Proposal for IBPT for Increase of Lottery Funds for the Purchase of ESL Software and Headphones for the Language Arts Labs and the Listening/Speaking Center Fall, 2014

1. What will the money be used for? (i.e., software, videos, etc.)

Last year, the ATC building went through renovations to upgrade the classrooms and language labs. However, our Language Arts Lab (AT 305/307) did not receive new computers nor updated software. Then, this year, just prior to the beginning of Fall Quarter, ETS upgraded the operating system on our old computers resulting in our ESL software becoming inoperable (ETS determined that our ESL software was not compatible with the new operating system). Thus, the college needs to update the lab's software.

The ESL program is asking for an *update* of Pearson *English Interactive* and *Focus on Grammar* software that it has used for many years. This update contains the same content, but with a new web-based delivery system and interface. We also request a one-time purchase of software called *Pronunciation Power*, which has also been used for many years and has likewise become obsolete due to the recent operating system upgrade; and finally 100 replacement headphones for the Language Arts Division labs to replace our old headphones, which are worn and breaking. We don't presently have enough working headphones to outfit all of our lab computers.

The ESL Department is asking for one of the following options:

Five-Year Package from Pearson

    Pearson English Interactive (PEI): $55,804.00
    Focus on Grammar (FOG): $44,754.68

    One-Time Purchases:
    Pronunciation Power (English Computerized Learning Inc): $6,000
    100 headphones: $14,067

Total: $120,625.68

Three-Year Package from Pearson

    Pearson English Interactive (PEI): $38,291.40
    Focus on Grammar (FOG): $30,587.25

    One-Time Purchases:
    Pronunciation Power (English Computerized Learning Inc): $6,000
    100 headphones: $14,067

Total: $88,945.65

We'd prefer the 5-yr option or we'll be back where we started in a relatively short time.

2. How many students will benefit from this purchase?

The ESL Department serves approximately 6,000 students a year, almost all of whom take content courses across disciplines for AA Degrees or transfer purposes. Approximately 2,000 ESL students use the language-learning software a year, both in ATC 305 and 307 and in the Listening and Speaking Center (LSC). And, the ESL program envisions this number rising as it provides training for other faculty as an opportunity for in-service growth, which Pearson offers as part of the total pricing package.

In addition, we have staff in place. The Language Arts Lab has one full-time support staff person, who supervises a number of work-study students. Our Lab Coordinator can make the necessary adjustments at the end of each quarter to make the access codes usable again. Finally, we are adding headphones to our request as these were promised after the renovation, and out current headphones are in dire need of replacement. The software requires that students listen on headphones and interact with the lessons provided.

Over the last 15 years, the ESL software lab has always been an essential part of the ESL program's instructional pedagogy. The software language lab provides basic student-support service, a support system whose purpose meets the central mission of the college: Communication and Expression. Language learners need more time on task than any other learner. The Language Arts Lab software offers leaners additional time on task that faculty cannot successfully accomplish in 3-unit classes. Most importantly, students are learning a second language, which is significantly more challenging than learning a first language or a subject in a content class. Language learning is complex and involves many aspects of the self---the cognitive, psychological, physical, social, and sometimes the emotional. Thus, these learners require a language lab in which to learn and practice their skills.

In addition, the ESL software lab provides students a special learning experience. Students are able to immerse themselves in independent learning, using interactive online resources to learn and acquire grammar and language concepts while having the teacher or lab assistants available to support them. The software labs offer quiz or test features, which can be assigned by the instructor, who can directly access the answers for grading and offer direct feedback to students.

Moreover, the ESL software labs augment directly what is taught in the ESL writing/grammar, listening/speaking classrooms. The software has been designed to directly correspond with the content and assignments taught in the classes, whose instructors use the corresponding texts. Also, teachers often assign two or three different lessons from different programs, and teachers who don't use corresponding texts require outside software use as well.

Finally, many ESL students are international students with limited ties to the English-speaking community. Our immigrant students, because of extended family and community sub-cultures, may also have limited ties to the English-speaking community at large, except for the limited language of work. Both populations need wide-ranging listening and speaking training outside of the classroom, which the language lab and LSC have always provided.

3. How does this enhance your Equity Goals?

By its very nature, teaching English as a second language is a concrete demonstration of equity, which also plays an essential part in purchasing the new ESL software. Some administrators and faculty have pointed out that students can just buy their own access codes, which can be bundled with the textbooks, but then students must buy a new text instead of a used one. However, some students have confided to their instructors that money is not easily available and that they can get the textbook free from a friend or sibling or buy a used textbook much cheaper without the lab access code. Honestly, what do instructors say to these students? If they buy a used text, they must pay full price for an access code---either way the price is approximately $70.00.

Also, teachers assign software different from the text as a basic component of their listening and speaking classes; and faculty can't necessarily bundle unless they want to use the text and software from the same publisher (which may negatively impact their choices.) In addition, many faculty often require 2-3 different programs and levels in one quarter.

In the absence of software this past quarter, some faculty have resorted to students purchasing texts with access codes online from *Amazon*, for example. However, this harms the departmental and Division relationship with the De Anza bookstore. It also makes accountability haphazard for instructors, as some access codes do not allow teachers to assess their student' work. In other words, teachers have no way of tracking their students' work. Other faculty have had students buy their own access codes, but this violates equity as student cost is much greater than in institutional cost, which is approximately $6.00 a seat. Indeed, student needs should be met by the support services of the institution; this is our purpose. These slapdash methods cannot be instituted across the board without detriment to the student equity and faculty autonomy.

Finally, every student, whether enrolled in a listening/speaking class or not, will have access to improving their listening, speaking, and grammar independently by using the new software in both the Language Labs and the Listening-Speaking Center.

4. How does this enhance your Student Learning Outcomes?

The ESL software lab is directly tied to the ESL Program's SLOs. The five core levels of the ESL program, ESL 200 (high-beginning), 234 (low-intermediate), 244 (mid-intermediate), 251 & 253 (high-intermediate), and 261 & 263 (low-advanced) have SLOs which state:

> * Students will demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking;
>
> * Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics; and
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> *Demonstrate understanding of essential points of discussions or speeches on selected academic topics.

The ESL Software labs meet course SLOs by giving students additional practice in learning grammar points, listening/speaking and pronunciation practice points in a dynamic, self-learning approach which integrates conversation practice, reading, writing and listening in an interactive format. ESL software labs are taught by ESL faculty and staff, focusing on the practice of content and skills being learned in the connected lecture class.

5. Was this noted in your Program Review?

This request was placed in the ESL Department's Program Review:

V. A. 4 Request 100 SANS SHS-100 headphones ($14,000 including tax) for ATC 305.

Request ESL software –Pearson's English Interactive and Focus on Grammar @ ~$40,000/2000 students; Pronunciation Power 1 & 2 @ ~$6000/60 students for ATC 305.

The total amount, which was initially proposed in Program Review, has increased because the original, quite frankly, was a sample quote based on an initial conversation with Pearson. It was not imagined at the time to be a final quote, but rather it was intended to illustrate the option of buying codes in bulk and using them over time. Then, just as Fall quarter began, Pearson alerted our Lab Coordinator to a new pricing model - a subscription model. That model is what our current price quotes use. In contrast to the $40k quote used for Program Review, these quotes reflect the usage estimates the ESL Department arrived at by asking faculty about their Lab usage.