FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

1. APPLICATION NO. 

2. EMPLOYER IDENTIFICATION NO. 
   956000940

4. APPLICATION TYPE:  
   □ New Grant  □ Modification of Old Grant

5. PROJECT DIRECTOR  
   a. Ms. Suzanne Medina-Nguyen  
      Name
   b. Assistant Professor  
      Title
   c. 721 Cliff Drive  
      Street Address, or P.O. Box
   d. Santa Barbara California 93109  
      City State Zip
   e. (805) 965-0581 Ext. 243  
      Telephone: Area Code Number

6. INSTITUTIONAL INFORMATION  
   (If Applicable) 
   Approx. Total Enrolled 8,600  
   (Check one)  
   2 yr.  4 yr.  Graduate 
   Public □ (310) □ (210) □ (240) 
   Private □ (320) □ (230) □ (250) 

7. FEDERAL FUNDS REQUESTED:  
   1st Year $20,000 
   2nd Year (If Applicable) $20,000 
   3rd Year (If Applicable) 
   Total: 

8. DURATION OF PROJECT:  
   Starting Date 10-1-78  
   Ending Date 9-30-80  
   No. of Months 26

9. POPULATION DIRECTLY BENEFITING FROM THE PROJECT  
   

10. PROPOSAL TITLE:  
    AN ALTERNATIVE APPROACH TO THE INSTRUCTION OF GRAMMATICAL PRINCIPLES TO ESL LEARNERS WITH LITTLE FORMAL EDUCATION.

11. BRIEF ABSTRACT OF PROPOSAL:  
    Materials now produced for ESL classes assume a considerable educational background on the part of the student. Many Spanish speakers in ESL classes have very little formal education and are actually hampered by the materials available. This project will develop materials (animated films, videotapes, etc.) particularly suited to this clientele and applicable to similar clientele elsewhere.

12. CERTIFICATION BY AUTHORIZING OFFICIAL  

   Glenn G. Gooder  
   Superintendent-President 
   (805) 965-0581 Ext. 211

   Name: Glenn G. Gooder  
   Signature: 
   Title: Superintendent-President  
   Phone: (805) 965-0581 Ext. 211
   Date: January 11, 1978  
   Enc. #: 5  
   Date: 1/12/78
AN ALTERNATIVE APPROACH TO THE INSTRUCTION OF GRAMMATICAL PRINCIPLES TO E. S. L. LEARNERS WITH LITTLE FORMAL EDUCATION

PROBLEM

The needs of Spanish-speaking ESL learners with little formal education have long been ignored. Many of these learners are enrolled in classes where the methods and materials being used are geared for a different type of student, the student with some formal education. For Spanish-speaking individuals who have had no or little formal education, it is a near impossibility to learn the meta-language of grammar. In fact, many Spanish-speaking students spend as long as one academic year learning the concepts of "noun" and "verb." These same students leave the class after the academic year unable to say more than "This is a pencil." This is wasted time for people who have no time to waste. Many of our students need to learn English as quickly as possible so that they can secure the employment needed to support their families.

Here at SBCC we have attempted to find newer and better means of dealing with the difficulties of the student with little formal education. What we have discovered about our student with little formal training is as follows:

1. The grammatical terms which are of value to the student with some formal education only impede the learning process for those learners with little formal training. These students oftentimes spend needless time trying to master the grammatical terminology while failing to learn to function in English. We have found that it is best to avoid grammatical terminology if possible and use terms which more closely reflect the referent (e.g., the use of "action word" rather than "verb").

2. Most of the learners with little formal education appear to be of a "visual" learning style (Papalia, 1976). Grammatical explanations which are to any degree graphic were received with enthusiasm, and students grasp the grammatical principles faster and with greater accuracy.

3. Students retain grammatical explanations when the instructor likens words to people. That is, the "anthropomorphization" of grammar makes it easier for students to relate to the structural principles being taught and consequently facilitates the students' retention of these principles. When students are taught about the "-ing" verb forms which must follow certain verbs like enjoy, prefer, etc., we liken the verbs enjoy and prefer to people. We explain that these words, like people, have certain preferences. In the same way that Maria (a student in the class) prefers scrambled eggs, the verb enjoy prefers to be followed by verbs ending in "-ing."

EXPECTED OUTCOMES

Because it is our desire to provide an alternative method of teaching grammatical principles to ESL learners with little formal education, we plan to develop visuals (e.g., animations, videotapes, slides, and tapes) which are free of traditional grammatical terminology, are graphic, humorous, and anthropomorphize grammar. We have learned from past experience and observation that these elements ensure greater comprehension and internalization of grammatical principles and promote greater and longer memory retention for learners with little formal education.
Grammar Animations

Animations will illustrate in an informative yet colorful and even humorous manner each major morphosyntactic rule contained in an ESL program. The animations will be made in paper and for showing on an 8mm projector.

Tapes and Slides to Develop Oral Skills

Tape cassettes with accompanying slides will be designed so that students can practice "meaningful" sentences and utterances which contain the grammatical principles that are being taught. A different set of tapes and slides will be available for each major grammatical rule in the curriculum.

Conversational Videotapes

A series of videotapes will be developed in order to give students the opportunity to practice in normal conversation the grammatical principles that have been taught. Because the photography on the video will be "over-the-shoulder" photography, a student will be able to carry on a conversation with the English speaker on the videotape. The individual on the tape will be from practical settings or situations (e.g., doctor's office, shoe store, market). Students will be provided with a script containing the dialogue. Students will practice with the tapes until the scripts have been memorized and conversation is automatic.

There are several benefits to using this technique. First, these videos will be a valuable means of practicing and gaining confidence before going into the community and actually conversing with English speakers. Second, the tapes will further aid the students to communicate in real situations such as the doctor's office, the clothing store, etc. Third, the students will be required to learn "real" utterances, not outdated or artificial ones.

Listening Comprehension Videotapes

A set of videotapes and workbooks will be developed in order to allow students to practice and improve their listening comprehension. Each tape, which will be graded, will contain an actual conversation that is taking place between two English speakers. The exercises contained in the workbook will assist the student in increasing his/her listening comprehension.

There are several benefits to this approach. First, students will be able to practice comprehending "actual" conversations rather than the artificial ones that are frequently found on ESL tapes. Second, students will have an opportunity to have the much needed practice which they have been lacking.

The visuals outlined above will become an integral part of the program for people with little formal education. The instructor will show the grammatical animation as part of the in-class grammatical explanation. Also, as each rule is taught, students will be required to work with (1) tapes and slides that develop oral skills, (2) conversational videotapes, and (3) listening comprehension videotapes.

While the above mentioned visual materials will be immediately used by the credit program for its numerous learners with little formal education, they will be made available to the non-credit program which houses many learners with little formal education, Spanish-speakers as well as Cambodians and Laotians.
HOW OBJECTIVES WILL BE ACCOMPLISHED

Personnel

The proposed visuals will be developed by a staff consisting of a linguistic consultant, cartoon animator (for animations and slides), an announcer (for audio cassette tapes), cinematographer (for videotapes), photographer (for slides), transcriber (for conversational videotapes) and possibly some actors (for the comprehension videotapes).

Facilities

The objectives of this project will be accomplished by using the hardware which is currently available at SBCC (e.g., projectors, cameras, video playback equipment, video tape recorders, etc.). Materials such as film, paper, tapes, videotape blanks will be purchased with the money from the grant.

Specific Objectives of the Project

Grammar Animations

The linguistic consultant will outline her ideas for the animations to the cartoon animator. Together they will work out the specifics of each animation. The animator will produce animations while occasionally consulting with the linguistic consultant. The animator will develop 8mm animations for each major grammatical principle in the program as well as paper versions. Animations will be cataloged according to the grammatical rule they illustrate. Film animations will be kept in the Multi-Media Center and will be made available to the instructor along with the necessary equipment for viewing.

Tapes and Slides to Develop oral Skills

The linguistic consultant will write scripts for the tapes. The scripts will contain "realistic" sentences, that is, sentences and utterances one might actually hear, not artificial ones which the learner will never have the opportunity to use. For each grammatical principle being taught, a new set of sentences will be written. The photographer and animator will then provide their input regarding the illustration of the sentences that are contained in the script. After the photographer and animator have produced the slides for each script, an announcer will then tape the audio portion on a tape cassette. The slides will then be numbered and organized so that they are synchronized with the audio-cassette. Tapes and slides will then be made available to students in the Language Laboratory. There, students may work with these visuals at one of the 20 booths which are set up for coordinated tape-slide programs such as these. The Learning Center has an additional 70 booths which students are also free to use.

Conversational Videotapes

After having consulted with the linguistic consultant, the cinematographer will go out to designated locations and film conversations with English speakers. That is what is referred to as "over-the-shoulder" photography. The conversations taking place between the cinematographer and the other individual(s) will then be transcribed by the transcriber. The transcriber will type scripts of the conversations for the students' use. The cinematographer will then edit the videos by erasing his/her voice. The linguistic
consultant will categorize these videos on the basis of the grammatical principle that they best illustrate. After labeling the videos and scripts, the videos will be taken to the Learning Center which is able to accommodate students at its 6 video sets.

Listening Comprehension Videotapes

In order to develop videotapes which provide listening comprehension practice, the linguistic consultant will work with a cinematographer. The linguistic consultant will go with the cinematographer into the community in order to film actual conversations taking place. If there is some difficulty in obtaining natural samples from English-speaking individuals, then actors will be hired so that their conversations can be filmed. The cinematographer will edit the videos along with the assistance of the linguistic consultant. After the conversations are numbered, the linguistic consultant will determine their level of difficulty. The linguistic consultant will then develop listening comprehension workbooks which accompany each videotape. The listening comprehension tapes will be kept and made available in the Learning Center.

Accountability

In order to measure the effectiveness of the visual materials, the instructor will test the students on each major grammatical rule prior to the use of the visuals. After a traditional non-visual explanation has been given, students will be tested for a second time. After students have had ample opportunity to work with the visuals, they will be tested for the third and final time. We will be able to determine the success of the project by comparing these three scores.

If this project is a success, there is no doubt that it will have a great deal of impact upon other institutions. Teachers and administrators expressed concern about the learner with little formal education at the regional meeting in December of 1976 of the California Association of Teachers of English to Speakers of Other Languages. At this meeting, 50 of the total 100 people in attendance participated at one time or another in a workshop on "ESL and the Person with Little Education." At this workshop the participants expressed their dismay at the texts and materials presently on the market. They stated that these materials continue to be designed for the student with a formal background. In 1977 there was a special meeting on the same topic at the larger CATESOL state meeting in San Diego, California. There, many educators from all parts of California again communicated their dissatisfaction with current materials from publishing houses. As one ESL teacher from Oxnard said, "We simply don't know what to do. We need help."

When one looks at the census figures, it is easily seen why it is that teachers are concerned about this type of learner. In Santa Barbara there are 7,000 Spanish speakers 25 years and older who have completed 8 years of formal education (1970 census). In Ventura County there are 14,000 people who speak Spanish that have had no more than 8 years of education. In Los Angeles County there are 73,000 Spanish speakers over the age of 25 who have not had more than 4 years of education. The learners with little or no schooling make up a large portion of our ESL population.

It is hoped, therefore, that the ESL program presently in operation at SBCC (one which is tailor-made to suit the needs of learners with little formal
education) together with the visuals will provide a model for other ESL programs. In fact, the entire program is replicable in other settings outside of Santa Barbara and California and can be used with individuals with little schooling other than Spanish speakers. It is also hoped that we will clearly demonstrate that visuals, when used in an innovative manner to teach grammatical principles, are an important and successful means of teaching English to ESL learners with little or no formal education.

**BUDGET**

The tentative budget for this project will be approximately $20,000 per year for two years. This consists of about 80% personnel and the remainder materials.