CALIFORNIA COMMUNITY COLLEGES
AND
VENTURA
COMMUNITY COLLEGE DISTRICT

#91-0030
<table>
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<th>FISCAL YEAR</th>
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**PROJECT TITLE**

**Vocational Training and English Instruction**

<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 = $43,748</td>
<td>E --- Improvement of Trad. Instruction Prog</td>
<td>Developmental Model</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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<td>Video Disc CD</td>
<td>ESL</td>
<td>Vocation Programs</td>
<td>Inter-Disciplinary</td>
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**PROJECT DIRECTOR**

Greg Marquez, EP Instructor/Facilitator

**PROJECT SUPERVISOR**

Jaime Casillas, Manage BVA

**PROPOSAL DESCRIPTION**

This experimental project combined video taped vocational classes and English instruction into one interactive laserdisc program. The vocational class was taped and used as the basis for instruction in the English class. The intent was to provide students in the EP/Amnesty Program with upgraded job skills through improved application of English skills and social interaction.
Vocational Training and English Instruction (Two together on a laser disc)

Students in the EP/Amnesty Program at Ventura College are in constant need of upgradingjob skills. These language learners, however, often lack English skills, and cannot qualify for many vocational courses or, having participated in programs not requiring language facility, often need more English skills for advancement and social interaction on the job. This proposal is an experiment that combines video taped vocational classes and English instruction into one interactive laserdisc program. Each vocational class is taped, and the tape is used as bases of instruction for the English class. The English class is itself taped, and includes the selections of the vocational film the EP instructor chooses to use and explain in class. Later, in the editing process, these sections are substituted with the original video, producing in one program both vocational instruction and the accompanying English lesson and explanations. Once mastered on laserdisc, inexpensive copies of the program will be set up at various job sites, at learning centers, and in classrooms to determine the program's effectiveness. In addition to producing an interactive program, another essential objective is to train a core staff of interested individuals at the college to assist in and guide subsequent projects. By the end of May, 1992, the proposal will have made 3 major beginnings. It will have (1) trained a core staff of interested individuals on campus for developing interactive video instruction and presentations, (2) made available a locally produced interactive program around which experiments and evaluations can be made, (3) introduced first-rate technology to educational services for minorities and the historically disadvantaged.
Vocational Training and English Instruction (Two together on a laser disc)

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

The Problem In September, 1988 Ventura College was granted agency status by the state to provide English instruction under the provisions of the Immigration Reform and Control Act of 1986. Since then, the Ventura College Amnesty Program has served approximately 2,000 limited English speakers. The program continues to serve around 700 students each semester. As IRCA applicants complete their 40-hour requirement for permanent residence, many remain in the program to take advantage of the ESL instruction already in place. With few exceptions, IRCA students who remain as well as those who are not in the Amnesty program do so for one reason, to find better employment, or upgrade their current jobs. These students seek vocational skills training wherever it is available. Our division, through the Bilingual Vocational Arts Program, and under whose supervision the Amnesty Program is now included, is continually planning and implementing vocational courses to meet these needs. There are problems, however, and one is transportation. Students must often depend on infrequent public transportation to reach the campus facilities from the outlying areas of Ojai, Fillmore, and Santa Paula, 16 to 28 miles distant. or they rely on each other for rides, which with varying work schedules; make enrollment and regular attendance difficult. We make constant efforts to find adequate sites and qualified instructors to extend the campus's vocational services, but facilities in those small communities are limited. Formidable as these are, limited English speakers face the constant need to know the language well enough to learn the job skills taught in the vocational courses.

These courses, both those offered within BVA and those outside the department, require minimum language skills as prerequisites. Beginning students need a year or more of instruction in English before starting these courses. On the other hand, vocational training not requiring minimal language standards often produce graduates who, although competent at work, lack sufficient language skills for further training, promotion, and social interaction on the job. Where in one instance lack of language prevents learning job skills, the other produces job skills, but at the sacrifice of language learning.

The Solution: Simultaneous Job Skills & Language Instruction

The ideal learning situation would be: Students having easy access to job skills while simultaneously studying the English that is involved in that training.

These circumstances can be realized through interactive video. Therefore, I am proposing a combined vocational training and English instruction designed to work interactively on a laserdisc program. Unlike VCR tapes, this media permits almost instant access, multi-level learning, and a high degree of individual interactivity. These discs, once mastered and duplicated, can be used as supplementary learning materials for: (1) on-site instruction at the actual workplace with the employer, (2) individual instruction at learning centers set up by the
college, and (3) video instruction by teachers on and off campus to demonstrate vocational as well as English skills.

Systems to deliver these Vocation/English programs consist of inexpensive computers, laserdisc players and sound systems, each station costing in the neighborhood of $2,000. Initially financed by Governor's Equipment Funds, the BVA program has 9 of these workstations (but only one laserdisc player) at Ventura College, networked and serving students of different capacities.

Presently, the Center is used for English Proficiency classes. It will be the EP classroom used for this proposal. This computer center (called the Computerized Educational Technology) or CET Center also includes a laserdisc player, a 30 inch monitor and a VCR, all of which are used to present video to the class as a whole. This classroom and equipment, especially the Pioneer 6000 Laserdisc, will be instrumental in completing the objectives for this proposal. The campus's Audio-Visual Department has also consented to the use of its camcorders and editing equipment for the project.

Additionally, the CET Center will be serving as an experiment model around which other centers off campus can be later designed.

After a year and a half of wrestling with the technology and the idiosyncrasies involved I am aware that relative novices such as ourselves need considerably more expertise than we have for such an undertaking as the project proposed. But done professionally, a project like this is prohibitively expensive, perhaps even impossibly 90. Involved are camera operators, film editors, programmers, multi-media experts, and writers, not to mention equipment and editing room rentals. The cost could be well over several times the amount proposed, and at that an outlay which would need to be repeated with each project. This proposal seeks essentially to train a core group of individuals interested in interactive video who would serve as experienced developers for future programs, and would reduce the cost of each program to only materials, salaries, and reproduction. Most importantly, the proposal brings first rate technology into educational services for minorities and the historically disadvantaged.
3. Population To Be Served

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

The Objectives Stated

(1) Train a core group of teachers and staff on campus for producing interactive video programs.

(2) Film segments of auto mechanics as well as the accompanying English lessons.

(3) Using training in auto skills as basis for English language instruction, combine the auto mechanics course with English lessons onto an interactive laserdisc.
5. Workplan Narrative

WORKPLAN
The Procedure

Three weeks before regular classes begin, the staff, auto mechanics instructors, the EP instructors, and representatives from local repair shops will meet to review the auto mechanics curriculum. Of course, these meetings are crucial to planning and coordinating the subsequent filming of both the vocational and the English classes, but more importantly, the auto program will be supplementing their instruction with innovations and techniques current in the marketplace. Once informed, the staff and others interested on campus will attend workshops with video specialists to learn about filming and compatible teaching techniques. It should be noted again that training and staff development are key issues of this proposal, and if others on campus can benefit by the expertise brought in, FII funding objectives will be that much better served. Every effort will be made to advise interested parties about the pre-service, and in-service workshops and consultations called for in this proposal.

The Classroom Instruction

The whole of the auto mechanics program has been revised to fit two, eight-week segments per semester to conform with the recently adopted 16-week semester system. During the first week segment beginning in late August, vocational classes held on Monday and Wednesday evenings will be video recorded. The tapes will then be used as the bases for English instruction on Tuesdays and Thursdays. The Center's VCR player and the wide screen will be used to present the vocational instruction of the previous evening. With video techniques learned and practiced at the Center, the EP instructor be asking the students to participate in any of the following: students will take down useful phrases as dictation, rephrase and describe procedures, divide into pairs and groups to work with directions or processes, role-play the demonstrations, watch the video without sound, apply any cooperative learning strategies that the video might suggest.

The English class will also be filmed. The resultant video will be a presentation of English instruction within which is the film that shows selected sections of the vocational instruction. These vocational sections shown as video images on the English classroom screen will be edited out later, and the original footage inserted. Thus, at least in the preliminary stage, the combined, edited films will show actual demonstrations of auto mechanics interwoven with English lessons.

The same procedure will be followed for the second 8-week segment, and these two 8-week segments will constitute the material from which the final product will be made.

I am prepared, however, to settle for only one eight-week segment the first used for training and experimentation. On the following semester, other instructors will be filmed. Their training
will come essentially from the experienced staff, but will also be guided by consultants called in but less frequently. The major editing of the two teaching films as well as the incorporation of other film clips and graphics, will occur during the spring semester. The spring term’s auto mechanics segments and parallel English lessons will be filmed, but they will be programmed for interactive laserdisc at a later date through other funding.

The Interactive Video Program

When the learner starts the program, text and graphics giving the title will come on the screen, as well as the main menu which lists chapters for selection. When the selection is made, the chapter opens with these voice/captioning options:

1. English voice 6 captioning
2. Spanish voice & English captioning
3. Spanish captioning, type-in English above, English voice

Laserdiscs have two channels of audio which make the above options possible. Selection 1 is an option that native speakers as well as advanced EP students might choose for the vocational training only. Selection 2 might be chosen for a more thorough understanding of the vocational process as well as for English reading. Selection 3, from my observations at the CET Center, promises the best potential for language instruction. Of all the programs available to students at the CET Center, including grammar, vocabulary, and other language arts programs, a Shareware English-Spanish/Spanish-English Hangman game has been fat and away the most popular. The game is essentially a Spanish to English translation which aids the student by providing exact spaces for the number of words and letters of the phrase or sentence. Its popularity will not be lost. Video captions like these will be incorporated into the program as well as other published video ESL techniques. (Please see "Closed-Captioned TV and ESL Instruction" at the end of this document for The National Captioning Institute’s study on the value of captioning for the ESL student.) Option 3 will activate voice when the student has completed filling in the spaces or wishes to stop and read the English equivalent. These 3 options will be available to the learner on screen together with forward, reverse, and stop options. The stop option branches to the English language portion of the video and presents the language lesson pertinent to the vocational skill just viewed. With further refinements, it is possible to branch, then branch again to other layers in the same manner that an explanation of say, a subject/predicate could branch to noun/verb and branch again to irregular verbs and then again to two-word verbs. It is also a relatively simple procedure to link any portion of the program to already existing computer programs or particular sections of them that are pertinent to the topic under consideration, be it language or vocational.

Theoretically, there are no limits to the branching possibilities that can be connected within the program.

Why Interactive Video?
Interactive video training doubles the retention rate and reduces learning time by half. These are the findings of the Smart classroom in Port Hueneme, one of California's Model Technology Schools. Similar conclusions reinforce these findings, including those by optical Data and voyager corporations. The data is not surprising since video is the dominant source of information which is dramatically shifting the manner in which we take information.
6. Expected Outcomes

[NO “OUTCOMES” ACCOMPANIES THIS DOCUMENT.]
7. Evaluation Plan

Evaluating the Product
Eventually, the true test of the proposed project will be in its popularity with the learner. Like television programs, interactive video presentations rely on interest. However, since the field is innovative, precise information on valuative techniques is necessary. During the second week of May, I plan to attend the Nebraska Interactive Media Symposium to take workshops on, among other things, evaluating videodiscs. (Since this is a vital area, I am proceeding with plans to attend the conference regardless the outcome of this proposal.) Once the disc is mastered and replicated, copies will be sent to several local sites. I will personally instruct on and supervise the evaluation procedures. Variation in the type of site as well as population will be the thrust of site selectivity.
8. Dissemination Plan

[NO "DISSEMINATION ACCOMPANIES THIS DOCUMENT."]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]