Fiscal Year: 1990-91
ID Number: 90-0015
College: Los Angeles Pierce
District: Los Angeles

Project Title: Vocabulary Development For Vocational English as a Second Language Students

Funding Category & Award: Grant = $4,801
Eligible Program: A --- Nontraditional Instruction
Project Category: Developmental Model

Project Product: Resource Materials
Project Topic #1: ESL
Project Topic #2: English
Academic Subject: English

Project Director: F. Lee Bernstein, Interim Dir Study Skills/Tutorial
Project Supervisor: Don Love, Dean of College Development

Proposal Description:
This project is designed to meet the needs of Vocational English as a Second Language (VESL) students. The purpose is to develop 3 sets of basic vocabulary cards, one each for the nursing, automotive, and electronic programs. This project will meet the objective of maximum time flexibility, introduction of vocabulary visually and verbally, and provide practice exercises to improve usage and retention of words.
This project is designed to meet the special needs of vocational English as a Second Language (VESL) students. Pierce College has vocational programs in nursing, automotive technology, and electronics. There are about 200 students enrolled in the nursing program, 30 students enrolled in the automotive technology program, and 620 students enrolled in the electronics program. Of these students approximately 20 students in nursing, 27 students in automotive technology, and 100 students in electronics are VESL students.

The demands of these programs are rigorous and time consuming. Many of these students also have outside job and family obligations. Because of program and personal needs a non-traditional method of providing students the opportunity to learn and use the vocabulary related to their vocational classes, thus improving their marketable skills, is essential.

Although a tutor, from the particular field, to work with students individually or in a small group would be ideal, this is not feasible due to lack of funds. This project will meet the objectives of maximum time flexibility, introduction of vocabulary visually and auditorially, and provide practice exercises to improve usage and retention of words.

The purpose of this proposal is to develop three sets of basic vocabulary cards, one each from the nursing, the automotive technology, and the electronics programs. These cards will have the proper pronunciation of a word recorded on a "magnetic-like" strip as well as the word written across the upper section. Students will use a Language Master and run the card through it much as one puts a credit card through a scanner. A mechanism pronounces the prerecorded word while the student listens to and reads the identical word. Students can record their pronunciation of the word and compare it to the prerecorded pronunciation. The procedure can be repeated as desired. In addition, students will work with a combination of vocabulary definition sheets, exercise sheets, exercise answer keys, and evaluation quizzes. These materials will be available for use during all open hours of the Study Skills/Tutorial Center. A staff person will be needed to check the items out to students and instruct them in the use of the Language Master and cards, and other procedures. Students will then be able to study and learn on their own time schedules with minimal staff involvement.

The need for VESL students to learn the specialized vocabulary of their chosen vocation is great. The proper use and understanding of appropriate vocational vocabulary enhances their
employment potential and their ability to rise above entry level positions. By helping to prepare these students for the work force, the community college is also helping them prepare for active participation in their community.

The budget for this project will be used for the project director, supplies, and a program assistant to help with the recording, editing, and typing of the material. The total amount requested is $4,801.
Vocabulary Development for Vocational English as a Second Language Students

1. Specific Educational Program Being Addressed

Educational Program Addressed
Programs to meet the special needs of English as a Second Language (ESL) students on the community college level are stretched to their limits, with numerous students waiting for classes. The availability of specific programs to meet the needs of Vocational English as a Second Language (VESL) students are even more scarce. The small amount of funding available through VEA has not enabled us to begin to meet the clearly demonstrated needs of these students.
2. Specific Problems Being Addressed

Specific Problems
Vocational English as a Second Language (VESL) community college students must meet all of the specific requirements of vocational programs as do their English speaking counterparts. In addition, they have a host of special problems. The VESL student must learn the required material and master the necessary skills in the same time frame as for a student who is a native speaker. No special consideration is given to the communication problems of the VESL students who must learn their subject and skills while acquiring English skills specific to their discipline. Little or no provision is made to assist them in the necessary language acquisition. Due to scheduling conflicts, these students are commonly unable to participate in traditional ESL or VESL tutorial programs. In some cases family obligations and cultural traditions inhibit the student from seeking and receiving help in the English skills they so desperately need. A one-to-one or small group tutorial program would be an ideal method to help VESL students once they acknowledge the need for help and seek it. Unfortunately, due to staff shortages and the lack of appropriate materials, the VESL students’ needs are not met.

This project proposes to develop materials to meet the specific needs of VESL students in the nursing, automotive technology, and electronics programs. These materials will be available for student use during regular Study Skills/Tutorial Center hours. The vocabulary cards will be used in a Language Master at the students’ own pace.

In anticipation of meeting VESL students’ needs, the college has acquired a Language Master machine. This machine is a specialized tape recorder/player which pronounces prerecorded words from cards that are fed through a channel in the machine. Students can read the written word from the top section of the card while hearing the same word pronounced. Students can also record their own pronunciation of the word and compare it to the prerecorded pronunciation. The listening, reading, and recording procedures can be repeated as desired. The use of the Language Master will allow students to see, hear, and practice the pronunciation of words without criticism or judgment. Students will also work with vocabulary-glossary sheets, written exercise sheets, answer keys, and self-correcting quizzes which will allow them to practice using their new words and evaluate their progress. By using this program VESL students will work at their own pace, in a comfortable environment, and on their own time schedule.
3. Population To Be Served

Population Served

This project is designed to meet the special needs of vocational English as a Second Language (VESL) students. Pierce College has vocational programs in nursing, automotive technology, and electronics. There are about 200 students enrolled in the nursing program, 30 students enrolled in the automotive technology program, and 620 students enrolled in the electronics program. Of these students approximately 20 students in nursing, 27 students in automotive technology, and 100 students in electronics are VESL students.

Any of the approximately 850 students in the vocational programs addressed by this project will benefit from the use of these lessons. The approximately 150 VESL students in the nursing, automotive technology, and electronics programs will benefit to the greatest degree. Once these programs are in place, a library of similarly constructed materials to include programs for the office administration and computer science departments may be added.
4. Objectives

The specific objectives of this project are:

1. Determine the needs of nursing, automotive technology, and electronics students by meeting with department chairs. The project director will gather information and reference materials from which to work. (June, 1990. No expenditure for this objective.)

2. Survey relevant texts to determine appropriate words and write definitions for each. (July, 1990. Proposed budget $1,473.)

3. Record the Language Master vocabulary cards for the nursing, automotive technology, and electronics programs. Write the glossary, exercise, and quiz sheets that will accompany the prerecorded cards. To accomplish this objective the project director will record the vocabulary onto the cards and develop the written exercises to accompany them. The program assistant will help edit the materials and type the written component of the program. The materials will then be photocopied, collated, and organized with complete lessons stored in manila folders. The written lessons will be consumable. Extra lesson sheets will be placed in a file cabinet for easy accessibility. (July - August, 1990. Proposed budget $3,328.)

4. Revise lessons as necessary to achieve objectives. (August -December, 1990. No expenditure for this objective.)
5. Workplan Narrative

Work Statement

The objective of this project is to develop a set of cards and written exercises for use with a Language Master. The cards will have the pronunciation of a specific word or phrase recorded on a "magnetic like" strip with the word or phrase written in the space above. There will be a written glossary of terms for each exercise, a set of practice lessons, and a self-correcting quiz, completing each set. Once students have mastered one set of terms they will progress to the next set. This project will allow students to learn the material at their own pace in a non-threatening environment.
6. Expected Outcomes

Expected Outcomes

The goal of this project will be to increase the level of English proficiency of community college VESL students. With this improvement will be a corresponding improvement in their skills related to their vocational program. This should result in a decrease in the attrition rate of these targeted programs. As the students' English skills improve, they will become better prepared to enter the job market in their chosen field and progress beyond entry-level positions. They will also be better prepared to actively participate in their communities.

The use of the materials developed during the time frame of this project will be appropriate for use long after the project is completed. Updating the vocabulary will be easily accomplished with the preparation of new Language Master cards and the written materials that are used to reinforce the acquisition of the specific English vocabulary.
7. Evaluation Plan

EVALUATION

Evaluations will be based on student and department chair surveys. Participating students will complete pre- and post-tests to measure their knowledge of vocabulary in their fields. Each student completing a program of Language Master work will respond to a student evaluation form. Instructors of electronics, nursing, and automobile technology will complete questionnaires to determine the effect of student use of the Language Master vocabulary development program.
8. Dissemination Plan

DISSEMINATION

The materials created in this project may be used by other community college tutorial centers. Copies of Language Master cards and exercises will be made available to other colleges at cost. Copies of materials produced through this project will be forwarded to the State Chancellor's office.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]