CALIFORNIA COMMUNITY COLLEGES AND SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

#88-0512
California Community Colleges  
Curriculum and Instructional Resources Division

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1988-89</td>
<td>88-0512</td>
<td>Skyline</td>
<td>San Mateo County</td>
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**PROJECT TITLE**

**Accelerated English Acquisition for Non Native Speakers**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tbody>
<tr>
<td>Grant = $15,000</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Curriculum Design</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<tr>
<td>Resource Materials</td>
<td>ESL</td>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tbody>
<tr>
<td>Ruth Welles, Instructor</td>
<td>Edward Valeau, Dir Lang Arts Learning Resource</td>
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**PROPOSAL DESCRIPTION**

This project developed an innovative immersion curriculum for pre-collegiate level English for non-native speakers. Its purpose was to accelerate student acquisition of English language skills. The curriculum was based upon most recent second-language acquisition and cognitive theory as applied to immersion model of teaching. This resulted in the development of eight, fifteen hour instructional modules which integrated reading, writing, speaking and listening skills in English instruction for non-native speakers, student materials for use in laboratory activities and a field test and evaluation of the curriculum by non-native speakers.
San Mateo County Community College District

Accelerated English Acquisition for Non-Native Speakers

The California community colleges are facing a crisis in providing effective, cost efficient and appropriate instruction for students who enter our colleges needing instruction in English as a second language. The growing numbers of the "new majority" student have been well documented in recent years, and efforts are taking place statewide to address this "crisis" on a variety of fronts, from staff development programs to improved curriculum and counseling.

The purpose of this project is to develop an innovative curriculum for pre-collegiate level English for non-native speakers. The curriculum will be based upon the latest second-language acquisition and cognitive theory as applied to an immersion model of teaching an intensive and coordinated curriculum in reading, writing, speaking and listening skills for English as a second language college students. The project consists of the following components:

1. The development of eight, fifteen hour instructional modules which integrate reading, writing, speaking and listening skills in English instruction for non-native speakers.

2. The development of student materials for use in a variety of laboratory activities, including use of microcomputers, video- and audio-tapes, small group activities, and tutoring.

3. Organization of a field test and evaluation of the curriculum among a selected group of non-native speakers by offering two immersion courses as developed.

A total of $21,000 is being requested to carry out the project.

The project will result in the development of an immersion curriculum designed to accelerate student acquisition of English language skills at the collegiate level with accompanying student laboratory materials and curriculum guides. The curriculum model will be field tested and evaluated, and the results, along with the curriculum guides, will be made available to any other educational institution.

The evaluation of the project will be based upon student outcomes as well as professional evaluation of the curriculum model and materials. A final report describing all components and the results of the project will be disseminated to the field.
Accelerated English Acquisition for Non-Native Speakers

1. Specific Educational Program Being Addressed

ACCELERATED ENGLISH ACQUISITION FOR NON-NATIVE SPEAKERS

English instruction for non-native speakers continues to be of major concern for Skyline College. The number and diversity of languages of non-native speakers attending Skyline College are increasing. The proposed project addresses developing an innovative curriculum for teaching pre-collegiate level English to non-native speakers by offering immersion in English through intensive and coordinated instruction in reading, writing, speaking, and listening skills. Instructional methods will include use of computers, mediated materials, video, lecture, laboratory and small group activities, and tutoring. Students will receive 15 hours of instruction per week in 8-week blocks. The purpose of the curriculum is to prepare non-native speakers for college coursework and to expand their opportunities for job placement/advancement in a reasonable period of time.

The project will be conducted singly at Skyline College by Ruth Welles, Instructor in the Language Arts Division, and Paula Anderson, Learning Center Coordinator and Director of the TRIO project. Ms Welles will be responsible for creating curriculum materials and teaching the curriculum; Ms. Anderson will be a resource person and will help coordinate laboratory activities.

No other funding is available at this time as all local monies have been encumbered for Fall 1988 instruction improvement. However, if this grant proposal is approved, it is assumed that local funding can be obtained to continue the curriculum once it has been developed and tested.

BASIC AGENDA
This project addresses Objective B -- Educational Excellence of the Basic Agenda of the Board of Governors. Although it is not a consultative project, it does address innovative non-degree applicable credit curriculum for English as a second language.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS

Skyline College has an ethnically and lingually diverse student population as shown in the following table.

STUDENT POPULATION - SKYLINE COLLEGE
FALL 1987

<table>
<thead>
<tr>
<th>Ethnic Category</th>
<th>%</th>
<th>Total</th>
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<tbody>
<tr>
<td>Black</td>
<td>6</td>
<td>454</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17</td>
<td>1,236</td>
</tr>
<tr>
<td>Filipino</td>
<td>10</td>
<td>754</td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
<td>495</td>
</tr>
<tr>
<td>Others Asian/Pacific Islanders</td>
<td>5</td>
<td>363</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>Caucasian</td>
<td>52</td>
<td>3,798</td>
</tr>
<tr>
<td>Decline to State</td>
<td>2</td>
<td>185</td>
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Our ethnic and linguistic diversity is expected to increase as 56% of the students enrolled in our feeder high schools are minorities. Many of our students are newly emigrated and/or come from non-English speaking homes (approximately 35%). Our surrounding communities offer a diversity of businesses and cultural pockets such that students can live in an environment where the only place they use English is at school.

The English program for non-native speakers currently offered at Skyline College was developed fourteen years ago. It is a five semester progressive series of separate one-hour lecture classes in reading, writing, and speech. The demand for courses is beyond the number of sections offered at each level. Therefore, we turn away students who need specialized instruction, students only enroll in part of the curriculum, i.e., they take writing classes but not speech classes. Non-native speakers frequently have as little as 3 to 5 hours per week of English instruction. Therefore, many of the students, approximately 40%, are not moving through this coursework with the speed and skill acquisition necessary to continue towards their educational goals in a reasonable period of time. It is possible for students to spend five or six semesters in the non-native speakers sequence of English courses before entering any college-level or certificate programs.

The complexities of learning a second language cannot be confined to a formal learning of rules and grammatical competence. Current research in second-language acquisition (Stephen E. Krashen, Principles and Practice in Second Language Acquisition; Sandra J Savignon, Communicative Competence: Theory and Classroom Practice) suggests that learner personality traits, cognitive styles, aptitudes, and motivation need to be carefully
considered in second language instruction. From cognitive studies, we know that distributed learning of information presented in a variety of ways (multi-modal) increases both recall and understanding of concept dense and/or new material. This project will combine and apply second-language acquisition and cognitive theory to an immersion curriculum.

The curriculum developed through this project will be provided in an 8-week block of time. Students will receive 5 hours of concept presentation and 10 hours or laboratory practice/application per week. Two consecutive sessions will be offered during the spring 1989 semester. Students will be pre- and post-tested to measure improvement in the following areas: reading --- speed and comprehension; writing --sentence structure, basic grammar, and spelling; speech--word pronunciation and fluency; and listening --- accuracy and comprehension. The laboratory portion of the curriculum will include use of computers, video and audio taping, games, audio-visual instructional materials, writing exercises, tutoring, and small group activities.

By developing an innovative and coordinated curriculum based upon an immersion model, we hope to accomplish several things. First, students will receive intensive (15 hours per week) and coordinated instruction in all English skills--reading, writing, speaking and listening. This instruction will incorporate laboratory practice in addition to lecture material in order to accelerate students' acquisition and mastery of the language. Second, by immersing students in English language instruction, practice and application we anticipate that their learning curve will increase because the immersion will partially offset the lack of English language practice in their home and community environments. Third, by developing and offering this innovative curriculum, we hope to bring positive change into our program for non-native speakers by offering alternative to traditional, compartmentalized lecture instruction.
3. Population To Be Served

POPULATION SERVED

The population served by the project will be college-enrolled non-native speakers who are somewhat proficient in the English language. Students will be placed in the curriculum based upon college-level assessment provided as part of the college's matriculation process. An appropriate range of placement criteria will be established based upon local college placement data. Initially, we anticipate serving a total of 50 students—25 each in two separate 8-week sessions.
4. Objectives

- **OBJECTIVES. TIMELINES AND COST**  
  [ORIGINAL]

  **Objective 1:**
  To develop eight instructional modules which integrate reading, writing, speaking and listening skills in English instruction for non-native speakers. Each module will encompass 15 hours of instruction; for every hour of concept presentation there will be 2 hours of laboratory practice/application.
  Anticipated date of completion: 11/88
  Budget: $3,750

  **Objective 2:**
  To develop students materials for each module. The materials will provide for a variety of practice/application of concepts and skills using computers, video and audio taping, games, and small group interaction.
  Anticipated date of completion: 12/88
  Budget: $7,100

- **OBJECTIVES TIMELINES AND COST**  
  [REVISED]

  **Objective 1:**
  To develop instructional modules which integrate reading, writing, speaking and listening skills in English instruction for non-native speakers.
  Anticipated date of completion: 1/89
  Budget: $2,850

  **Objective 2:**
  To develop students materials for each module. The materials will provide for a variety of practice/application of concepts and skills using computers, video and audio taping, games, and small group interaction.
  Anticipated date of completion: 1/89
  Budget: $6,800

  **Objective 3:**
  To field test the modules and materials with a group of non-native speakers identified through the college matriculation process.
  Anticipated date of completion: 5/90
  Budget: $2,850

  **Objective 4:**
  To evaluate the improvement in students’ skills.
  Anticipated date of completion: 5/90
Objective 5:
To evaluate the curriculum and laboratory materials developed.
Anticipated date of completion: 5/90
Budget: $400

Objective 6:
To produce an evaluation report for the project.
Anticipated date of completion: 5/90
Budget: $500
5. Workplan Narrative

[NO "WORKPLAN" ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

The immediate results of the project are readily apparent. Curriculum and student materials will be developed, tested, evaluated, and revised for eight instructional modules which address coordinated instruction in English as a second language at the pre-collegiate level. Also, the immersion model of curriculum delivery will be tested and evaluated based upon learner outcomes.

The anticipated results of the project are that students will acquire necessary collegiate-level English proficiency skills in a shorter period of time and with higher success rates than students enrolled in the traditional curriculum. It is also anticipated that students' success will lead to them making progress towards their educational goals in a reasonable period of time. It is further anticipated that students' success will have a positive impact on their retention in a college program.

Once the curriculum and student materials have been developed and offered through a course, it is very likely that local funding will be available to continue to refine the curriculum and offer the course within the regular program offerings of the college. The curriculum will offer students alternative within the English program for non-native speakers and should allow the department to serve an ever-growing population in an effective and efficient manner.

The curriculum design and student materials could be used by other institutions wishing to offer a coordinated curriculum using an immersion model.
7. Evaluation Plan

EVALUATION PLAN

The project will be evaluated in several ways. The curriculum guide, as developed, will be evaluated by the instructor, by another faculty member from the non-native speakers program, by the Director of the Language Arts Division and by the Learning Center Coordinator.

The materials and activities will be evaluated on a weekly basis by the students enrolled in the course, the tutors and the instructor. These evaluations will be rating sheets filled out by students and tutors, summaries of guided student discussions, and summaries of comments gleaned from student, tutor, and instructor learning logs. The instructor will also maintain a commentary regarding proposed curriculum revisions. An analysis and summary of these evaluations will be developed for the final report.

The effectiveness of the curriculum and the immersion model will be evaluated by pre- and post-test analysis of students' skill acquisition and improvement and analysis of retention/placement rates (both within the course and within the college). Data gathered for the grant period will be for the 1988-1989 academic year only. For college purposes, students will also be tracked during the 1989-1990 academic year.
8. Dissemination Plan

INFORMATION DISSEMINATION

The course outline, curriculum guide and student activity materials or descriptive guides will be made available to interested parties. The final report will be submitted to the state and made available to other institutions. Depending on the results of the project, journal articles or formal papers for presentation may also be developed.
9. Budget Narrative

BUDGET EXPLANATION

The funds for teacher’s salaries will be spent to pay for release time and special project time to develop the instructional modules, laboratory materials, train tutors, and field test and evaluate the curriculum.

The funds for other classified will be spent for student clerical assistance to produce course materials and the final report.

The funds for instructional supplies will be used to purchase software and textual materials for student and tutor use.

The funds for media supplies will be used to purchase blank video- and audiotapes for materials duplication and student and tutor use.