

JDEI Report for XESR 0516B, English as a Second Language Reading & Oral Skills Level B

This report is written by Jen Sacklin, ESL faculty. This course (Reading & Oral Skills Level B) is in the ESL intensive English program sequence, at a high-beginning level. This course focuses on reading, speaking, listening and vocabulary development. Course outcomes include: Students will communicate accurately, fluently, and intelligibly in every day and informational contexts. They will acquire the vocabulary and reading skills necessary to comprehend every day and informational texts. They will also create and give oral presentations. The course has four major topics: 1) landscapes of Oregon, 2) indigenous people in Oregon: past and present; 3) geology of Oregon & preparing for natural disasters; and 4) phonics (spelling and pronunciation of frequent English vocabulary)

The English as a Second Language program has D/deaf and hard-of-hearing (HoH) students. Their goal is to learn written English. They sometimes receive CAR accommodations to have ASL interpretation in class, but there is currently no ASL interpretation for out-of-class audio activities (homework on Moodle).

This JDEI funding paid for Valentino Vasquez, LCC ASL Instructor, to analyze the course's audio materials on Moodle, devising the best way to deliver them in an ASL format and creating ASL videos, and for Jen Sacklin to add those videos and new activities to Moodle. The work was done in Spring, Summer, and Fall 2025.

Accommodations of providing transcripts or captions for audio is not appropriate for this class, because the learners in this class are learning English at a beginning level and therefore cannot access the information provided in transcripts or captions. Also, the goals of the out-of-class learning activities are intended to provide opportunities for students to practice their written English using aural or visual input; therefore, providing a written caption or transcript would erase that learning opportunity.

We worked on 3 different types of English-to-ASL activities: 1) vocabulary words, 2) dialogs, and 3) dictations.

Valentino created 2-3 second videos of the ASL sign for each vocabulary word. The hearing students in the class can see the word, see a picture of the word, and hear the word on Moodle; we added an extra piece of having the ASL sign as well. This is necessary for all learners because second language vocabulary acquisition requires multi-modal input (word in writing, picture, and audio/ASL).

Valentino created longer videos for dialogs that were included in listening activities. The hearing students can listen to a 30-60 second dialog and answer written multiple-choice questions about the dialog in an H5P activity. Now, the same dialogs are translated into ASL so that D/deaf and HoH students can watch the dialogs and answer the same written multiple-choice questions in separate H5P activities.

We did not succeed in finishing making ASL-equivalent dictation activities during this project, because Valentino got a tenure-track position midway through the academic year in a

different institution. For hearing students, the dictation activities are a listening and spelling exercise. They listen to a short sentence, then have to type that sentence exactly, using correct spelling and punctuation. Since ASL isn't translated word-for-word into English, there can't be an identical activity for D/deaf and HoH students: they can't just watch an ASL video and type a singular exact English sentence. There are many possible English translations for each ASL sentence, so Valentino and I had many discussions about what an equivalent activity could be that would help D/deaf and HoH students achieve the learning goal of practicing their spelling in English and converting aural/visual input into written English. However, Valentino left LCC before we could decide on a best course of action.

This project succeeded in creating accessible learning opportunities for D/deaf and HoH students in this ESL class to practice written English outside of class, just like their hearing peers.