1.1 Bridge Overview

Currently, the CIEP Bridge class is an 8 week session divided into 3 different classes: Reading (1 hour), Listening/Speaking (1 hour), and Writing (2 hours). Upon arrival, all students are given a placement exam. Those students who are unable to produce sentence/paragraph writing and/or speak in complete sentences using basic vocabulary are placed into the Bridge class. The English knowledge of students placed in the Bridge class often ranges from knowing little of the English alphabet to reading/producing basic sentences but are not on the paragraph level. No matter the knowledge of the incoming Bridge students, all students must meet the following outcomes before moving onto level 2 classes:

1.1.1 Reading Outcomes: Students will be able to...
...read short, highly modified texts based on introduced grammar structures
...both choose and produce (fill in the blank) answers based on the reading
...discern between true/false answers based on the reading

1.1.2 Listening/Speaking Outcomes: Students will be able to...
...recognize and recite the alphabet
...recognize and recite cardinal numbers
...recognize and pronounce all consonant, blended, and long & short vowel sounds
...respond in short but complete sentences to a variety of prompts (e.g. yes/no questions, ordering food, talking to a doctor, etc.)
...use rising intonation for yes/no questions
...use falling intonation for statements and wh-questions

1.1.3 Writing Outcomes: Students will be able to...
...fill in a subject pronoun chart
...fill in a verb chart for BE and HAVE
...match subject pronouns with possessive pronouns
...unscramble and place words in S-V-O order
...produce several related simple sentences in the present and present progressive tenses
...begin each sentence with a capital letter, end with a period, and space words appropriately
...use capital and lower-case letters appropriately
...fill out a form using personal information
...use appropriate side of the paper
...write on the lines
...use the margins
...write legibly; erase cleanly; turn in neat assignments
Therefore, students coming in with low level English skills (alphabetic level) have much to learn before passing out of Bridge. This creates a difficult situation for instructors to meet the needs of low level Bridge students when combined with Bridge students on the verge of demonstrating proficiency of these outcomes.

Currently, to help instructors provide for all students at their individual language level in English, the CIEP has implemented the use of a computer software program, Reading Horizons Elevate. This program was implemented to help with several issues: 1. students are at varying levels in the Bridge class making it difficult for instructors to meet the students’ individual needs; 2. students need to have a strong foundation of the English alphabet; 3. students need to learn and practice English spelling. In all 3 skills of the Bridge skill areas, students are brought to the CIEP computer lab to work with the software for a 50 minute class period. This results in students receiving approximately 2 ½ hours of individualized instruction each week focusing on phonemic spelling, reading, grammar, writing, listening, and speaking.

1.2 Grading and Exit Exam
Successful completion of Bridge is demonstrated when students achieve a 73% or higher score on an exit exam based upon the student learning outcomes for this level. The exit exam is given at the end of each 8 week session and is divided into 5 skills: reading, grammar, writing, listening, and speaking. To calculate the exit exam score, the scores of each section are multiplied by their weight (reading x3, grammar and writing x2, and listening and speaking x1—these weights were calculated to reflect the skills students most needed to succeed in academic classes). These scores are then added and divided by the total for their exit exam grade. Students who receive lower than a 73% score on the exit exam repeat the Bridge class. At no time do the individual class assignments, quizzes, test, etc. factor into the final grade for students. In addition, a student cannot move up in one skill area alone, but must successfully pass based upon the average of the skill area exit exam scores.

1.3 Proposal
First, we are proposing an adoption of a pre-level bridge class. With the addition of a pre-bridge class, classes can also target students at the lower level (those on the alphabet or basic sentence level) and the higher level (students on the sentence and emerging paragraph level). It has also been noted that there is a large gap between Bridge and level 2 classes, particularly in the reading (see data 2.4), which could be amended by the addition of a pre-bridge class to focus on the needs of beginning English language learners.

Second, we propose that the determination of outcome achievement be based upon individual class grades in place of an averaged exit exam score. The class grades will be calculated similar to other CIEP classes which include scores for assignments, quizzes, tests, midterms, and finals. This will eliminate the use of the exit exam. Because Bridge is still seen as preparation for future CIEP classes, students will have to pass all individual Bridge classes before being allowed to begin any CIEP level 2 class. This means that it may be possible for students to repeat a successfully completed class if there is a lack of knowledge in other skill area(s).

Finally, we also propose a change to the current division of skills for Bridge classes. According to data researched from the European Framework (see appendix A) as well as other accredited language programs (see appendix B), it would better suit instructor and student needs to offer a Vocabulary/Grammar class (1 hour), Listening/Speaking (1 hour), and a Writing/Reading (2 hour class). With the implementation of a CIEP leveled vocabulary list, it has now become even more important for students to expand their vocabulary and improve their English spelling. These classes would allow students to receive input of the vocabulary and spelling while also having the benefit of an output to practice and retain the knowledge.
2 PAST AND CURRENT DATA

Looking at the past and current data of CIEP Bridge students, it is clear that some students are unable to successfully complete Bridge in one 8 week session. CIEP placement scores indicate that some students are not ready for the current focus of Bridge on sentence and short paragraph level work. In addition, it is troubling that some students are able to successfully move on to level 2 without the completion of a 73% or higher in one or more skill areas due to the averaging of exit exam scores.

2.1 BRIDGE REPEATERS: FALL I 2010-SUMMER 2014 (119 STUDENTS TOTAL)

Looking at the students who were placed in the Bridge class between Fall I 2010 and Summer 2014, 95 successfully completed the Bridge level the first time they were enrolled in the class. However, other students during this time did have to repeat with 22 students repeating the Bridge level once and 2 students repeating the Bridge level twice.

2.2 FAILED SECTIONS OF SUCCESSFULLY PASSED EXIT EXAMS: SPRING II 2012-SUMMER 2014 (38 STUDENTS TOTAL)

With the current Bridge policy averaging the results of the individual sections for the exit exam, it is possible for students to pass onto all level 2 classes without successfully completing all Bridge skill areas. Of the 38 students who successfully passed the Bridge exit exam between Spring II 2012 and Summer 2014, 9 failed the grammar section, 5 failed the writing section, 5 failed the speaking section, 4 failed the listening section, and 3 failed the reading section. This demonstrates that these individual students may not be prepared to succeed in the higher level classes for these failed skill areas.

2.3 BRIDGE STUDENT SUCCESS: FALL I 2010-SUMMER 2014 (94 STUDENTS TOTAL)

Of the 94 students who have successfully gone through the Bridge class between Fall I 2010 and Summer 2014, 37 have since been dismissed from the program for one of two reasons (or both): either lack of attendance in classes or failing grades. This dismissal was at any point during their CIEP study. Another 31 students left the program during their CIEP study before graduating from the program. In addition, 9 were admitted into academic classes without completing their CIEP classes. And finally, 17 have successfully completed and graduated from all skill levels in the CIEP.

2.4 BRIDGE VS. LEVEL 2 READING TEXTBOOK

Reading has been a skill area noted for the dramatic change from the Bridge level to Level 2. The main reason for this change is the philosophical change from learning basic general English to learning basic academic English. Data from the UsingEnglish.com Advanced Text Analyzer illustrates the educational gap that students currently have to transition as they move from their Bridge reading class to Level 2 Reading. The Flesch-Kincaid grade level provides a 1st grade analysis for the current level Bridge textbook while the analysis for the Level 2 Reading textbook is closer to a 6th grade level.
### Current Bridge Reading Textbook:

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<td>2</td>
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<td><strong>Long Words:</strong></td>
<td>34</td>
<td>13</td>
<td></td>
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<tr>
<td><strong>Lexical Density:</strong></td>
<td>44.70%</td>
<td>36.07%</td>
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<tr>
<td><strong>Gunning Fog Index:</strong></td>
<td>5.49</td>
<td>3.00</td>
<td>Easy</td>
</tr>
<tr>
<td><strong>Coleman-Liau Grade:</strong></td>
<td>15.95</td>
<td>7.43</td>
<td>7th Grade</td>
</tr>
<tr>
<td><strong>Flesch-Kincaid Grade Level:</strong></td>
<td>1.80</td>
<td>1.27</td>
<td>1st Grade (~4 years)</td>
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<tr>
<td><strong>Flesch Reading Ease:</strong></td>
<td>91.77</td>
<td>95.96</td>
<td>Very Easy: 4th Grade</td>
</tr>
<tr>
<td><strong>ARI (Automated Readability Index):</strong></td>
<td>6.65</td>
<td>-0.04</td>
<td>1st Grade</td>
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<tr>
<td><strong>SMOG:</strong></td>
<td>6.67</td>
<td>4.78</td>
<td>4 Years (Low-literate)</td>
</tr>
<tr>
<td><strong>LIX (Laesbarhedsindex):</strong></td>
<td>18.27</td>
<td>17.78</td>
<td>Very easy</td>
</tr>
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</table>

### Level 2 Reading Textbook:

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<td>58</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Long Words:</strong></td>
<td>128</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td><strong>Lexical Density:</strong></td>
<td>35.41%</td>
<td>56.19%</td>
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<tr>
<td><strong>Gunning Fog Index:</strong></td>
<td>8.89</td>
<td>6.17</td>
<td>Easy</td>
</tr>
<tr>
<td><strong>Coleman-Liau Grade:</strong></td>
<td>19.20</td>
<td>14.04</td>
<td>14th Grade</td>
</tr>
<tr>
<td><strong>Flesch-Kincaid Grade Level:</strong></td>
<td>6.31</td>
<td>6.14</td>
<td>6th Grade (1 years)</td>
</tr>
<tr>
<td><strong>Flesch Reading Ease:</strong></td>
<td>69.33</td>
<td>66.62</td>
<td>Standard: 7th to 8th Grade</td>
</tr>
<tr>
<td><strong>ARI (Automated Readability Index):</strong></td>
<td>12.02</td>
<td>6.01</td>
<td>6th Grade</td>
</tr>
<tr>
<td><strong>SMOG:</strong></td>
<td>9.08</td>
<td>7.18</td>
<td>7 Years (Junior high school)</td>
</tr>
<tr>
<td><strong>LIX (Laesbarhedsindex):</strong></td>
<td>35.84</td>
<td>38.27</td>
<td>Standard</td>
</tr>
</tbody>
</table>

### 3 Objectives

Pre-Bridge will develop basic English skills in all skill areas with a main focus on vocabulary and basic sentence structure. In addition, students will expand their everyday use of English in both home and school life. Students will be graded and successfully complete the class upon a 73% or higher grade for each individual class (Vocabulary/Grammar, Listening/Speaking, and Writing/Reading). Until students develop a competency of all lower level English skills and demonstrate knowledge of class outcomes, students will continue to remain in the Pre-Bridge level.

Bridge will develop beginning level academic English at the paragraph and basic conversation level. This will entail that students continue to focus on vocabulary and spelling. Students will be graded and successfully complete the class upon a 73% or higher score for each individual class (Vocabulary/Grammar, Listening/Speaking, and Writing/Reading). Until students develop a competency of all lower level English skills and demonstrate knowledge of class outcomes, students will continue to remain in the Bridge level.

### 4 Goals

Pre-Bridge will practice the English alphabet, number, daily and school vocabulary, writing basic present tense sentences to describe themselves and others. Read stories with 100-250 headwords and short basic stories.
Bridge will practice present simple, present progressive, past simple, and past progressive grammar and sentences. Read stories with 250-400 headwords and short highly-modified academic paragraphs.

5 PLAN

The plan is for Pre-Bridge and Bridge classes to be developed during Spring 2015 and piloted Summer 2015.

Pre-Bridge:

1). Find low English level textbooks better suited for future academic purposes.
2). Continuation of Reading Horizons Elevate program.
3). Develop outcomes and overviews.
4). Develop a new placement exam.
5). Develop midterms and finals.
6). Create a grading policy.
7). Focus on basic English vocabulary.
8). Develop appropriate midterm and final exams.

Bridge:

1). Implementation of level appropriate textbooks such as Pathways: Foundations (see Appendix C).
2). Continuation of Reading Horizons Elevate program.
3). Develop outcomes and overviews.
4). Develop a new placement exam.
5). Develop midterms and finals.
6). Create a grading policy.
7). Development of basic English vocabulary with an addition of some academic vocabulary.
8). Develop appropriate midterm and final exams.

6 APPENDIX

6.1 APPENDIX A
Common European Framework of Reference (Spring 2014)

To read, the reader must be able to:

- Perceive the written text (visual skills)
- Recognize the script (orthographic skills)
- Identify the message (linguistic skills)
- Understand the message (semantic skills)
- Interpret the message (cognitive skills)
To write, the learner must be able to:

- Organize and formulate the message (cognitive and linguistic skills)
- Hand-write or type the text (manual skills) or otherwise transfer the text to writing (p. 91)

6.4.7.1 In which ways should learners be expected or required to develop their vocabulary?

a). by simple exposure to words and fixed expressions used in authentic spoken and written texts?
b). by learner elicitation or dictionary, etc. look-up as needed for specific tasks and activities?
c). through inclusion in context, e.g. in course-book texts and subsequent recycling in exercises, exploitation activities, etc.?
d). by presenting words accompanied by visuals (pictures, gestures and miming, demonstrative actions, realia, etc.)?
e). by the memorization of word-lists, etc. with translation equivalents?
f). by exploring semantic fields and constructing ‘mind-maps’, etc.?
g). by training in the use of monolingual and bilingual dictionaries, thesauruses and other works of reference?
h). by explanation and training in the application of lexical structure (e.g. word formation, compounding, collocations, phrasal verbs, idioms, etc.)?
i). by a more or less systematic study of the different distribution of semantic features in L1 and L2 (contrastive semantics)?

Users of the Framework may wish to consider and where appropriate state the ways in which vocabulary items (form and meaning) are presented to and learned by pupils and students.

(p. 150)

6.4.7.2 Size, range, and control of vocabulary are major parameters of language acquisition and hence for the assessment of a learner’s language proficiency and for the planning of language learning and teaching.

Users of the Framework may wish to consider and where appropriate state:

- what size of vocabulary (i.e. the number of words and fixed expressions) the learner will need/be equipped/be required to control;
- what range of vocabulary (i.e. the domains, themes etc. covered) the learner will need/be equipped/be required to control;
- what control over vocabulary the learner will need/be equipped/be required to exert;
- what distinction, if any, is made between learning for recognition and understanding, and learning for recall and productive use;
- what use is made of inferencing techniques? How is their development promoted?

(p. 150)

Text Characteristics:

In evaluating a text for use with a particular learner or group of learners, factors such as linguistic complexity, text type, discourse structure, physical presentation, length of the text and its relevance for the learner(s), need to be considered.

- Linguistic complexity: particularly complex syntax consumes attentional resources that might otherwise be available for dealing with content; for example, long sentences with a number of subordinate clauses, non-continuous constitutes, multiple negation, scope ambiguity, use of anaphorics and deictics without clear antecedents or reference. Syntactic over-simplification of authentic texts, however, may actually
have the effect of increasing the level of difficulty (because of the elimination of redundancies, clues to meaning, etc.)

- Text type: familiarity with the genre and domain (and with assumed background and sociocultural knowledge) helps the learner in anticipating and comprehending text structure and content; the concrete or abstract nature of the text is also likely to play a role; for example, concrete description, instructions or narratives (particularly with adequate visual supports), for example, are likely to be less demanding than abstract argumentation or explanation

- Discourse structure: textual coherence and clear organization (for example, temporal sequencing, main points clearly signaled and presented before illustration of the points), the explicit rather than implicit nature of information presented, the absence of conflicting or surprising information, all contribute to reducing information processing complexity

- Length of text: in general a short text is less demanding than a long text on a similar topic as a longer text requires more processing and there is an additional memory load, risk of fatigue and distraction (especially in the case of younger learners). However, a long text which is not too dense and contains considerable redundancy may be easier than a short dense text presenting the same information

- Relevance to the learner: a high level of motivation to understand due to personal interest in the content will help sustain the learner’s efforts to understand (although it will not necessarily assist comprehension directly); while the occurrence of low frequency vocabulary may be expected to increase the difficulty of a text in general, a text containing quite specific vocabulary on a familiar and relevant topic is likely to be less demanding for a specialist in the field than a text containing wide-ranging vocabulary of a more general nature, and it may be approached with greater confidence

Encouraging learners to express their personal knowledge, ideas and opinions within a comprehension task may increase motivation and confidence, and activate linguistic competence related to the text. Embedding a comprehension task within another task may also help to make it inherently purposeful and increase learner involvement. (p. 165-166)

*Type of response required:*

While a text may be relatively difficult the type of response required by the task which is set may be manipulated in order to accommodate the learner’s competences and characteristics. Task design may also depend on whether the aim is to develop comprehension skills or to check understanding. Accordingly, the type of response demanded may vary considerably, as numerous typologies of comprehension tasks illustrate.

A comprehension task may require global or selective comprehension, or understanding of important points of detail. Certain tasks may require the reader/listener to show understanding of the main information clearly stated in a text, while others may require the use of inferencing skills. A task may be summative (to be completed on the basis of the complete text), or may be structured so as to relate to manageable units (e.g. accompanying each section of a text) and thus making less demands on memory.

The response may be non-verbal (no overt response or a simple action such as ticking a picture) or a verbal response (spoken or written) may be required. The latter may, for instance, involve identifying and reproducing information form a text for a particular purpose or may, for example, require the learner to complete the text or to produce a new text through related interaction or production tasks.

The time allowed for the response may be varied so as to decrease or increase task difficulty. The more time a listener or reader has to replay or reread a text, the more he or she is likely to understand and the greater the opportunity to apply a range of strategies for coping with difficulties in understanding the text. (p. 166)
6.2 **APPENDIX B**

Documented Programs Teaching Reading/Writing Together (Spring 2014):

Ashland University, Drexel University, Georgetown University, Indiana University, Ohio University, Lewis & Clark College, Old Dominion University, (Rutgers) The State University of New Jersey, Saint Michael’s College, San Francisco State University, State University of New York at Albany, State University of New York at New Paltz, The Ohio State University, The University of Alabama, University of North Carolina at Charlotte, University of Delaware, University of Southern Mississippi, Wayne State University, Western Michigan University, University of Florida, University of Illinois at Chicago, University of Illinois at Urbana-Champaign, University of Kansas, University of Oregon, University of Wisconsin at Milwaukee

6.3 **APPENDIX C - USING ENGLISH.COM ADVANCED TEXT ANALYZER**

### Pathways: Foundations Beginning Text

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<td><strong>Long Words</strong></td>
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<td>9.29</td>
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<td><strong>Flesch Reading Ease</strong></td>
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<td>75.47</td>
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<td>4th Grade</td>
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<td><strong>SMOG</strong></td>
<td>8.71</td>
<td>7.24</td>
<td>7 Years (Junior high school)</td>
</tr>
<tr>
<td><strong>LIX (Laesbarhedsindex)</strong></td>
<td>33.75</td>
<td>24.66</td>
<td>Very easy</td>
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### Pathways: Foundations Ending Text

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<td><strong>Long Words</strong></td>
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