

Draft

7/29/17

## **Solution to Adult ESL requirement in California**

There has been documented success in English Language Acquisition in California which can be replicated and done at a materials cost that will likely pay for itself.

The objective of this writing is to identify the potential of adult schools to provide rapid English language acquisition in order to enhance employability. At issue is the number of people who are at very low levels of literacy. Also at issue is the time required for that population to acquire a level of English that will increase the range of their employment opportunities.

Stunning ESL results have been produced in some adult schools/programs in California using a combination of classroom and the synchronous/asynchronous use of video material. Dennis Porter et.al documented the California Innovative and Alternative Instructional Delivery Program's successes. Summaries of these reports are available at [www.vbkates.com](http://www.vbkates.com) at 1.9 and 1.10. The complete reports are on OTAN. The data shows that the combination of classroom/ teacher contact combined with video check out is the most effective. There are many contributing factors to these successes. One is increased time on productive task.

There are some adult schools who have used this video check out model through the financial lean years because of the success in student achievement. The increase in pay points likely continues to pay for these programs. Additional benefits are documented in Porter's reports named above.

While managed online and streaming are growing, there is a continuing demand from the 2<sup>nd</sup> language population for DVD checkout.

However, video streaming is reaching a critical mass among the general consumer population. Video streaming for language learning will reach many more students at a much lower cost than DVD checkout and retains many of the same advantages.

The 2 curricula that were (are) responsible for significant gains from video checkout are now available streamed. (more below). **In-English** will be available soon. It will be streamed independently and inexpensively. It's workbooks and other material are available on line at no charge. **Easy, The ESL Series; Easy, Community Essentials; and EASY at Work** are available through the Intelcom Learning Online Resources Network. Print material is available on flash drives.

[www.vbkates.com](http://www.vbkates.com) 1.7 charts the 4 most used curricula in ESL distance learning. (Crossroads Café is a part of Intelcom's Learning's Online Network and Putting English to Work 1 is available from OTAN at no charge.)

Following is an outline of the evolution of the successful use of video in language learning in California.

1. The evolution began in 1998-99 in Brawley, California. Jean Kyle Hill was Principal of Brawley Adult School. Given the language environment in Imperial County, Jean arrived at the idea of an intensive 12 week ESL program modeled somewhat on Defense Language Institute methods. Brawley began a pilot 12 week, 6 hour a day program with additional study required at home. The class consisted of women from the area. The core curriculum was In-English. Extensive use was made of the Oxford Picture Dictionary. Other supplementary materials were used. Staffing was a beginning instructor and one aide. The aide worked with the students at the lowest level. In-English was the core.

( I have one remaining piece of data from this program which shows a median reading gain of 13 points and a median listening gain of 6 points after 5 ½ weeks of instruction during 1999.) Jean Kyle is available for reference purposes.

The program was a success. After some number of 12 week classes, the program was expanded to 24 weeks.

2. At about the same time CBET (Prop 227) funds became available. The intent of Prop 227 was to teach everyone English and have families study together. We switched our marketing from the boot camp intensive concept to , at the time, video check out as a part of having families studying together. In-English was the core for many CBET programs in elementary districts. The anecdotal successes were many. Adult Schools began to move In-English into their Distance Learning/CBET programs. We began to receive data that documented the anecdotal information from CBET.

Azusa Adult adopted In-English into its CBET curriculum and initiated their distance learning program in the fall semester of 2000. Please go to [www.vbkates.com](http://www.vbkates.com) and click on 1.8 for Azusa's semester comparison with the addition of In-English as a check out addition to their curriculum.

3. As effective as In-English was, there were learning areas that would benefit from additional low level curriculum. John Dicker and Bill Ger collaborated to produce EASY, The Beginning Series and EASY, Community Essentials.

Buena Park Even Start was among the first to use In-English and EASY in combination. The program began in July of '02. For the 3 month period between July '02 and September '02 the participants checked the DVDs out for home use with no instructor guidance. In September '02, the program became instructor led. ESL classes were then held 4 days a week and the DVDs continued to be checked out ofr home study. Go to [www.vbkates.com](http://www.vbkates.com) and refer you to 1.8 and the CASAS scores for #2 Buena Park and scroll to Parent Checklist.

Buena Park was a classic example of the actions and outcomes described at 1.9 at [www.vbkates@aol.com](http://www.vbkates@aol.com).

We have additional data available for Buena Park.