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Topic Bibliography of Sources Related to Service Learning by ESL/Bilingual Students

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Topic Bibliography of Sources Related to Service- Learning by ESL/Bilingual Students

By

Robin C. Vue-Benson
Robert D. Shumer, Ph.D.

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Topic Bibliography of Sources Related to Service-Learning and ESL/Bilingual Students

Robin C. Vue-Benson and Dr. Robert Shumer

January 05, 1994

The sources listed on the following pages are in response to requests for information on using service-learning in an ESL/bilingual education context. They were obtained by conducting searches of the ERIC database on CD-ROM. Broad topics were chosen for a comprehensive selection of references. With several hundred records identified, only those with relevance to service-learning are included here. The search for more sources of information on this topic is ongoing and this compilation will be updated periodically.

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TITLE: Actividades al Aire Libre (Outdoor Activities). OBIS/Mini-Corps.

ABSTRACT: The all-Spanish version of the Outdoor Biology Instructional Strategies (OBIS)/Mini-Corps Outdoor Activities set contains twenty education and recreational activities which provide a variety of outdoor biological experiences and incorporate language skills into outdoor education. Prepared especially for use by migrant children aged 10-15 in a summer camp environment, the activities employ educational games, experimentation, observation, and simulation in the study of plant and animal organisms on land and in the water. Each activity is presented in an individual water-resistant folio, complete with introduction, materials list, preparation, action, and language development section. Presented in three parts (discussion, games, vocabulary) the language section is designed to take advantage of the language possibilities that arise naturally from each activity. The package contains three additional folios which explain fundamental OBIS activity concepts, describe how to use the materials and activities, and give directions for the construction of simple equipment such as dip nets and aquatic observation chambers. A bilingual version of the same package is also available. (SB--ERIC)

INSTITUTIONAL NAME: California Univ., Berkeley. Lawrence Hall of Science.

PUBLICATION YEAR: 1978

AVAILABILITY: Outdoor Biology Instructional Strategies, Lawrence Hall of Science, University of California, Berkeley, California 94720

DESCRIPTIVE NOTE: 143 p.; These activities were adapted from the activities of OBIS Trial Editions Set I, Set II, and Set III as part of the California Plan for the Education of Migrant Children

EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.

LANGUAGE: Spanish

DESCRIPTORS: Day-Camp-Programs; Ecology-; Educational-Games; Educational-Objectives; Elementary-Secondary-Education; English-; Environmental-Education; Experiments-; Illustrations-; Instructional-Materials; Language-Skills; Learning-Activities; Material-Development; Observation-; Recreational-Activities; Simulation-; Summer-Programs; Teaching-Methods; *Activity-Units; *Biology-; *Experiential-Learning; *Language-Acquisition; *Migrant-Education; *Outdoor-Education; *Science-Instruction

ERIC NUMBER: ED174388 (Spanish) ED174387 (Spanish & English)

AUTHOR: Blair,-David-Hunt

TITLE: Science Talk: Science in the ESL Classroom.

ABSTRACT: This paper describes an approach to **using science activities as a means to teach English in the English-as-a-Second-Language (ESL) classroom.** It is based on the author's work in Preparing Refugees for Elementary Programs (PREP) at the Philippine Refugee Processing Center. Refugee children from Vietnam, Laos, and Cambodia, ages 6 to 12, attend class for 4 hours a day during the 18-week PREP instructional cycle. The paper first introduces the philosophy and daily schedule of PREP. It then presents the theoretical background for PREP's approach to teaching science and English to refugee children. The next chapter, titled "Activities," describes the station activities in the PREP science room, specifying materials, procedures, and language used. Chapter 4, "Process," narrates a sample "discovery science" lesson presented to a whole class and analyzes the principles underlying the presentation. **The final chapter, "Conclusion," discusses the relevance of this approach to mainstream and ESL classrooms in the United States.** A list of English language units is appended. (KR--ERIC)

PUBLICATION YEAR: 1990

DESCRIPTIVE NOTE: 71 p.; M.A. Paper, School for International Training. Appendix 2, which contains color prints of the PREP science room, is not included.

EDRS PRICE: EDRS Price - MF01/PC03 Plus Postage.

DESCRIPTORS: Discovery-Learning; Elementary-Education; Experiential-Learning; Language-Acquisition; Minority-Group-Children; Science-Education; Science-Instruction; Second-Language-Programs; Teacher-Role; Whole-Language-Approach; *Elementary-School-Science; *English-Second-Language; *Refugees-; *Science-Activities; *Second-Language-

Instruction; *Teaching-Methods
ERIC NUMBER: ED326425

AUTHOR: Burkhardt,-Robert, Jr.

TITLE: **Integrating Work and Learning with Multicultural Inner City Youth.**

JOURNAL CITATION: Journal-of-Experiential-Education; v12 n3 p33-36 Fall 1989

ABSTRACT: Describes the learning activities that supplement the physical work of the San Francisco Conservation Corps, including journal writing, vocabulary development, oral discussion, plays, and bilingual exercises. Discusses the philosophy behind the program's integrated approach to work and learning. (SV--ERIC)

DESCRIPTORS: Inner-City; Multicultural-Education; Nonformal-Education; Urban-Programs; Young-Adults; Youth-Programs; *Experiential-Learning; *Learning-Activities; *Urban-Youth

AUTHOR: Flores,-Juan-M.

TITLE: **Barrio Folklore as a Basis for English Composition.**

JOURNAL CITATION: Equity-and-Excellence; v24 n2 p72 Win 1989

DESCRIPTORS: Gifted-Disadvantaged; High-School-Students; Mexican-Americans; Migrant-Education; Multicultural-Education; Secondary-Education; Student-Experience; *Bilingual-Education-Programs; *Folk-Culture; *Hispanic-American-Culture; *Writing-Composition; *Writing-Instruction; California-; Chicanos-; Foxfire-, *Barrios-; *Hispanic-Students

ABSTRACT: Minority language students can be successfully taught to write through programs that validate the students' experiences and cultural heritage. Adopting an approach developed by Eliot Wiggington in the Foxfire project, a California educator teaches his Chicano students English composition by emphasizing the richness of family and community folklore and history. (AF--ERIC)

AUTHOR: Gertzman,-Alice

TITLE: **Using Foxfire-Type Project in the ESL Classroom: From the Cuckoo's Nest to Worldview and Beyond.**

PUBLICATION YEAR: 1988

JOURNAL CITATION: Hands-On; n32 p33-44 Sum 1988

DESCRIPTORS: College-Students; Educational-Innovation; Higher-Education; Learning-Activities; Second-Language-Instruction

DESCRIPTORS: *Class-Activities; *English-Second-Language; *Experiential-Learning; *Foreign-Students; *Student-Projects; *Student-Publications

ABSTRACT: Describes the development by a university English-as-second-language (ESL) class of a magazine to aid international students adjusting to American life. Briefly discusses other experiential learning projects for ESL classes: cultural contacts with children, legislative simulations, bulletin boards, class directories, campus information brochures, and folk tale tapes. (SV--ERIC)

ERIC NUMBER: EJ384510

AUTHOR: Lieberman,-Janet-E.; And-Others

TITLE: **After Three Years: A Status Report on the International High School at LaGuardia Community College.**

ABSTRACT: In 1985, the International High School (IHS) at LaGuardia Community College (LCC) in New York City was established to address the crisis in retention of high school aged immigrants with low English proficiency. IHS has had great success in improving student attendance, retention, academic achievement, and graduation. Because of its location on the LCC campus, students have access to all college facilities and are surrounded by positive role models. Special features of IHS are: (1) faculty members use

English as a Second Language techniques to reinforce English language development in all classes; (2) extended day study opportunities are provided; (3) all graduates are guaranteed admission to LCC; (4) **an Integrated Learning Center provides individualized and small group experiential learning opportunities**; and (5) **all students participate in a mandatory out-of-school internship program**. Students must complete the same requirements for graduation as all other New York State students. All full-time faculty are licensed and certified Board of Education personnel, empowered to recruit and interview new applicants for faculty positions, and to participate in curriculum development and peer review and evaluation. IHS has received several awards for its success, and provides a positive model for all college-high school collaboration efforts. (AJL--ERIC)

INSTITUTIONAL NAME: LaGuardia Community Coll., Long Island City, NY. International High School.

PUBLICATION YEAR: 1989

DESCRIPTIVE NOTE: 25 p.

EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.

DESCRIPTORS: Academic-Achievement; Bilingual-Education-Programs; Bilingual-Schools; Community-Colleges; Dropout-Prevention; English-Second-Language; English-for-Academic-Purposes; Faculty-; Governance-; Graduates-; Graduation-Requirements; High-Risk-Students; High-School-Students; Internship-Programs; Limited-English-Speaking; Program-Descriptions; Two-Year-Colleges; *College-School-Cooperation; *High-Schools; *Immigrants-; *Program-Effectiveness; *School-Holding-Power

ERIC NUMBER: ED303216

AUTHOR: Martinez,-Paul-E.

TITLE: **Integrating Oral History into the Bilingual Social Studies: An Instructional Technique That Is Successful.**

ABSTRACT: Oral history is but one of several methods of examining history, yet it holds powerful implications as a tool of instruction within the bilingual classroom. The most compelling rationale for integrating oral history techniques into bilingual social studies is that generally oral history has remained virtually isolated from most bilingual elementary classrooms. It is an exciting teaching strategy which can develop a variety of skills and competencies in learners and is a refreshing approach not only to bilingual social studies, but also to language arts and other subject areas. Socialization is enhanced as students and teachers work jointly and as students go out into their various communities and become involved in the interview process. Interaction with interviewees and consequent listening, editing, and transcription expose students to different terminology, dialects, etc. After bilingual teachers become familiar with oral history techniques, they can conduct interviews with local citizens and take two or three students along so that all are involved in the learning process. Students can interview different family members and gear their interviews toward various themes such as immigration, religious attitudes, musicology, etc. Oral history projects should conclude with a planned finale--a little publication of excerpts, an exhibit, or an honoring of narrators. (BRR--ERIC)

PUBLICATION YEAR: 1982

DESCRIPTIVE NOTE: 15 p.; Paper presented at the Annual International Bilingual Bicultural Education Conference, (11th, Detroit, MI, April 8, 1982).

EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.

DESCRIPTORS: Bilingual-Teachers; Community-Resources; Elementary-Education; Experiential-Learning; Human-Resources; Listening-; Student-Teacher-Relationship; Teaching-Methods; *Bilingual-Education; *Language-Acquisition; *Learning-Activities; *Oral-History; *Social-Studies

ERIC NUMBER: ED220238

AUTHOR: Miner,-David; And-Others

TITLE: Educare: Evaluation of a Transition Program for Culturally Disadvantaged and Educationally Handicapped Youth. Final Performance Report, 9/1/85 to 10/31/87.

ABSTRACT: The Transition Instructional Program was designed to provide transition services to a culturally insulated group of dropout, migrant, bilingual youth of ethnic minority origin, a significant number of whom were adjudicated, handicapped, or limited English speaking. The project utilized experiential instructional techniques to promote the subjects' integration into "mainstream" culture by enhancing educational, personal, social, and economic measures of health. The students received training in General Education Development (GED) preparation along with training in four other program components: Foxfire, Rural Employability Development for Youth, Computer Practicum, and Peer-Mentorship.) Subjects were administered outcome measures of personal health (self-esteem, emotional integration, interpersonal competence, identity, and independence), measures of social health (social integration, sharing of norms with the larger social order, and personal competence), and measures of socioeconomic health (occupation or employment preparation and job relevant skills). Compared to controls who received GED preparation only, subjects showed improvement on all measures. Appendices, which make up approximately half the report, contain descriptions of the program components, descriptions of the scales used, a sample of the survey instrument, and various tables. (Author/JDD--ERIC)

INSTITUTIONAL NAME : Institutional Development and Economic Affairs Service, Inc.

PUBLICATION YEAR: 1988

AVAILABILITY: Institutional Development and Economic Affairs Service, Inc., Magnolia Star Route, Nederland, CO 80466 (\$7.50).

DESCRIPTIVE NOTE: 138 p.; For executive summary, see EC 212 591.

EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.

DESCRIPTORS: Basic-Skills; Bilingual-Students; Computer-Uses-in-Education; Disabilities-; Dropouts-; Ethnic-Groups; Experiential-Learning; Individual-Development; Intervention-; Limited-English-Speaking; Mentors-; Minority-Groups; Outcomes-of-Education; Student-Development; *Cultural-Differences; *Daily-Living-Skills; *Educationally-Disadvantaged; *Migrant-Youth; *Transitional-Programs; *Vocational-Education

ERIC NUMBER: ED305790

AUTHOR: Ornstein-Galicia,-Jacob-L.; Penfield,-Joyce

TITLE: A Problem-Solving Model for Integrating Science and Language in Bilingual/Bicultural Education. Bilingual Education Paper Series, Vol. 5, No. 1.

ABSTRACT: An integrated bilingual science instruction model is described. Intended primarily for Spanish-speaking children in the Southwest, it specifies how the dominant language skills and the second language might be synchronized and be mutually supportive with science learning in a way relevant to the Latino culture. For purposes of discussion and clarification, the integrative model is contrasted with three hypothetical models: the transfer, the balanced bilingual, and the ESL models. It is argued that a problem-solving approach to science instruction with the proper hands-on activities could improve the bilingual/bicultural program by: (1) focusing more on cognitive operations of science; (2) involving the children in actual problem-solving thought processes; and (3) improving skills in both languages. More specifically, the model spells out how skills in both languages can be used in a basically immersion approach, that is, an approach which uses science-oriented materials to teach the second language. Further, the model is directed toward teaching both English and Spanish as second languages through science instruction. Because there is a lack of bilingual science materials appropriate for Southwest Spanish speakers, it is suggested that teachers develop materials from hands-on materials written in English for teacher use. Suggestions are made for this procedure as well as for creation of materials by the teacher. (Author/AMH--ERIC)

INSTITUTIONAL NAME: California State Univ., Los Angeles. Evaluation, Dissemination and

Assessment Center.
PUBLICATION YEAR: 1981
AVAILABILITY: Evaluation, Dissemination and Assessment Center, California State University,
5151 State University Drive, Los Angeles, CA 90032 (\$2.00).
DESCRIPTIVE NOTE: 32 p.
EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
DESCRIPTORS: Biculturalism-; Bilingualism-; Elementary-Education; English-Second-Language;
Experiential-Learning; Material-Development; Models-; Teacher-Developed-Materials;
Teaching-Methods; *Bilingual-Education; *Immersion-Programs; *Mexican-American-
Education; *Science-Activities; *Second-Language-Instruction; *Spanish-
ERIC NUMBER: ED219948

AUTHOR: Palmateer,-Robert
**TITLE: Educare: Evaluation of a Transition Program for Culturally Disadvantaged
and Educationally Handicapped Youth. Executive Summary.**
ABSTRACT: This executive summary describes an evaluation study of a program which provided
transition services to a culturally insulated group of dropout, migrant, bilingual youth of
ethnic minority origin, a significant number of whom were adjudicated, handicapped, or
limited English speaking. **The project utilized experiential instructional
techniques to promote the subjects' integration into "mainstream" culture
by enhancing educational, personal, social, and economic measures of
health.** The students received training in General Education Development (GED)
preparation along with training in four other program components: **Foxfire**, Rural
Employability Development for Youth, Computer Practicum, and **Peer-Mentorship**.
When transition program participants were administered measures of personal, social,
economic, and educational "health," they were found to have significantly benefited from
the transition model, compared with those receiving only standard GED instruction. The
executive summary briefly reviews the study background, the research problem, research
subjects and setting, methodology, findings, and summary conclusions. (JDD--ERIC)
INSTITUTIONAL NAME: Institutional Development and Economic Affairs Service, Inc.
Nederland, CO.

PUBLICATION YEAR: 1988
DESCRIPTIVE NOTE: 12 p.; For final performance report, see EC 212 590.
EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
DESCRIPTORS: Basic-Skills; Bilingual-Students; Computer-Uses-in-Education; Disabilities-;
Dropouts-; Ethnic-Groups; Experiential-Learning; Individual-Development; Intervention-;
Limited-English-Speaking; Mentors-; Minority-Groups; Outcomes-of-Education; Student-
Development; *Cultural-Differences; *Daily-Living-Skills; *Educationally-Disadvantaged;
*Migrant-Youth; *Transitional-Programs; *Vocational-Education
ERIC NUMBER: ED305791

**TITLE: Park West High School Project "At Your Service." E.S.E.A. Title VII
Final Evaluation Report, 1980-1981.**
ABSTRACT: This report describes and evaluates Project At Your Service, a basic bilingual
secondary education program with a vocational focus for Spanish speaking students and
students from other minority language groups. As implemented in 1980-81, the program
aimed to enhance the acquisition of the English language and to promote academic
achievement among students of limited English proficiency through instruction in English
as a Second Language, English reading, the native language, mathematics, social studies,
science, and vocational courses. The program also provided for curriculum and materials
development, counseling services, staff training, and parent involvement. In general,
program participants showed favorable attitudes to the program. Evaluation indicated that

the program achieved its objectives for reading in English. Data on achievement in the content areas were not available. It was suggested that collaborative efforts in program planning and implementation would help improve the program. (Author/MJL--ERIC)
INSTITUTIONAL NAME: New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUBLICATION YEAR: [1981]

DESCRIPTIVE NOTE: 56 p.; Project No. 5001-56-17651

EDRS PRICE: EDRS Price - MF01/PC03 Plus Postage.

DESCRIPTORS: Academic-Achievement; Community-Involvement; Counseling-Services; Curriculum-Development; High-Schools; Hispanic-Americans; Mathematics-Curriculum; Native-Language-Instruction; Program-Content; Program-Effectiveness; Science-Curriculum; Social-Studies; Staff-Development; Vocational-Education; *Asian-Americans; *Bilingual-Education; *English-Second-Language; *Haitians-; *Language-Proficiency; *Spanish-Speaking

ERIC NUMBER: ED216089

AUTHOR: Reyes,-Richard-H.

TITLE: Project Salud. Final Report.

ABSTRACT: A bilingual vocational training program was instituted to provide fifty-six Spanish- and Chinese-speaking students with a chance to acquire English language skills and training as medical clerks simultaneously. Community benefits expected and evident need in the area for bilingual medical-clerical employees led to the choice of this field. The twelve-month, four-quarter program had courses concentrated in skill development (office skills and medical office procedures) and English proficiency (language training and medical terminology). On-the-job experience came from work in local offices and clinics, the time ratio of classwork to fieldwork being 3:1. Sixteen courses were developed along with support services that included bilingual counseling and a learning center with bilingual instructors. The bilingual staff availed themselves of an extensive and individualized development program consisting of workshops and inservice training. The program was judged successful based on (1) overall positive student and staff response; (2) on-the-job training completion by 70% of students; (3) very high student achievement since twenty-two of the thirty-eight program completers received full-time employment (resulting in 183% increase in median income), while ten students decided to continue studying; and (4) staff gains in skills and experience resulting from program participation and inservice training. (Course descriptions, exercises, and a student questionnaire are appended.) (CP--ERIC)

PUBLICATION YEAR: 1979

DESCRIPTIVE NOTE: 53 p.EDRS PRICE: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS: Allied-Health-Occupations-Education; Asian-Americans; Experiential-Learning; Job-Skills; Program-Descriptions; Program-Effectiveness; School-Community-Programs; Spanish-Speaking; Staff-Development; Two-Year-Colleges; *Bilingual-Education; *English-Second-Language; *Medical-Record-Technicians; *Minority-Groups; *Office-Occupations-Education

ERIC NUMBER: ED179692

TITLE: Schools and Communities Working Together for Linguistic Minority Students.

ABSTRACT: Seventeen Massachusetts programs involving schools and communities working together to support the educational success of linguistic minorities are described. The programs represent a cross-section of efforts in the state serving a variety of language

groups. Program focuses include: (1) supplemental support and resources for Cambodian students; (2) **an experiential science curriculum for English- and Spanish-speaking students**; (3) services to a Hispanic community, including a **homework center**; (4) **tutoring of limited-English-proficient (LEP) students by trained college students**; (5) advocacy to ensure equity of bilingual programs; (6) after-school recreational, educational, and counseling services; (7) educational and support services to LEP preschool children and their families; (8) **a photography project for bilingual students**; (9) General Educational Development (GED) and English-as-a-Second-Language (ESL) services for LEP parents; (8) after-school assistance with assignments and tutoring; (9) a statewide coalition of local parent advisory councils; (10) services supporting academic and social adjustment of Southeast Asian students; (11) arts exploration contributing to cultural appreciation; (12) information, assistance, and referrals for Cambodian students and their parents; (13) teacher and administrator training to assist special-needs LEP children; and (14) a summer enrichment program in cross-cultural communication. (MSE--ERIC)

PUBLICATION YEAR: 1987

DESCRIPTIVE NOTE: 50 p.

EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.

DESCRIPTORS: Adjustment-to-Environment; Asian-Americans; Bilingual-Education-Programs; Bilingualism-; Curriculum-Development; Elementary-Secondary-Education; Experiential-Learning; Intercultural-Communication; Preschool-Education; Science-Education; Teacher-Education; *Community-Education; *English-Second-Language; *Limited-English-Speaking; *Minority-Groups; *School-Community-Programs; *Tutoring-

ERIC NUMBER: ED342207

AUTHOR: Sponder,-Barry; Schall,-Dennis

TITLE: **The Yugtarvik Museum Project: Using Interactive Multimedia for Cross-Cultural Distance Education.**

JOURNAL CITATION: Academic-Computing; p6-9,42-44 Apr 1990

ABSTRACT: Teachers and students at the University of Alaska-Fairbanks developed an interactive Macintosh-videodisc program that features the exhibits of the Yugtarvik Yup'ik Eskimo Museum in Bethel, Alaska. The exhibits teach people about many aspects of traditional Alaska Native culture. The videodisc program carries both Yup'ik and English audiotracks, making it useful for bilingual audiences. Apple's HyperCard program allows users to develop stacks of index cards on a computer screen that can be manipulated and programmed in many creative ways with a minimal amount of technical knowledge. It also can be interfaced with interactive multimedia such as videodiscs. Funding for the project was difficult to obtain because of lack of university support. Eventually a company that was developing a commercial videodisc for tourists offered unused time on their videodisc. University students who were enrolled in a course on using computers in schools developed HyperCard stacks based on the Bethel Yugtarvik Museum's displays and added animation using VideoWorks II and Studio 1 software. A media specialist videotaped exhibits at the museum, and the edited version was converted to a videodisc. The Hypercard stacks and the videodisc were connected using a Mac Plus computer and a Pioneer 4200 videodisc player. The Yup'ik computer applications are prepared for placement in rural Alaska villages to augment college distance education courses throughout the state. (KS--ERIC)

DESCRIPTIVE NOTE: 9 p.; This journal is no longer published.

EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.

DESCRIPTORS: Art-Education; Computer-Software; Distance-Education; Elementary-Secondary-Education; Higher-Education; Instructional-Materials; Teacher-Education; *Alaska-Natives; *Cross-Cultural-Studies; *Experiential-Learning; *Interactive-Video; *Museums-

ERIC NUMBER: ED345893