

In-English

RESEARCH SUPPORTING THE METHODS USED WITH *IN-ENGLISH*

In-English was developed by Richard Bourell in the middle and late 1980's and was published during 1987, 1988, and 1989.

Bourell's hypothesis was that much of the research being produced would prove to be especially effective by using the multi sensory effects of video.

Considering Asher (1966) and Asher & Price (1967) and their conclusion that "Language and body movements are a beneficial combination" and that the Total Physical Response (TPR) method has been proven by longitudinal research to develop long term retention through its multi sensory approach caused Bourell to incorporate TPR in *In-English*.

On considering Krashen's (1985) finding that "comprehensible input is the most important element of any language teaching program, whatever helps that input to be understood is critical." It was clear to Bourell that the use of live action interactive visuals made possible by the relatively new medium of video would be consistent with the findings of Asher, Krashen & Terrell and others and would enhance those findings. The medium of video also permitted the captioning of vocabulary and form in a plethora of visual contexts.

In developing *In-English*, Bourell considered the varying researched approaches.¹

- A. Comprehension-based approach (Winitz 1981, Krashen & Terrell 1983)
 - 1. Learners should begin by listening to meaningful speech and by responding non-verbally in meaningful ways before they produce any language themselves.
 - 2. Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.

- B. Communication Approach (Hymes 1972, Halliday 1973)
 - 1. It is assumed that the goal of language teaching is learner ability to communicate in the target language.
 - 2. Classroom materials and activities are often authentic to reflect real life situations and demands.
 - 3. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and writing.

¹ (Teaching English as a Foreign Language, Celce-Murcia 2001)

C. Direct Approach

1. Lessons begin with dialogues and anecdotes in modern conversational style.
2. Actions and pictures are used to make meanings clear.
3. Grammar is learned inductively.

Bourell tested *In-English* in 1985-6 with classes of senior citizens from various language backgrounds at Hollywood Community Adult School. Student retention was superb and the growth in English skills was observable. These classes proved the research.

Data continues to accumulate proving Bourell's hypothesis. In 1988, Jean Kyle, now of the Minnesota Department of Education, adopted *In-English* for use at Brawley Adult School in an intensive 12 week, 6 hour per day, 5 day per week Cal Works funded program. This was the first program to use *In-English* both in the classroom and home study. The results were immediate and measurable.

Attachment 1 presents the results from a 5 ½ week period from April 1999 to May 1999. The average reading growth was 13 points for the 5 ½ week period as measured by CASAS.

In the spring of 2001, LeAn Killam of the Azusa Adult Community Based English Tutoring (CBET) program advised Bourell of data that she had developed as a part of a paper to be submitted for her administrative credential.

Ms. Killam produced a comparison of enrollment, retention and learning gains between the spring semester of 2000 and the following fall semester. At the beginning of the fall semester 175 CBET students began a program combining classroom attendance in ESL and video checkout. Matched pairs, an indicator of student retention, increased by 153 (222 spring to 379 fall.). Benchmarks increased by 282 (163 spring to 445 fall). In order to capture ADA for the Adult School, Azusa then applied for and received a 5% Distance Learning grant. Data for the first five months of their Distance Learning program shows gains far exceeding the state averages.

This data is included as Attachment 2.

As a result of Ms. Killam's finding, Bourell commissioned Ms. Killam to research other programs using *In-English*. Ms. Killam examined data from Orange Adult School CBET and Clovis Adult School CBET and EVEN START. The CASAS data was consistent with Azusa CBET, that is, learners doubled the state CASAS averages.

This data is included as Attachment 3.

Since Ms. Killam's research, a number of Adult ESL programs have produced CASAS scores consistent with the findings and have made them available to Bourell. Of particular note is the data provided by the EVEN START program in Buena Park California.

Christie Baird, the Director of the EVEN START program at Buena Park, California, adopted *In-English* and *EASY 1* to begin her second EVEN START year. In July of 2002 Buena Park began with a video checkout program only. During the 3 months from July to September, 9 students of 13 without a teacher showed CASAS gains of 5 points or more with video checkout only. ESL classes with a teacher began in September 2002. For the complete year from July of 2002 to June of 2003 the average scale score gain for the 30 EVEN START parents who took a pre-post test was 13.80. The 10 students who took every test for the full year produced an average gain of 17.70. The next year, 25 Buena Park EVEN START parents averaged a 9.96 gain and the 7 students who took each test for the full year averaged an 18.29 gain. 15 Buena Park parents who were in attendance for a minimum of 15 months averaged a 24.7 scale score gain.

This data is included as Attachment 4.

Dennis Porter, Director of the California Distance Learning Project recently produced a review of the 2002-2004 Innovation and Alternative Instructional Delivery Program. Video Checkout for ESL home study is the overwhelming model (91.9% of participants) and *In-English* is used in a significant number of these programs. Some of Porter's conclusions are listed here.

The complete report is included as Attachment 5.

1. "Effectiveness — CASAS pre – post test data indicate that the Innovation Programs' ESL program participants, on average, show substantial learning increases in reading and listening."
2. "The Innovation Programs ESL participant progress was better than adult school classroom programs for the same period in all categories."
3. "It has also been noted in reports from several projects that having videos available for ESL students presents an appealing way for them to repeat and review instruction in order to approach language mastery. It is often also a topic or skill that can be discussed with other family members and, in which they can practice their skills at home."
4. "Fewer ESL "no-shows" for students enrolling in Innovation Programs (10.1% to 16.6%) than the traditional classroom programs."
5. "Local Innovation Program operators have many stories of how their programs have introduced adult education to people who would not otherwise attend classes, enabled learners to meet the complex demands of family, work and learning, and introduced the possibilities of multi-media learning to classroom teachers."

Summary

The research and supporting data of programs that use *In-English* in some combination of classroom and home study validates Bourell's hypothesis that the multi sensory benefits of the medium of video would enhance the findings of Krashen, Terrell, Asher, Price, Porter and others.