CALIFORNIA COMMUNITY COLLEGES
AND
SOUTHWESTERN
COMMUNITY COLLEGE DISTRICT

#88-0015
Implementation of College English Conversation Laboratory (ESL)

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $12,000</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Implementation Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>ESL</td>
<td></td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Blourock, Instructor</td>
<td>Cristina Chiriboga, Dean Communication Arts</td>
</tr>
</tbody>
</table>

The goal of this project is to establish an English Conversation Lab component to supplement college instruction provided by the English as a second Language program. The college serves a sizeable limited English speaking population as it is situated in the South Bay area of San Diego, six miles from the U.S.-Mexican border. While the concept of a laboratory to supplement classroom instruction, the practice has not been developed for community college use.

Specific project objectives include:
1. Provide instructional services for Limited English Proficient students by providing oral communication skills training through such activities as: --- guided conversation projects; --- access to appropriate instructional materials; and --- use of existing foreign language lab facilities.
2. Design a lab system and diagnostic procedure to place students in appropriate practice groups by language proficiency.
3. Develop peer tutor selection procedures and peer tutor training strategies.
4. Design a curriculum to provide oral instruction. A one-unit lab course will be developed as a part of this project.
5. Develop a marketing plan for the English conversation lab.
Implementation of College English Conversation Lab

The purpose of the proposed project is to implement a College English Conversation Lab on campus. Such a service would facilitate the main-streaming of English-as-a-Second-Language students and other limited English proficient students into the college academic and vocational programs. As is described in the section on "Population Served", the college enrolls large numbers of minority students (56%); 8 significant number are limited or non-English speakers. The need exists to provide effective collegiate instruction to serve their needs. The establishment of an English Conversation Lab would provide a much needed supplement to the academic E.S.L. program and serve non-E.S.L. students who have expressed a need to practice and further develop English communication skills.

The project does build upon current practice directly related to the problem addressed. Other higher education institutions, most notably California State University, Long Beach offer an English Conversation Lab staffed by students and community volunteers. Already, the college has extended support through the provision of a facility on campus, and services have been piloted on a very limited basis. This project would make possible the establishment of a full-service English Conversation Lab and ensure a quality program. The College would institutionalize service after project funding has ended.
Implementation of College English Conversation Lab

1. Specific Educational Program Being Addressed

Educational Program or Service Addressed

The purpose of this project as related to funding goals is to pilot nontraditional methods of instruction and to develop instructional services designed to meet the special learning needs of new clientele (namely Limited English Speakers). This project should be considered a new development.

As described in the project abstract, the goal of the project is to establish an English Conversation Lab component to supplement college instruction provided by the English-as-a-Second-Language program. The College serves a sizable Limited English Speaking population as it is situated in the South Bay area of San Diego, six miles from the U.S.-Mexico border.

The proposed project will be conducted solely at Southwestern College. However, the institution will disseminate project results to other California Community Colleges, particularly those with similar non-traditional student populations. The project model could be replicated at other sites.

Southwestern College resources to be used in connection with project include but are not limited to: (1) existing college facility designated for English Conservation Lab, (2) equipment and furniture including office machines and cubicle dividers, (3) access to fully equipped Foreign Language Lab, (4) access to college Tutorial Center services and staff support for identification and selection of peer tutors for English Conversation Lab.

Basic Agenda

This project addresses the goal for student access and success in the Governing Board's Basic Agenda. Unquestionably, the development of an English conversation lab on campus will promote the retention and successful mainstreaming of Limited English populations into
college programs. It will serve both instructional and student service needs of the target population.
2. Specific Problems Being Addressed

Specific Problem

The College offers an academic program of English-as-a-Second-Language instruction designed to prepare students to mainstream into college academic or vocational programs. Specific program objectives include:

1. To develop the necessary writing ability in order to enroll in regular college courses.

2. To develop reading proficiency at a level which provides for the comprehension of textbooks used in regular college courses.

3. To develop verbal skills in order to function effectively in college.

With its emphasis on the acquisition of academic English skills, the need exists to provide students with the opportunity to practice spoken English. Class time is not sufficient for students to practice language structures which they are learning in class. While students may learn conversational strategies and exchanges, they need a transitional situation in which to practice before they try out their newly acquired conversational skills in the real world. From an affective point of view, students need to develop confidence in their own abilities, and this can occur only in a non-threatening environment. Students have been queried extensively by staff as to why they do not practice more extensively with each other outside of class, and they respond that they feel shy or lack access to a knowledgeable individual who can correct or guide their conversation. The proposed establishment of an English Conversation Lab which would provide opportunities for guided conversation, a peer support network, and supplementary language instruction would address the specific problems described in the section.

The College during the 1985-86 year has in fact provided support, particularly during "college hour," the free hour from 11:00-12:00 on Tuesdays and Thursdays. Thus, the concept has been successfully piloted, and institutional commitment has been extended. Nonetheless, resources are needed to establish the Lab on a permanent basis and to structure services in an effective manner. Once this is accomplished, the service could be fully institutionalized and placed on a self-supporting basis.

The objectives of this proposed project include the following:

1. To provide needed instructional support services to the existing College English-as-a-Second-Language program through the establishment of an English Conversation Lab. The facility would be open from 9:00-12:00 daily, plus two afternoons or two evenings a week.
2. To provide guided conversation practice to limited and non-English speaking students enrolled at the College in order to strengthen their English oral skills.

3. To develop effective English Conversation Lab support services to include:
   a. Appropriate guided activities for practice of oral communication skills at the beginning, intermediate, and advanced level of E.S.L. instruction.
   b. Identification selection and purchase of E.S.L. instructional materials, including printed materials, aids, tapes, etc.
   c. Design of Lab systems and diagnostic procedure to place students in appropriate practice groups by language level.
   d. Implementation of peer tutor selection procedure and tutor training program for the English Conversation Lab.

The major desired outcome is to facilitate the mainstreaming of E.S.L. students into the College academic and vocational programs. As is described in the section on Population Served, the college serves large numbers of minority students; a significant number are limited or non-English speakers, and the need exists to provide effective collegiate instruction to meet their needs. The establishment of an English Conversation Lab would provide a much needed supplement to the Academic E.S.L. program and serve non-E.S.L. students who have expressed a need to practice and further develop English communication skills.

The project does build upon current practice directly related to the specific problem addressed. Other higher education institutions, most notably California State University, Long Beach offer an English Conversation Lab staffed by student and community volunteers. Southwestern College faculty and staff have visited the site to learn about staffing, services, facility and operating procedures. The model has been adapted to serve Community College students.
3. Population To Be Served

Population Served

The project is designed to serve limited and non-English speaking students enrolled at the college. This would include principally students who are enrolled in the college English-as-a-Second-Language program as well as others who may be enrolled in bilingual vocational programs (Business), international students or those who have identified themselves as other than native speakers of English.

It should be noted that the College draws from a service area which is over fifty percent minority according to the 1980 census. Total minority enrollments stand at 56% college-wide; 32% are Hispanic out of a total college population of approximately 13,000.

Also, noteworthy is the fact that in Fall, 1986, 1000 new and returning students responded affirmatively to the question: Have you ever been enrolled in an E.S.L. program prior to applying for admission at Southwestern College? The questionnaire is routinely administered to all students at the time of entry in an effort to identify limited-English students who may require E.S.L. instruction or services (i.e., bilingual counseling).

Specifically, the project will serve the following target student population:

1. Students enrolled in college E.S.L. courses according to Fall, 1987 data, 39 courses were offered (day and evening) with a total enrollment of 870 students.

2. International students who numbered 151 for Fall, 1986. Of these, 111 came from Mexico.

3. An estimated 100 additional bilingual students enrolled in the Bilingual Office Training programs of the College.

4. The 1000 students who identified themselves as previous E.S.L. students will also be contacted to participate in the project.

5. Student referrals from the E.O.P., Tutorial Center or Special Services for Disadvantaged Students Project who may be in need of English oral practice or E.S.L. instruction.
4. Objectives

Program Objectives

The goal of the project is to implement an English Conversation Lab to provide instructional support services to the Colleges limited and non-English speaking population. Specific project objectives include the following:

1. To provide instructional services for Limited English Proficient students through the development and implementation of an English Conversation Lab which will provide oral communication skills training through the following activities:
   - guided conversation practice,
   - access to appropriate instructional materials,
   - use of existing foreign language lab facilities for English language development.

2. To design lab system and diagnostic procedure to place students in appropriate practice groups by language proficiency level (i.e., beginning, intermediate, or advanced).

3. To develop peer tutor selection procedures and tutor training for the English Conversation Lab. Both paid and volunteer tutors will be recruited for the project.

4. To design curriculum to provide oral language instruction. A one-unit lab course, Oral Communication for the Bilingual Student will be developed as part of the project activities.

5. To develop a marketing plan for the English Conversation Lab.
5. Workplan Narrative

Activities

The chart on the next page clearly describes in sequence how the project will be conducted and details the following items:

a. personnel required for each activity,

b. the equipment, materials and facilities needed,

c. evaluation procedure (a more extensive explanation of evaluation measures is presented on the section on Evaluation Plan.

Immediately following the chart of project activities, a brief narrative further describes project strategies

Personnel

Proposed project personnel include a half-time classified Project Coordinator (college supported) and peer tutors.

Faculty participation is viewed as crucial to the success of the project. Not only are instructors the major source of student referrals but their direction on lab activities will strengthen the quality and effectiveness of lab services. To maximize results, lab activities should parallel E.S.L. program instructional objectives. Faculty input regarding lab materials, equipment, activities and services will ensure that this can be accomplished. Finally, instructors could best train lab personnel and best design an appropriate and effective tutor training. To facilitate wide faculty participation, a number of discrete faculty assignments or activities have been designed:

1. Development of English guided conversation activities at beginning, intermediate and advanced levels.

2. Development of Tutor Training materials and workshop.


4. Development of curriculum--a one-unit lab class to institutionalize services.

Faculty services will be compensated on overload basis and in accordance with project guidelines at a substitute or lab rate, as needed. The three activities described above will be
"contracted" to existing department faculty and monitored for project and completion by Project Coordinator and English Division administrator.

Equipment

The College has already allocated a room facility for the English Conversation Lab plus access to the Foreign Language audio tutorial lab. In addition, two Language Master machines have been provided. Needed for the project is an electric typewriter (for routine clerical tasks) and a file cabinet.

The major project contribution will be for the purchase of specialized instructional E.S.L. materials including, but not limited to word games, English/Spanish resource materials, audio cards, sentence building games and various tape sets for beginning, intermediate and advanced students.

Fund for Instructional Improvement Project Coordinator --- Job Description

**DEFINITION**

The Project Coordinator, under the immediate supervision of the Dean for Communication Arts Division coordinates the activities of the English Conversation Lab with the E.S.L. program.

**TYPICAL DUTIES**

- Works with E.S.L. faculty to identify E.S.L. instructional needs of the students;
- Responsible for selection, training and supervision of tutors;
- Determines the allocation of tutoring hours;
- Identifies audio visual and instructional material for E.S.L.;
- Evaluates tutors;
- Monitors project;
- Maintains all project records;
- Prepares statistical reports as required;
- Writes performance and evaluation reports;
- Responsible for community outreach and recruitment;
- Participates in special orientations for E.S.L. students;
- May attend conferences and workshops related to the project;
- Performs other duties as assigned.

**REQUIREMENTS**

**General**

- Thorough knowledge of college policies and procedures.
- Ability to communicate and deal with students and staff.
- Ability to supervise and train student tutors.

**Education & Experience**
A combination of education and experience which will assure the required degree of proficiency in the performance of the tasks assigned.
6. Expected Outcomes

Expected Outcomes and Transferability

The project will improve instruction in the following areas:

1. Interdisciplinary impact Three disciplines on campus will benefit from sharing English Conversation Lab services:
   - English-as-a-Second-Language.
   - Spanish and other Foreign Language areas. Student volunteers from these areas will benefit from interaction with Limited and non-English speaking students and will be exposed to intercultural experiences,
   - Bilingual Business Programs. Specifically, Bilingual Office Training Programs recruit bilingual participants. Not only can the lab be an excellent source and referral for program students but bilingual simulations--from "real life"--may be provided through the lab.

2. Continued support after project end.
   Three factors insure the continuation of English Conversation Lab services after the expiration of the grant:
   - The College's continued support for the maintenance of an English Conversation Lab facility has been committed.
   - An anticipated project outcome is the establishment of procedures and guidelines for the recruitment, training and support of peer student and community volunteers. After project end, the Tutorial Center Coordinator will continue support for this function.
   - English Conversation Lab services will be institutionalized through the development of appropriate complementary E.S.L. lab curriculum. A one-unit course focusing on Bilingual Listening/Speaking Skills will be developed as part of the project activities. Thereafter, this collegiate level E.S.L. course will be offered as part of the E.S.L. instructional program.

3. Adoption of project by other institutions.
   The likelihood is high for the adoption of the English Conversation Lab model to other California Community Colleges and higher education institutions with similar student populations. In the local San Diego County region, two institutions, San Diego City College and San Diego State University, serve a similar student clientele.
Southwestern College will disseminate project results to these and other community colleges through established Chancellor's office networks (Instructional Unit and appropriate Advisory Task Forces).
7. Evaluation Plan

Evaluation Plan

A major responsibility of the cognizant college administrator for the project, the Division Dean for English Language programs and the college Development office will be the design and implementation of evaluation measures for all project objectives. Formative evaluations will take place all along the sequence of activities leading to the full implementation of an English Conversation Lab. Summative evaluation will be accomplished to assess outcomes and continuation.

Evaluation procedures will include a variety of techniques ranging from judging face validity of program objectives (i.e., Have these been accomplished?) to identification of appropriate data elements (student usage, tutor hours, etc.). Discrepancy analysis will be a basic technique used to analyze consistency between the expected and actual outcomes of the project. In this regard, actual observation of the program will be compared with projected outcomes as specified by the program objectives.

Specific evaluation measures include but are not limited to the following:

1. Quantitative:
   Data collection documenting:
   - students served (duplicated and unduplicated),
   - number of tutoring hours,
   - student contacts,
   - special services participants (i.e., workshop).

2. Qualitative:
   Student evaluation questionnaires and faculty surveys.

3. Quarterly E.S.L. faculty/project staff meetings to discuss activities, outcomes, revisions, timelines, etc.

4. Comparative analysis of (A) student performance indices for E.S.L. courses, (B) student retention notes. Project participants and non-project participant outcomes will be compared.
8. Dissemination Plan

Information for Dissemination

The Project Coordinator will prepare a summary report of the project (including the summative evaluation data) for dissemination to the Community College Districts in San Diego/Imperial County Community College Association (Superintendent/Presidents group). In addition, project information will be disseminated to statewide organizations and faculty groups which focus on second language acquisition concerns (C.A.T.E.S.O.L., C.A.B.E.). The College will also actively participate in resource sharing activities/networks established by the Chancellor's office for dissemination of results from Fund for Instructional Improvement Project.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]