Interactive Audio/Computer Assisted Video Modules to Provide a Consistent ESL Curriculum

<table>
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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1991-92</td>
<td>91-0018</td>
<td>College of Alameda</td>
<td>Peralta</td>
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**FUNDING CATEGORY & AWARD**

<table>
<thead>
<tr>
<th>Grant = $14,415</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
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<tbody>
<tr>
<td>E --- Improvement of Trad. Instruction Prog</td>
<td>Developmental Model</td>
<td></td>
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**PROJECT PRODUCT**

<table>
<thead>
<tr>
<th>Video Disc CD</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<tr>
<td>ESL</td>
<td></td>
<td></td>
<td>Inter-Disciplinary</td>
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**PROJECT DIRECTOR**

<table>
<thead>
<tr>
<th>Jimmy Cato, Instructor ESL/Speech</th>
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**PROJECT SUPERVISOR**

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<th>Frank Plucker, Assistant Dean</th>
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**PROPOSAL DESCRIPTION**

Interactive audio/computer assisted video modules were developed to improve the communicative competence of ESL students through improved pronunciation, listening comprehension and vocabulary in context exercises. These modules serve as a form of independent study for adult and basic skills students as well as being incorporated into the existing ESL program.
Interactive Audio/Computer-Assisted Video Modules to Provide a Consistent ESL Curriculum

The College of Alameda in the Peralta Community College District proposes to create interactive audio/computer assisted video modules that will help improve the communicative competence of ESL students. The modules will develop improved skills pronunciation, listening comprehension and vocabulary in context.

This proposal also includes staff development workshops for PCCD faculty. Most of our ESL students have had little consistent training in a comprehensive ESL curriculum. In addition many ESL students are unable to understand the multiplicity of content materials that are used in college level courses. These interactive audio/computer assisted video modules will help improve the pronunciation, listening comprehension and vocabulary in context skills, among the under-prepared students in various ESL courses. They will also help improve the students ability to comprehend face to face daily encounters.

This non-traditional form of independent study will also appeal to older ESL adults and basic skills students. The modules will use instructor mode audio-video tapes and selected generic produced materials. The modules will go beyond mere visits to the tutorial center. They will be used a part of current ESL course offerings; and furthermore, they will help build a consistent and comprehensive ESL curriculum.

The step by step interactive techniques will have application in other disciplines. For this reason, this project includes staff development workshops to introduce faculty to this form of learning and skills development. The workshops will encourage faculty to use these interactive audio-computer assisted modules in their own curriculum areas.

This FII project will use on site IBM computer equipment plus listening stations that will be created. The project requires $30,000 to develop the interactive audio-/video modules using the combined skills of instructor-programmer team and generic materials. Part of the funds will be used for faculty workshops. Community colleges throughout the state and local media centers will be able to purchase these modules and supporting documentation for the cost of duplication and dissemination.
Interactive Audio/Computer-Assisted Video Modules to Provide a Consistent ESL Curriculum

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

The College of Alameda (COA) in The Peralta Community College District proposes to develop and coordinate a project that meets five criteria of the California Community College Fund for Instructional Improvement described in Article 7, Section 84381, Creation of Fund Programs.

a. Non-traditional forms, content, and methods of instruction
   This project involves an innovative use of interactive audio-computer assisted video modules and a non-traditional form of instruction. The interactive audio video modules will provide an interactive learning tool using a combination of text, graphics, audio/computer assisted and animation. Students will listen and follow text using a structured format.

b. Programs for improving teaching abilities of faculty

   Staff development workshops are an important part of this project. We will share with Peralta faculty the skills and experience we gain while developing and utilizing the modules. We will show instructors how to use the modules and the student data we have collected.

c. Programs addressing special learning needs of English as a Second Language (ESL) students.

   When an ESL student, who has had some language instruction according to traditional methods, first hears the spoken language, he fails to understand what has been said. He usually claims that the vocabulary of the utterance is too difficult for him. However, when a written text is placed before him, he can, many times, interpret the same material correctly and react accordingly. It is not, then, only a lack of knowledge of
vocabulary items which is causing the trouble. It is the inability of the student to recognize the sounds of the language. For example, most Latin-American students have difficulty differentiating the final sounds in wash and in watch because this contrast is not used in Spanish to distinguish meaning. Therefore, a simple sentence like "The mother is watching the baby," can easily confuse a Latin-American student deciding whether the speaker means watching or washing the baby. We have come to the realization that the sounds of a language operate in a system. This system must be taught just as the system of structure is taught. In our proposed module, the teaching of the sounds system will include both comprehension and oral production. In order to assist students in producing the new/difficult English sounds, an innovative teaching approach will be used. (see Appendix for a sample script)

We believe that an interactive audio/computer assisted video module can meet our ESL students' specific needs by offering individualized instruction and creating a desirable and natural atmosphere for learning. In addition to group instruction, such a module gives the students an opportunity to listen to the tapes individually or borrow/copy the tapes and listen to them as many times as they want and at their own convenience. Our goal in using an interactive audio/computer assisted video module is based on pragmatic concerns; we want our students to understand and to be understood. In using such a module, our objective in teaching pronunciation is the production of a sound system which does not interfere with communication either from the speaker's or listener's point of view.

Additionally, College of Alameda is in the process of obtaining funding for a much needed language learning lab. Therefore, the modules developed from this project will be used in the language learning lab; thus, facilitating the development of a comprehensive and consistent ESL curriculum.

For the beginning student adequate pronunciation will include the control of segmental phonemes, the intonation of statement and question, and stress and rhythm patterns for simple utterance. At the intermediate and advanced levels pronunciation practice will concentrate on the allophonic variants, intonation pattern of complex sentences, contrastive stress patterns, and the affective devices by which native speakers indicate anger, amusement, sympathy, etc.

Furthermore, the proposed interactive audio-video module will create an excellent opportunity to coordinate the pronunciation and listening practice effectively. The goal of teaching listening comprehension in our module is to enable our ESL students to understand native speakers' speech at normal speed in unstructured situations. The speech situation that the students are likely to encounter includes formal lectures, casual chats, face to face encounters, telephone messages, and radio and TV presentations. By following the module, we will teach our ESL students how to listen and what to listen for. At the beginning levels, the students will be taught to understand the code of formal classroom styles; at later stages they will be taught less formal varieties of the spoken language so that they will understand people outside of the
classroom. Advanced students will learn how to listen to lectures and take notes, to comprehend native speakers in all kinds of speech situations and to understand radio and TV broadcasts.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS
Progressing towards self-sufficiency will require the College of Alameda to overcome several problems. One of the major problems it faces includes:

1. A consistent and comprehensive curriculum to adequately address the needs of English language deficient students.

Demographic studies show an increasing number of immigrants from Southeast Asia and Pacific Rim countries which is reflected in enrollment trends over the past five years at the College of Alameda. Enrollments of Asian including (Filipino) students have risen each year since 1984-85 (See Table I) when those percentages have risen to twenty-one percent. Many of these students can greatly benefit from interactive audio/computer assisted video modules in vocabulary in context, listening comprehension and pronunciation, and programs that will prepare them for college level courses.

2. Staff development (human renewal) program efforts are inadequate

Faculty, trying valiantly to teach large numbers of ESL students, must now carry out the state mandate to increase academic vigor in college level courses. This multi-faceted challenge comes at a time when Peralta Colleges District budget shortfalls have caused curtailment in sabbatical leaves, and release time for faculties to do curriculum development. This is being compensated by recent faculty contracts that limit the numbers of students in compositional class.

The College of Alameda's student population is largely minority (60%); under-prepared (average reading level is 9th grade); and poor (75% of the students enrolled in the day program are at or below the poverty level). Additionally, the influx of large numbers of Southeast Asians and Pacific Rim immigrants into the College's service area has increased the percentage of foreign born students attending the college. In the Winter of 1988, 21% of the student body was foreign born students.

These students come to college with aspirations that sometime exceed their academic preparedness. Often they contribute to the drop-out statistics or experience academic failure. For example, recent enrollment statistics for the Winter 1988 term indicate that 27% (244) of the foreign born students have grade point averages of 1.990 or below. Moreover, 31% of all foreign born students have grade point averages of 2.0 or lower.

The College of Alameda's (COA's) lack of appropriate courseware acknowledges the need to serve these students, but current curriculum deficiencies in ESL is a major obstacle. COA has made some attempt to ameliorate the problem of providing adequate instruction in ESL courses. The current operating budget at College of Alameda lacks funds for released time for
faculty to develop appropriate interactive audio/computer assisted video modules or to purchase generic interactive modules. This has prevented the college from making needed progress in teaching ESL and developing a comprehensive and consistent ESL curriculum.
3. Population To Be Served

POPULATION SERVED
Interactive audio/computer assisted video modules that combine computer graphics and animation with step-by-step instruction and audio modules with native speakers of English are especially helpful to ESL students.

This Flex interactive courseware will serve two different groups:

Group 1. The interactive modules will initially benefit beginning, intermediate, and advanced ESL students at College of Alameda. Approximately 1150 students a year enroll in ESL courses at COA.

Group 2. On professional days we will offer workshops to instructors in all disciplines in the Peralta Community College District. We expect a minimum of 70 faculty at these workshops. During the workshops, English and Basic Skills/ESL faculty will learn how to use these interactive courseware. We believe that Basic Skills students that use these modules will learn vocabulary in context, and learn functional rule based grammar.
4. Objectives

OBJECTIVES
The first goal is to develop four interactive audio/computer assisted video courseware modules to promote communicative competence using the IBM PC AND IBM PC computer, video recorders and audio listening stations. Using audio and video tapes, computer graphics, and charts and diagrams, students will learn and develop communicative competence.

They will learn:   About the meaning of words in context
   The parts of a word
   Pronunciation skills
   Listening comprehension

The modules will help students master five hundred vocabulary items that are seldom found in basic EFL/ESL textbooks but are used commonly in conversation radio, television, newspapers and magazines. Data will be collected as students work through the modules. This data includes student identification, date, time, practice, application and progress test. At the end of each segment the student will take a module test. This test will tell the instructor if the student is ready to go on to the next module.

The data collection system will help instructors check the effectiveness of the modules bye monitoring the student's progress.
   Dates: September 1991 - July 1992

The second goal of this project is to provide workshops in the use of data for faculty in the Peralta Community College District. The purpose of the workshops will be to:

a) Provide instructors with an overview of the power and potential of interactive audio/video modules as a medium to teach communicative competence ESL students

b) Demonstrate the use and value of student data collection.

c) Encourage other faculty to use the interactive audio/video model courseware in their ESL classes to improve communicative competence and communicative language teaching.

   Dates: September 1990 - December 1990
5. Workplan Narrative

ACTIVITIES PROJECT TEAM
Frank Plucker is designated as project director. Dr. Jimmy E. Cato and Sedique Popal are ESL faculty and will be the individuals on release time to develop the material. Cato has taught Speech Communication for twenty years. Sedique Popal has taught ESL courses for thirteen years. (See curriculum vitae) Cato is the author of Words, Expression and Meaning, a vocabulary development text. (See Curriculum Vitae Appendix A)

Walter Lee is an audio/video specialist and a recording consultant for this project. He is the owner-operator of Tape Service Unlimited, which includes a professional recording studio. He has worked as an audio/video specialist and consultant for fifteen years.

This project will use existing IBM PC compatible equipment, and video and audio equipment on site at The College of Alameda or purchased through the state equipment grants, or other grants.

Students will be assigned modules to complete as a part of their beginning, intermediate and advanced ESL courses. The modules will be housed in the computer learning and the tutoring center.

The modules will be tested in the Computer Learning Center at The College of Alameda. Workshops will be held at The College of Alameda during October and November, 1990.

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<thead>
<tr>
<th>Activity</th>
<th>Schedule 1991-92</th>
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<tr>
<td>The Project Directors prepare the objectives for each module and develop instructional sequences.</td>
<td>Sept-Oct</td>
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<tr>
<td>The Project Directors write exercises and prepare the graphic data needed for each module.</td>
<td>Nov-Dec</td>
</tr>
<tr>
<td>The Project Directors critique the exercises and graphic data and determine the amount of studio recording time needed.</td>
<td>December</td>
</tr>
<tr>
<td>The Project Directors invite interested faculty to join in a review and evaluation of modules and documentation as they are developed.</td>
<td>January</td>
</tr>
<tr>
<td>The Project Directors review and purchase selected generic audio/video tapes and professionally record their</td>
<td>Jan-June</td>
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vocabulary and pronunciation modules/tapes.
The Project Directors submit a half-year report to February
the Fund for Instructional Improvement.

The Project Directors and audio/video specialist test the Jan-June
tapes/modules with ESL classes at College of Alameda. Students are required to take written and listening pre-tests and post-tests. The effectiveness of instruction is evaluated by these tests and computer-collected student data. Students rate the courseware via questionnaires.

An evaluation team reviews the material and makes Jan-June
suggestions to improve them.

The Project Directors rewrite the text and redesign taped Jan-June
materials in response to the student comments, test results, student data and observation.

The Project Directors prepare the resource materials for the Jan-Aug
workshop. The Directors make arrangements to have workshops at three Peralta colleges. Advance notice is given to Peralta District faculty.

The Project Director hold workshops at Peralta Colleges. September
Instructors evaluate the workshops using questionnaires. The Project Directors work with faculty to encourage them to use the interactive audio/computer assisted video modules.

The Project Directors prepare a final report and Sept-Oct
submit it to the Peralta College District and the California Community Fund for Instructional Improvement.

The Project Directors review all the courseware developed in this project in preparation for its use.
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY
Outcomes
The desired results of this Fund for Instructional Improvement project include the following:

a) The interactive audio/computer assisted modules developed under this project will provide a foundation for a computer-based language learning lab as a supplement to ESL classes.

b) The staff-development workshops will expose a minimum of 100 instructors to the potential of interactive audio/video modules. Some of these instructors may use the modules in their own subject areas and other instructors may be inspired to develop their own materials

c) Once a programming model is built for the interactive audio/computer assisted video modules other modules can be developed more rapidly. Our goal is to complete a series of modules that cover other courses and skill areas of ESL curriculum. We will apply for additional grants and staff-development funds to achieve this goal.

The tangible results of the project include:

a) Four interactive video/audio modules.

b) Printed materials for the workshops including information about using the student data collection system, examples of actual student data, and questionnaire results.
7. Evaluation Plan

EVALUATION PLAN
Evaluation will take place at each stage of the project using an evaluation team, student testing, and questionnaires. The evaluation team will consist of educators from the Peralta Community College District.

Students will rate the inactive modules using a questionnaire on the computer. Instructors will check the students progress using pretests and post-tests and the computer-collected student data. The evaluation team will review the modules and make suggestions. In response to this feedback, changes will be made to the interactive modules. Peralta faculty will rate the workshops by using questionnaires.

The Peralta Community College District and the California Community College Fund for Instructional Improvement will receive a mid-year and a final report. These reports will include a summary of progress made in meeting program objectives, results of evaluations, and other information about the project.

ESL Classes at the College of Alameda will use these new materials. In addition, the materials developed in this project will become part of a library of courseware for use in California Community Colleges. Other subject areas can easily adapt this style of courseware. This project will have reached its goals if instructors in several different disciplines use the interactive modules for their classes.
8. Dissemination Plan

DISSEMINATION PLAN
The interactive modules will be given to the State of California Community Colleges at educational media centers, at the cost of duplication. The modules and the experience gained in developing the modules will be shared with other educators at professional conferences. These conferences include California Association of Teachers of English, TESOL, CATESOL, English Council of California, two-year colleges and the League for Innovation in Community Colleges.
[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]