# Academic Resources and **Computing** Committee

## *Proposal for Funding*
Due April 1 (4:30 p.m.)

**Project Title:**     **Shuffles for Practice**

**Project Director:**   **Mary Quiroz-Whisler**

**Department(s):   English/English as a Second Language Program**

**College(s):    College of  Arts and Humanities**

**E-Mail:**        **mquiroz-whis@weber.edu**              **Extension:    7398**

**Other Members of the Project Team:   Ada Rivera, computer data coordinator**

**ARCC Representative:**
   **I have read the proposal and discussed it with the Project Director.**


**ARCC Representative**

**Comments:**

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**Department Chair:**

The Department has reviewed this project within the context of overall information technology planning within the Department. If the budget page indicates financial support from the Department, I agree to commit those funds to this project.

**Department Chair**

**Comments:**

**College Dean:**

I have reviewed this project. If the budget page indicates financial support from the College, I agree to commit those funds to this project.

**College Dean**

**Comments:**

**College Computer Committee Chair:**

This proposed project has been reviewed and discussed by our college's computer committee. It is the consensus of the committee that this proposed project is consistent with information technology goals within the college. Furthermore, after ranking all of the proposals submitted by our college, we rank this proposal in priority as

out of a total of                              proposals submitted this year.*

**College Computer Committee Chair**

**Comments:**

# Justification

This request for funding is being made under Item #2 in the Funding Criteria for the Dee Family Technology Grants:   Discipline-specific software to enable a faculty member to enhance an existing course.

*Abstract (project summary):*

I am requesting funding for 20 iPod Shuffle players, 530mgs, compatible with AISS files. The iPods will be used as a pronunciation reinforcement tool in the Level 1, beginner to low intermediate skills, ESL Basic Communication classes.   The iPods will also be used for the more advanced conversation classes to listen to and practice conversations outside of the classroom.

Students' use of the iPods will allow them to continue pronunciation practice beyond the classroom  without being confined to a cassette recorder.   Currently, the only way to give students extra practice is to check out cassette tapes and recorders, if needed.   There is high wear and tear on the tapes, and they must be replaced regularly.    The iPods will allow the coordinator to down load the CD material as needed or assigned.   The students can then take the iPod with them and practice on their time schedule.

*Objectives and goals of this project:*

The ESL students at Weber State represent two separate communities.    The first group of students are the permanent U.S. residents from the community. Many of these students are in a lower economic bracket and are on scholarships or grants to fund their education. Frequently, these students are the first person in their families to attend college.  The second group is composed of traditional international students who are attending WSU to acquire the necessary English language skills to successfully participate in an academic curriculum and attain a degree.  At times, the ESL Program has students from less technologically advanced countries who have never used a computer.    Part of the ESL Program is to train the students in use of current technology.    The iPod would enhance their training.

The primary goal of the project is to encourage students to practice assigned material outside of the classroom.   By using the iPod for this purpose, the ESL Program is accessing the student's technological "comfort zone."    Most college age students are very comfortable with current technology and view older technology, i.e cassette tapes and recorders, as cumbersome and out dated.   The majority of college students are familiar with the iPod as a part of the current media and information delivery systems.   They are familiar with them; they use them; they want them, even if they can not afford them.   The result of connecting with this familiarity will, hopefully, produce a reinforcement tool that will be efficient and that will be utilized.

Students in will be assigned an iPod at the beginning of the term and will be given assignments to be practiced during the week. They will then be required to listen and practice for an assigned length of time. The students will be required to log their listening time. The listening journals will be checked each time the assignment is changed.

*Identify specific courses and/or programs that will directly benefit from this project:*

Second language acquisition methodology indicates that exposure of authentic material in the target language facilitates the learning of the specific language. The iPods would give the students more freedom to practice regularly; thus, reinforcing the language skills needed for academic success.

The ESL Program is a five-level program structure. Level 1 through Level 4 offer classes in four skill areas: writing, reading, grammar, and listening and speaking. Level 5 is a college bridge writing class. The iPods can be utilized in the reading and listening and speaking classes in all four levels through various activities. The reading classes can be supplemented with audio books that have been reproduced at normal reading speed or at special ESL speeds for the different levels. Pronunciation work is done at all levels for all classes. The ESL Program currently offers 5 difference pronunciation courses, two of which are on CDs. Also, the Level 1 Basic Communication class requires extensive vocabulary and pronunciation work.

*If applicable, describe how this project will help to increase faculty productivity or enhance competency in some area of information technology.*

The iPods will allow the instructor to use the classroom instruction time more efficiently since a significant amount of time in the Level 1 classes is dedicated to pronunciation work. It will also promote more student-centered learning and allow them more control and responsibility in their own learning experience.

*Describe how the success of this project will be evaluated.*

The most immediate success will be in the student's scores in testing and increased ability to reproduce comprehensible speech. In addition, the students who participate in the first class with iPods will be asked to evaluation the program and to provide feedback for increased efficiency. This information will also be shared with other ESL programs to enhance the ESL learning experience.

**Timeline:**
**(If funded)**

1. **Purchase the iPod Shuffle players summer semester 2006.**
2. **Initiate the pronunciation program with the Fall Semester 2006 Level I classes.**
3. **Conduct evaluations end of Fall Semester 2006 in December.**

# Budget

Note: Please be as specific as possible regarding requested hardware, software, or other resources (you may include an addendum to describe the hardware). If funds are being committed from other resources, please so indicate.

| Hardware: | ARCC (Requested) | Department (Committed) | College (Committed) | Other (Committed) |
|---|---|---|---|---|
| **20 iPod Shuffle players @ $69. each.** | **$1380.00** | 0 | | |
| **Hardware Subtotals:** | **$1380.00** | | | |
| **Grand Totals:** | **$1380.00** | | | |

**TOTAL FOR PROJECT: ___$1380.00_____** (Sum of all columns)

# Additional Resources

**Please describe what other resources will be required to implement this project:**

**\* The software is included in the price of the iPod Shuffle, and the ESL Office has the necessary computer support to run the program.**

**Students will be required to purchase their own earphones.**