SLIDE TAPES
FOR
E.S.L. STUDENT PROJECT

March 1, 1979 through June 30, 1980
SANTA BARBARA COMMUNITY COLLEGE

California State Improvement Project
for 1978-79 — Subpart 3
Public Law 94-482
Title of Project: SLIDE TAPE PROJECT
Area of Project:

<table>
<thead>
<tr>
<th>Research</th>
<th>Vocational Guidance and Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary &amp; Innovative</td>
<td>Vocational Education Personnel Training</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>X</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>Handicapped</td>
</tr>
</tbody>
</table>

Name of Agency: SANTA BARBARA COMMUNITY COLLEGE
Address: 721 Cliff Drive, Santa Barbara, CA 93109
Superintendent or Authorized Agent: Dr. David Mertes, Superintendent/President

Type Name & Title: Signature of Supt. or Agent: 1/11/79

Duration of Project: Approx. 15 months
Proposed Starting Date: March 1, 1979
Proposed Ending Date: June 30, 1980
P.L. 94-482 Funds Requested: $13,205

Project Director: Suzanne Medina-Nguyen, Assistant Professor English (Essential Skills) (805) 965-0581
Person who prepared this proposal: Melvin J. Elkins, Asst. Dean, Career Education (805) 965-0581

Date Transmitted: January 12, 1979

Received

Initial

Notified

Date

Initial
This is a statement that the agency or party applying for federal funds under Subpart 3 or Subpart 5 of the Act for purposes indicated elsewhere in this proposal agrees to the following assurances:

That the vocational education project described in this proposal shall be established and maintained in accordance with the Act, Federal Regulations, California Five-Year State Plan for Vocational Education, and State of California Education Code and Administrative Code.

That the vocational education project described in this proposal shall be in compliance with Titles VI and VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, and Chapter 4 (commencing with Section 30), of Division I of Title 5, California Administrative Code. Form HEW 441, a statement of compliance with Title VI of the Civil Rights Act of 1964, was dated and filed with the California State Department of Education or with the Chancellor's Office of the California Community Colleges on February 18, 1965.

That the vocational education project described in this proposal shall be in compliance with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972.

That any programs/services for handicapped persons enrolled in vocational education that are affected by the project described in this proposal shall be in compliance with the Education of the Handicapped Act, Section 613(a) and the Rehabilitation Act of 1973, Section 504.

(Signed) _______________________________ Date: 1/11/79

(Authorized Agent) Dr. David Mertes

(Title) Superintendent/President

(Address): SANTA BARBARA COMMUNITY COLLEGE

721 Cliff Drive, Santa Barbara, CA 93109

Telephone: (805) 965-0581
"SPEAKING AND LISTENING ON THE JOB" - E.S.L. SLIDE-TAPE PROGRAM

A slide-tape program will be developed so as to provide students with much-needed oral practice. The slide-tape program will actually give the students practice at using each English grammatical rule in various job-related settings (see Exhibit B Script). For example, when studying place prepositions, students would be shown a slide of a car with a wrench on the hood. The students would be asked by the voice on the tape, "Where is the wrench?" The students' response would be "The wrench is ON the hood." Similarly, the student might be asked to play the role of doctor. The patient's voice on the tape might say, "Where should I sit?" in which case the student playing the role of doctor (and viewing a slide of a doctor's table) would respond, "Just sit ON the table." So then, in order to reinforce each grammatical principle, the students will be set in a variety of vocational settings. Besides allowing students to practice using grammatical structures in more meaningful ways, students who are undecided about their vocational pursuits will benefit from playing the roles of doctor, carpenter, etc. and actually have the opportunity to experience various work environments.
Need

In order for non-English speakers to enter a vocational program, they must be proficient users of English. This is particularly difficult for individuals with little formal education. Despite the fact that students at Santa Barbara City College have an E.S.L. program which has been tailor-made to suit the needs of the Spanish-speaker with little education, there remain other factors which hinder the students' success at learning English and consequent entry into the existing vocational programs at Santa Barbara City College:

1. Most of the students enrolled in the E.S.L. classes are of a visual learning modality, yet the program is lacking materials for this type of learner;

2. The grammatical principles which students must learn do not always seem relevant to the vocational pursuits of the students; and

3. Students entering vocational programs are particularly weak in their verbal skills. In fact, presently at Santa Barbara City College there are no lab materials which develop the students' speaking skills in meaningful contexts. The only lab materials available are those which are mechanical in nature.

For those students enrolled in occupational programs, particularly those students in Cosmetology and Health Occupation fields that are required to pass a written test for certification, this material would go a long way in assisting them in comprehending the written test.
Program Goals and Objectives

Goals:

1. To provide limited English speakers who are preparing for vocational training with intensive practice in speaking and comprehending English (a) to enhance their success in a vocational program, and (b) to better prepare them to actually communicate in a job situation.

2. To bring about more interest and motivation in grammar by showing students how grammatical principles can be of value to them in a vocational setting.

3. To provide students with more visual learning materials since the majority of Spanish-speaking E.S.L. learners enrolled in E.S.L. classes at Santa Barbara City College are of a visual learning modality.

4. To provide a set of vocationally oriented oral and aural learning materials which can be used with any E.S.L. text, program, or method, whether it be in a community college or an adult education program.

Objectives (outcome):

1. The creation of a list of utterances from a diversity of job settings organized according to the grammatical rule they reinforce.

2. The creation of a tape script which, for every grammatical rule, forces the student to use the grammatical rule in a variety of vocational settings...and comprehend same.

   Three types of oral exercises will be included: (1) substitution drills, (2) question-answer exercises, and (3) listening comprehension drills. Each exercise will be properly numbered for identification purposes.

3. Creation of an in-depth description of the photographs which must accompany and illustrate the exercises.

4. Numbered and properly sequenced color slides to accompany oral exercises.

5. Recorded tape cassettes to go with the slides.

6. An alphabetical list of the major grammar principles and the numbers of the exercises which drill that particular grammar rule.

7. Duplication of the script and slides to be sent to the Chancellor's Office for statewide dissemination.

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Activities (Cost include both District and VEA)

A) Determine by means of a questionnaire the vocational interests of students attending E.S.L. classes at Santa Barbara City College credit as well as non-credit programs.

1. The linguistic consultant and assistants will determine exactly how each grammatical rule is used in vocational settings. To do this, the members of this material development team will go into the field/community to gather realistic and useful language samples. Naturally, the job situations which the team will study will be those which receive the most popularity on the above-mentioned questionnaires. Time needed - approximately 120 days.

   Linguistic consultant... 2 hrs. daily x 120 days x $15 = $3,600 (VEA expenditure)
   Curriculum assistant... 2 hrs. daily x 120 days x 5 = 1,200 (" ")
   Curriculum assistant... 2 hrs. daily x 120 days x 5 = 1,200 (" ")

2. Once the above-mentioned illustrations of each grammatical rule have been determined, the materials development team will begin writing scripts for the tape-slide materials. The oral activities will include (1) a question-answer format dialogue in a variety of vocational settings, (2) job-related substitution drills, and (3) vocational listening-comprehension drills. Time required - 126 hours.

   Linguistic consultant... 2 hrs. daily x 63 days x $15 = $1,891 (VEA expenditure)
   Curriculum assistant... 2 hrs. daily x 120 days x 5 = 1,200 (District expense)
   Curriculum assistant... 2 hrs. daily x 120 days x 5 = 1,200 (" ")

3. Once the scripts have been developed, the linguistic consultant will determine the nature and angle of the photographs which should accompany the tape materials. Time needed - approximately 80 days.

   Linguistic consultant... 2 hrs. daily x 40 days x $15 = $1,200 (VEA expenditure)

4. The photographer will take the requested photos in actual vocational settings which the linguistic consultant has arranged. Time needed - 4 months.

   Photographer... 9 hrs. (per rule) x 150 rules x $3 = $ 450 (VEA expenditure)
   Film............ $8 (per 36 slides) x 150 rules = 1,200 (VEA expenditure)

5. An announcer will be employed to record the taped portion of the project.

   Announcer..... 1 hr. per tape x 150 rules x $3/hr. = $450 (VEA expenditure)
   Tape cassettes .. 150 rules x $1.05 per cassette = 157 (VEA expenditure)

6. Make the index of the grammatical rules and the corresponding exercise numbers.

   Linguistic consultant... 2 hrs. daily x 40 hrs. (2 months) x $15 = $1,200 (VEA expenditure)

7. A final script will be typed and sent to the Chancellor's Office for dissemination as well as duplicate copies of the slides and tapes.

   Duplication of slides... $8 x 150 rules = $1,200 (VEA expenditure)
   Duplication of tapes... $1.05 x 150 rules = 157 (VEA expenditure)
8. Coordination, editing of materials, management of project, evaluation of program. (1.25 factor) of 1/2 E.S.L. coordinator (Suzanne Medina-Nguyen) contract salary over duration of project.

\[ \frac{1.25}{.5} \times 16,008 = 10,005 \] (District expense)

9. Travel allowance for project director $100 (District expense)
Project Management

The staff for this project will include:

Linguistic Consultant/Project Supervisor - Suzanne Medina-Nguyen
(See attached Exhibit A Vita)

Curriculum assistant
Curriculum assistant
Photographer
Announcer

Accountability of fund expenditures - Melvin J. Elkins, Asst. Dean,
Occupational and Career Education

Locations/Facilities

The headquarters of the project will be the room normally designated for E.S.L.
classes.

The developing of film and recording of the tape cassettes as well as the dupli-
cation of these materials will take place in the Multi-Media Department. All
typing will be assumed by the Secretarial Services Division.

Evaluation

In order to test the effectiveness of the materials being proposed, we will
compare the linguistic fluency of an experimental group with that of a control
group. Students in the experimental group will use the materials while those
students in the control group will not. At the end of a six month period we
will compare the speaking and listening abilities of these students. More
specifically, students will be measured for their (a) fluency in English,
(b) their ability to promptly and correctly respond to questions, and (c)
their listening comprehension ability.
### Budget Summary

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<tr>
<th>Classes</th>
<th>Local Funds</th>
<th>P.L. 94-482</th>
<th>Total</th>
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<tr>
<td>Professional Salaries</td>
<td>$10,005 (1.25 factor)</td>
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<td>$14,261</td>
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Project proposed costs are listed under Activities; furthermore, rates and estimates are given for Budget classes.
SUZANNE MEDINA-Nguyen  
2146 St. James  
Santa Barbara, Calif. 93105  
Telephone (805) 966-3705  
(805) 965-0581 X243

Professional Objectives  
(a) Structure, research, and evaluate language programs.  
(b) Instruct college courses in the following areas:  
   - English as a Second Language,  
   - Linguistics: General, Applied, and Contrastive,  
   - Psycholinguistics,  
   - Language Acquisition: Monolingual and Bilingual,  
   - Linguistic and Psycholinguistic-based teaching methods for E.S.L. and Bilingual teachers.  
(c) Conduct research in the above-mentioned areas.

Education  
M.A., BILINGUALISM : ITS LINGUISTIC, PSYCHOLINGUISTIC, AND SOCIOLINGUISTIC ASPECTS, University of California at Santa Barbara

Such a background in these three disciplines has allowed me to deal with individuals who are bilingual in any two languages. Courses completed for the M.A. include the following:  
   - Psycholinguistics & Sociolinguistics: Developmental Psychology, Developmental Psycholinguistics (Monolingual and Bilingual Language Acquisition), Psycholinguistics, Sociolinguistics, Statistics.

B.A., SPANISH, (LINGUISTICS, LITERATURE, CULTURAL HISTORY) University of California at Santa Barbara

Mount St. Mary's College Universidad de Guadalajara (Mexico)  
Universidad de Sevilla (Spain) Università per Stragnieri (Italy)

Experience  
SANTA BARBARA CITY COLLEGE, 1975-Present  
Assistant Professor of English Instructed non-English speakers from a variety of educational, social, and cultural backgrounds (e.g., Mexican, Vietnamese, Arab, Chinese, Persian, etc) in English as a Second Language. Students also included American deaf students who are familiar with Amislan. Designed the curriculum for all E.S.L. classes including four "Survival" English classes for U.S. residents and two classes in "Academic" English for university-bound foreign students. Hired, fired, trained and supervised all hourly instructors and tutors working with the program. Tested and placed students. Developed materials to meet needs which were not being met by other texts and materials. Was resource-
ful to teachers in the community who needed information about current E.S.L. materials and texts. Changed the materials and methods quickly and smoothly when new and different needs arose. Secured funding for E.S.L. materials and equipment from grants. Constantly reviewed recently published texts from over 100 publishers.


C.A.T.E.S.O.L. STATE CONVENTION, SAN DIEGO, 1977 Appointed Chairperson of a committee to pressure research agencies and publishers to provide E.S.L. materials for the U.S. resident rather than the foreign student of E.S.L.

TRI COUNTIES C.A.T.E.S.O.L. CONVENTION, 1976 Speaker Spoke to E.S.L. and bilingual education teachers on "E.S.L. and the Person with Little Formal Education."

ADULT EDUCATION DIVISION OF S.B.C.C., 1976 Consultant Evaluated and assessed the E.S.L. program being offered throughout the city in the evening and made recommendations about the texts, methods and materials.

MANPOWER, DEPARTMENT OF LABOR , 1975-1976 Researcher/Linguistic Consultant Assessed the language needs of unemployed Spanish-speaking residents of Ventura County and outlined a viable E.S.L. program which would meet the specific needs of these individuals.

ADULT EDUCATION DIVISION OF S.B.C.C., 1975 E.S.L. Instructor Team taught an E.S.L. class for Vietnamese with a native speaker of Vietnamese.

C.E.T.A. (Comprehensive Employment Training Act), 1975 Instructor Instructed and developed the curriculum for C.E.T.A. secretarial students who had E.S.L. and Basic Skills needs.
UNIVERSITY OF CALIFORNIA (S.B.): STUDENTS SPECIAL SERVICES, 1974

Language Skills Tutor  Applied current linguistic and psychoinguistic theory in order to more effectively teach basic language skills (i.e., English grammar and structure) to bidialectal and bilingual (Spanish/English, Chinese/English) university students. Coordinated an intensive tutorial program which developed the student's communicative competence to meet university standards. Also tutored students in Introductory Linguistics. Conducted an In-Service training session for the project's English tutors. Topic: "Which English deviations can and cannot be attributed to the student's bilingualism?"

NATIONAL SCIENCE FOUNDATION, 1974
Researcher  Project: "A Study of Bilingual Language Acquisition."
Served as the Spanish-speaking member of the research team.
Interacted with the Mexican parents of the child subjects as well as the subjects themselves. Elicited speech from bilingual (Spanish/English) children between the ages of 2 and 7. Tape-recorded and transcribed all dialogues with children. Linguistically analyzed each child's utterances.

Camp Counselor and Playleader  Led inter-city children (ages 9-11) in recreational activities including music, art, physical education, and drama.

Honors  FORD FOUNDATION DOCTORAL FELLOWSHIP SEMI-FINALIST, 1973

Memberships  T.E.S.O.L. (Teachers of English to Speakers of Other Languages)
A.C.T.F.L. (American Council of Teachers of Foreign Languages)
C.A.T.E.S.O.L. (California Association of Teachers of English to Speakers of Other Languages)
S.I.G.C.U.E. (Special Interest Group of Computer Uses in Education)
M.L.A.  (Modern Language Association)


Languages  English, Spanish, Italian, some Vietnamese and French

Interests  Piano, voice, dance, photography, oil painting

References  Placement file is kept at Placement Center, University of California at Santa Barbara, California, 93106, and is available upon request.
Other example tape-slide exercises:

Grammar rule - Present progressive

Q - What is Amparo doing? (slide of beautician washing customer's hair)
A. Amparo is washing the woman's hair.

Grammar rule - Present progressive

Q - What is Maria doing right now?
A. Maria is setting the woman's hair.

Grammar rule - Past perfect

Q - What has Amparo done? (slide of an unhappy woman with short hair)
A. Amparo has cut the woman's hair too short.

Q. What has Amparo done? (slide of a woman with purple hair)
A. Amparo has dyed the woman's hair purple.

Grammar rule - Past tense

Q - What did Amparo do? (slide of a woman with frizzy hair)
A. She left the permanent on too long.

Grammar rule - V + V4 structures

Q - What is John thinking of becoming? (slide of a student holding a stethoscope)
A. John is thinking of becoming a doctor.