### Improving ESL Instruction for College-Bound Students

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tr>
<td>1986-87</td>
<td>87-0214</td>
<td>Coastline</td>
<td>Coast</td>
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#### Project Details

- **Funding Category & Award**: Grant = $14,000
- **Eligible Program**: C --- Special Learning Needs Ed/Dis
- **Project Category**: Developmental Model
- **Project Product**: Video Tapes
- **Project Topic #1**: ESL
- **Project Topic #2**: Transfer
- **Academic Subject**: Inter-Disciplinary

#### Proposal Description

Coastline Community College intends to produce a video-based course that will help non-native speakers develop the English language skills they need to succeed in college-level work. These materials will promote rapid and effective language acquisition by presenting language in an interesting contextual situation. They will help rectify lack of instructional materials and shortage of faculty in this area and thereby help improve instruction in English as A Second Language.
Improving ESL Instruction for College-Bound Students

The scope and project activities for "Improving ESL Instruction for College-Bound Students" have been revised in accordance with the level of funding received from the California Community Colleges Fund for Instructional Improvement. The project originally proposed at $39,023 included two major activities: a needs assessment and development of the instructional design for a video-based ESL course intended to help nonnative speakers develop the English language skills they need to do college-level work. With funding of $14,000, Coastline will conduct the needs assessment since a carefully conducted needs assessment is crucial to developing an instructionally sound and effective design and, eventually, video materials. During the needs assessment phase, Coastline will be seeking other sources of funding to support development of the design and production of the video-based course.
Improving ESL Instruction for College-Bound Students

1. Specific Educational Program Being Addressed

Outcomes

The project will have the following outcomes:

- Data and results of a needs assessment study that build on and contribute to the current theories and practices of ESL teaching, particularly concerning writing and composition.

- Data and results of a needs assessment study that explore the use of video-based materials for ESL instruction. The results will provide a basis for the design of an ESL course that enables nonnative speakers to develop the English language skills required in college work.
2. Specific Problems Being Addressed

[NO “PROBLEMS” ACCOMPANIES THIS DOCUMENT.]
3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

Objectives
The goal of this project is to conduct a needs assessment study to assess target audience characteristics and the need for a freshman composition preparatory video-based course for community college ESL students. Listed below are the objectives to be achieved by this project.

Objective 1:
Collect data to assess:
ACTIVITIES:
   a) Numbers of students in the target audience
   b) Target audience characteristics and entry-level skills
   c) Performance levels, for both mastery and actual
   d) Current strategies and methodologies in second language and writing acquisition that are appropriate for video-based teaching
   e) Existing course content and materials
   f) Subject areas preferred by ESL students
TIMELINE:
   11/6/87 Literature research completed
   Survey of representative sample of ESL preparatory freshman composition courses completed
   Collection of target audience numbers, test scores, course completion rates, and numbers transferring to universities completed
COST: $10,336

Objective 2:
Create interview and observation data collection of instruments
TIMELINE:
   11/20/87 Data collection instruments completed
COST: $6,435

Objective 3:
same as Objective 1-a through f, above
TIMELINE:
   1/22/88 Interviews of select sample of target audience and subject matter experts and observation of classes completed
COST: $8,707
Objective 4:

Compile and analyze data and report results that answer the following questions:

a) What are the performance deficiencies?

b) What are the motivational and environmental considerations?

c) What is the difference between the expected, or mastery level, of performance, and the actual performance?

d) What are student and teacher preferences for ESL subject areas and course materials?

e) What are the goals of the video-based course?

f) What are the working objectives for the video-based course?

g) What are the working methods and strategies for the course?

h) What are the recommendations for the most effective, efficient use of audio-visual materials for ESL courses in the areas of second language and writing acquisition?

TIMELINE:

2/12/88 Data compilation and analysis completed
3/12/88 Needs Assessment Report completed

COST: $8,580
5. Workplan Narrative

Activities

This project will be conducted during the fall and spring 1987-88 semesters. However, some project planning, design, and research will take place during summer session 1987. The following is a list of activities for this project. Included under each activity is a list of the personnel, equipment, and materials needed to conduct this project. Data will be drawn from community colleges and CSU and UC systems, and evaluation activities will include faculty and other subject matter experts from all three segments. The design and production of the actual video-based course will be produced as a separate project.

Step 1. Complete project planning and design and begin data collection, including:
- complete design of study
- identify and interview other experts
- research literature for items in Objective 1
- select ESL freshman composition preparatory courses to collect numbers of students, course descriptions, syllabuses, materials, and completion and transfer rates
- for a representative sample of courses, collect test scores

Personnel
- Project administrator-Director, Alternative Learning Systems, Coastline
- Project administrator-Assoc, Dean of Instruction, Coastline
- Needs assessment consultant Project director
- Instructional Associate
- Subject matter expert, UCSB ESL program director
- Clerical support staff

Step 2. Generate data collection instruments for subject matter expert and target audience interviews and class observations

Personnel
- Needs assessment consultant
- Subject matter expert, UCSB ESL director
- Clerical support staff

Step 3. Conduct subject matter expert interviews for analysis of test scores and criteria, target audience entry level skills and characteristics of subject area preferences, course content, strategies and methodologies, mastery and actual performance levels, motivational and environmental factors.

Personnel
- Project administrator-Director, Alternative Learning Systems, Coastline
- Project administrator-Assoc. Dean of Instruction, Coastline
- Needs assessment consultant
- Project director
- Instructional Associate
- Subject matter expert, UCSB ESL program director
- Subject matter expert, CSULB
- Subject matter experts, (2) Coastline Community College ESL teachers
- Subject matter experts, (2) ESL teachers from additional community colleges
- Clerical Support staff

Step 4. Conduct observations of selected ESL preparatory freshman composition courses for patterns of student and student/teacher interactions and target audience behaviors and characteristics.

Personnel
- Needs assessment consultant
- Project director
- Instructional Association

Step 5. Conduct target audience interviews for data on mastery and actual performance levels, target audience characteristics, subject matter preferences, motivational and environmental factors, attitudes about course treatment and preferences.

Personnel
- Needs assessment consultant
- Project coordinator
- Research assistant
- Clerical support staff

Step 6. Compile and analyze all data, break down all tasks and task details for actual and mastery performance, compare differences in performance levels, create problem level goals, working course objectives and strategies.

Personnel
- Needs Assessment consultant
- Project Director
- Instructional Associate
- Clerical support staff

Evaluation Personnel
- Program director Director of Alternative Learning Systems, Coastline
- Program director Assoc. Dean of Instruction, Coastline
- Subject matter expert UCSB ESL program director
- Subject matter expert CSULB
- Subject matter experts (2) Coastline Community College ESL teachers
- Subject matter experts (2) ESL teachers from additional community colleges
Step 7. Complete needs assessment report.

Personnel
- Needs assessment consultant
- Clerical support staff

Evaluation Personnel
- Program administrator: Director of Alternative Learning Systems, Coastline
- Program administrator: Dean of Instruction, Coastline
- Project director
- Subject matter expert: UCSB ESL Program Director
- Subject matter expert: CSULB
- Subject matter experts: (2) Coastline Community College ESL teachers
- Subject matter experts: (2) ESL teachers from additional community colleges
6. Expected Outcomes

Expected Impact or Transferability
The needs assessment will identify characteristics common to college-bound ESL students. Information about performance deficiencies and content, motivational, and environmental preferences will help teachers more closely tailor their instructional strategies to student needs. Similarly, the recommendations for effective use of audio-visual materials in ESL courses will suggest new techniques for use in ESL classes.

The needs assessment will be crucial to developing the model curriculum design and producing a fully integrated video-based course.
7. Evaluation Plan

Evaluation Plan

The basic activity of this project is a needs assessment. A needs assessment consultant will design and conduct the assessment.

An advisory committee of ESL faculty and academic administrators will provide input to the project and will review the project at the completion of key steps, namely:

- step 6 - preliminary report of the needs assessment
- step 7 - final needs assessment report
8. Dissemination Plan

Dissemination
Executive summaries of the needs assessment report will be sent to all California community colleges and to all campuses of the California State University and the University of California. The project activities will establish a network to facilitate dissemination of the needs assessment report. The ESL faculty involved in the needs assessment should be especially interested in the project’s results and may encourage their colleagues to consider implementing the model curriculum design and using the video-based materials when they are completed. Similarly, leading scholars in the field of second language acquisition and advocates for ESL instruction will be identified and interviewed during the project. Their assistance will be sought in completing development of the model curriculum design and course materials.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]