FROM THE CHEAPER SOFTWARE THAT WE USE FOR THE VIDEO
CLIP. PRE MERE

SOFTWARE, THE ADOBE PREMIERE CROPS THE IMAGE. IF THERE WAS
SOMETHING

INTERFERING THAT CAN BE CROPPED OUT. IF YOU DIDN'T HAVE THE BACKGROUND

RIGHT AND YOU HAD A BACK WALL YOU CAN CROP IT.

ON THE CHEAPER SOFTWARE THEY DON'T HAVE THE CROPPING ABLE OR I

DIDN'T LEARN HOW TO DO IT WITH THE SOFTWARE. I DON'T THINK YOU CAN DO

IT.

BUT IN GENERAL THE CLIP ITSELF IS PRETTY CLEAR NONE THE LESS.
\$99

ISN'T A BAD DEAL FOR END RESULT.

IN CONCLUSION.

>>SPEAKER: FOR CONCLUSION IS THAT WE REALIZE THAT IT'S REALLY

ROUGH ASCII

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IMPORTANT TO INTRODUCE THE CONCEPTS OF ASL AND ENGLISH.
AND WHEN YOU

THINK ABOUT LINGUISTICS HOW YOU APPLY IT TO A CLASSROOM OF SMALL

CHILDREN, WELL WITH THE FEEDBACK FROM THE SPECIALIST I WORK WITH, IT IS

IMPORTANT TO SEPARATE OUT THE TWO LANGUAGES. SO THE STUDENTS CAN GET

AN UNDERSTANDING OF WHAT ASL AND WHAT ENGLISH ARE.

WE REALLY NEED TO INTRODUCE ASL SENTENCES MUCH EARLIER. I MEAN

THIS WAS OUR FIRST TIME IN THE PROJECT, AND I DIDN'T EVEN EXPECT

SOMETHING LIKE THIS. BUT FROM OUR FINDINGS WE FELT THE ASL SENTENCES

COULD BE INTRODUCED EARLIER.

WE NEED TO ALLOW MORE TIME FOR THE STUDENT TO PLAY. WE REALIZED

THAT LATER. WE WITH INCORPORATE THAT EARLIER.

AND ALSO USE SMALL GROUPS AS MUCH AS POSSIBLE.

WITH THE PRETEST AND POST TEST. OUR PRETEST WAS WITH RUTH AT THE

BEGINNING OF THE YEAR. HOW MUCH THE STUDENT KNOW. NOW WE ARE

ANALYZING, WAS IT TWO WEEKS AGO?

WE DID AN ANALYSIS FOR THE POST TEST. AND WE NOTICED OVER TIME

THINGS HAVE CHANGED. WE DEVELOPED BETTER ANALYSIS TECHNIQUES AND RUTH

AND I HAD JUST STARTED THE BEGINNING AND ROSEMARY JOINED LATER ON. SO

WE WILL HAVE BETTER PROCEDURES FOR THAT IN THE FUTURE.

THIS GRAPH GIVES YOU AN IDEA OF WHAT WE FOUND. WE HAVE THE

RECEPTIVE. THAT IS WHEN A STUDENT WATCHED A SIGN IF THEY COULD PUT

DOWN THE CORRECT ENGLISH WORD FOR THAT SIGN.

AND 55 PERCENT ANSWERED IT. I LIKE THIS ONE PERSONALLY.

WHETHER IT WAS FINGER SPELLING, OR SIGN, THEY WOULD LOOK AT IT.

THE ASL AND THEN THEY HAVE AN ENGLISH SENTENCE AND THEY HAD TO IDENTIFY

ROUGH ASCII

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WHICH WAS WHICH ON THE FORM.

AND IT WAS LESS THAN 50 PERCENT OF THE STUDENTS WERE ABLE TO DO

THAT.

THE THIRD WOULD SAY ON THE ENGLISH SENTENCE BY SEEING ASL THEY

COULD WRITE THE CORRECT ENGLISH TRANSLATION.

HERE'S AN EXAMPLE NUMBER 28.

"I MAKE COOKIES."

WHEN ALL THE STUDENT SAW THIS CLIP, THE STUDENT WROTE DOWN MADE

COOKIES.

NOW NUMBER 4, THE FOURTH THING WE CHECKED FOR WAS EXPRESSIVE.

WHEN A WORD WAS WRITTEN, YOU NEEDED TO EXPRESS THAT WORD IN SIGN.

NUMBER 4 INDICATOR IS PRETTY HIGH. IT'S JUST BELOW 70 PERCENT.

AND THEN THE FINGER SPELLING, THE STUDENT WOULD SIGN A WORD AND

THE OTHER STUDENT HAD TO FINGER SPELL A WORD.

IT WAS APPROXIMATELY 60 PERCENT OF THE STUDENTS GOT THAT CORRECT.

AND THEN NUMBER 6 WAS FINGER SPELLING, BUT THEY HAD TO ASK THE STUDENT

THE SIGN FOR -- AND OBVIOUSLY STUDENTS ARE WEAK IN FINGER SPELLING.

YOU HAVE TO ASK WHAT IT MEANS.

I'M NOT SURE WHAT IT MEANS. SO, IF THEY SEE A TREE, THEN THEY HAVE A T THEY GUESS TREE. THEY HAD TO FINGER SPELL IT.

IT'S REALLY TOUGH WHEN YOU GIVE THEM THE SIGN FOR TREE. IT HELPS

WITH THEIR ENGLISH AND WRITING. THEY KNOW HOW TO FINGER SPELL THE

WORDS AND THEN BE ABLE TO WRITE THE WORDS.

AND THEN NUMBER 7, IS WE PICKED FIVE WORDS. AND WE GAVE THEM TO A

DEAF PERSON WE SAID CAN YOU DO A SENTENCE FOR US. MY PARENTS ARE DEAF,

ROUGH ASCII

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FOR EXAMPLE.

AND THE WORD WOULD BE DEAF. THEN WE WANT TO SEE IF OUR STUDENTS

WOULD HAVE A SUBJECT AND A VERB. IF THEY MET THE CRITERIA THEY COULD

PASS THAT PORTION. THAT WAS OUR BEST INDICATOR OVER 80 PERCENT.

>>SPEAKER: I KNOW TIME IS RUNNING OUT.

LET'S SEE IF WE CAN RUN THROUGH THIS. WHAT ARE FUTURE. THIS IS

THE FIRST TIME. WE WOULD LIKE TO TEST IT OUT WITH OTHER CLASSES. AND

INCORPORATE IT WITH OTHER TEAMS. WE WOULD LIKE TO DEVELOP AND EXPAND

IT MORE. INTO SHORT STORIES. AND WE WOULD LIKE TO DO A MULTIMEDIA --

OH, FOR EXAMPLE MULTIPLE MEDIA DICTIONARIES. FOR EXAMPLE, THE ENGLISH

WORD "CAN" WITH DIFFERENT MEANINGS OR THE ENGLISH WORD "PLAY" HAS

DIFFERENT MEANINGS. WE WOULD LIKE TO DEVELOP THAT KIND OF DICTIONARY.

ALSO, SOMETIMES PARENTS DON'T WANT TO GIVE PERMISSION. SO WE WANT

TO HAVE IT ON THE WEB SO IT CAN BE WEB BASED AND DISSEMINATED TO OTHER

SCHOOLS AND THAT'S OUR HOPE FOR THE FUTURE.

>>ROSEMARY STIFTER: SOME STUDENTS THESE ARE SOME OF THE STUDENTS OWN

OPINIONS OF THE CLASS DICTIONARY. DO YOU NEED THE INTERPRETER TO READ

THAT?

OKAY. ON THE HANDOUT WE HAVE THE RESOURCE LIST ON THE HANDOUT

WHICH HAS THE HARDWARE AND THE SOFTWARE, THE VIDEO CARDS, ET CETERA.

AND IF YOU WANT TO CONTACT US WE HAVE OUR CONTACT INFORMATION AS

WELL AND OUR E-MAIL ADDRESSES, THANK YOU SO MUCH. THAT YOU FOUR YOUR

PATIENCE WE KNOW THIS WAS A VERY LONG PRESENTATION. BUT
THANK YOU SO

ROUGH ASCII

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MUCH.

>>AUDIENCE MEMBER: IF YOU HAVE QUESTIONS YOU MIGHT WANT
TO STAY IF

YOU HAVE TO LEAVE, PLEASE REMEMBER TO TAKE AN EVALUATION.