

Education in Teaching English as a Second Language
And Learning Spanish as a Second Language

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I. Background and Statement of Purpose

As a Learning Disability Specialist and Learning Skills and Assistive Computer Technology Instructor at Oxnard College for the past seven years I have engaged with a variety of students many of whom speak English as a second language. I currently have a Cross-cultural, Language and Academic Development Certificate which required four graduate courses in Education to gain the knowledge to teach students whose first language is not English. My goal for the sabbatical is to add to that knowledge and earn a TESOL certificate which would advance my knowledge to assist students whose language is not firstly English and build on the course outlines for the English courses offered through the LS department. My second goal for my sabbatical is to increase my knowledge of Spanish vocabulary and basic grammar. This will help to correct the number of misdiagnoses that can occur using the Learning Disability Model for students who should not qualify for learning disabilities because of their English language acquisition.

II. Rationale

A. Value to Faculty Member

The LS and ACT instructors now fall between two departments: the Educational Assistance Center and the Transitional Studies Department. In those departments I teach a variety of courses that include: basic mathematics, memory strategies, writing, reading, and computer programs. As a person who has to stay on top of a variety of curricula, this will help the department with creating more classes that teach basic writing and reading using new and effective teaching methods as taught through the TESOL program. The department is growing at a rapid pace and new courses and

course revisions are needed to keep up with the demand for students who struggle with learning. This certificate will help those courses be written with the newest theories in English instruction applied.

With the learning disability assessment brought back to OC, many students are tested for learning disabilities that come from Spanish speaking backgrounds. I would like to be able to gain the knowledge of how the Spanish language compares to English so I can break down what may be a learning disability verses an insufficient grasp of the English language.

B. Value of Sabbatical to College/District

To the college and the district, with this certification, I will most likely qualify for an equivalency to teach ESL, and with our ESL department and courses growing at Oxnard College, it will help to have someone on campus with experience teaching our students available to teach those classes part-time.

C. Value of Project to Students

The students who take the LS and Act courses would gain access to new classes that would be created after my training in TESOL. In addition, the students who are tested for LD at Oxnard College would have a specialist who was more able to understand language acquisition and save the student from unnecessarily qualifying students for LD when it is a language development issue.

D. Value of Project to Community

As a member of the Transitional Studies Department, this will help my understanding of the ESL and English curriculum taught at the different levels and will allow us to create courses that feed to each other more effectively.

III. Implementation

My plan is to enroll in a TESOL certificate program starting in January 2017 through Oxford Seminars. The course is taken in-person in Santa Barbara with a good portion online. The course meets over three weekends and then is completed online. Per their schedule for January 2016, I would complete the in person component in January and the online component in February. I plan to use Rosetta Stone to work on my Spanish and complete the first three modules. I plan to complete level 1 in March, level 2 in April, and level 3 in May. At the completion of my sabbatical, my hope is to travel abroad to Puerto Rico to reinforce my own language acquisition by using Spanish in a Spanish-speaking territory.

IV. Past Contribution to the District

I have served on the following committees: Transitional Studies, Academic Senate, Student Success, Campus Safety and Development, LD Equivalency and Sabbatical. In addition to my committee work since my employment: I received my certification as a Learning Disability Specialist through the Chancellors Office of California Community Colleges, successfully completed the Institute for Evidence Based Change Data 101 Use Training, Diversity Training and participated in the LGBT Ally Training Program. I have volunteered with many campus activities including: Theatre Club, Condor, and the Speech Tournament. During my time at Oxnard College, I have been a strong advocate for campus safety attending meetings on campus to advocate for signs on campus showing it is a weapon and drug free zone, for locks on classroom doors that are easily accessible, and for mental health programs. I also participated in the Get Moo-vin at

Oxnard College for physical health, something that is reinforced with my lesson plans and classroom activities.

V. Length of Service and Past Sabbaticals

I have had no previous sabbaticals, employment started in Fall 2008 at Oxnard College.