

Recommendations for Crafton Hills College
ESL Program Implementation
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My goals for this project was to research and identify quality curriculum that will include best practices for implementing a CHC ESL Program that may best serve our student population. These best practices include identifying curriculum, classroom instruction, and academic support services needed to provide ESL students a clear pathway for achieving success.

I spent over 70 hours collecting data and compiling this report. The results are not all-inclusive and they invite more research and discussion for a CHC ESL Program implementing. We still need to consider combining ESL 940 and 941 into ESL 942, and then placing all selected ESL courses into CurricUNET. If you would like me to initiative these additional steps, let's discuss a plan. Thank you. As well, after department approval for the ESL Program, we also need to gather more information for classroom instruction.

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- I gathered data from a few Southern California campuses that offer different programs: San Bernardino Valley Community College (SBVCC) via website and personal interview with Dirkson Lee, Professor and Lead of ESL Program and Writing Center; Irvine Valley College via website and phone interview; and Santiago Canyon College via website.

II. To better understand program variety, I am including a brief description of campuses that offer various ESL Programs:

1. San Bernardino Valley College

SBVCC offers both **non-credit and credit programs**. Their ESL noncredit program was created to help students bridge from virtually no understanding of English and life skills to getting some competency to be able to function successfully in their credit courses.

SBVCC courses that are taught for non-credit:

Non-Credit Student: Beginning English learners are best served by non-credit courses and more advanced English learners by for-credit courses. ESL noncredit programs have lower stakes and aim to help students starting with virtually no understanding of English and life skills to gain some competency in order to function successfully in future credit courses.

Non-Credit Course Coverage: The non-credit ESL courses Series 601 to 604 prepares students for most of the basic components of grammar for sentences up to paragraphs.

Non-Credit Tuition: With non-credit courses, tuition is free because there are no credits attached. Students pay basic fees of approximately \$17, parking, and buy textbooks. SBVCC tries to use one textbook for two classes.

SBVCC courses that are taught for CREDIT:

Credit Courses: SBVCC's credit courses are intended specifically to prepare students for college-level composition and English, as well as their general education courses. The objective is to cover everything that will be taught in students' first mainstream English courses. When students advance to these mainstream courses, the content should be review rather than new information.

Credit Student: Their credit courses are intended specifically to boost students college-readiness in composition and English.

Credit Course Coverage: Series 940 to 941 has similar topics as the non-credit courses, but includes more emphasis on moving from paragraphs to essays. The ESL 941 class is a modified version of CHC's 976 Basic Skills Composition. The difference is that the ESL 941 course is taught by an ESL specialist at a slower pace with the idea that students will be able to keep up and be successful when they arrive to 976.

2. Irvine Valley College

Irvine Valley College's ESL Adult English as a Second Language (AESL) **Non-Credit Program** is an intensive, non-credit English language program that provides non-native English speakers with English language instruction to meet their vocational, community, personal, and academic goals. The program aims to provide students with increased opportunities for successful employment, community engagement, and academic success. The goal is for students to seamlessly transition to the academic, credit ESL courses. IVC's program is similar to other campus ESL programs.

3. Santiago Canyon College

The Santiago Canyon College ESL program includes seven course levels total ranging from absolute beginner to intermediate. Courses are **open entry/open exit** which means that students may enter any course and start and finish anytime during the semester. All courses are non-credit. Students take courses for a variety of purposes. CHC currently does not have a high student population need that would warrant the use of an open entry/open exit program. This type of program would work best with a larger campus that also has a large English learner student population with purposes outside of just college success.

4. Chaffey College

Chaffey College offers Credit and Non-Credit PASS/NO PASS courses. Students may enroll in a maximum of eight optional Pass/No Pass units per semester; however, courses offered only on a Pass/No Pass basis are exempt from the eight-unit maximum. A maximum of 16 units of credit for optional Pass/No Pass courses may apply toward graduation requirements; this does not apply to courses offered only on a Pass/No Pass basis. Pass and no pass offerings should be researched via the viability report.

III. **Recommendations for CHC ESL Program**

An ESL program will help capture basic skills and second language students who are underprepared and have difficulties being successful in English 976. ESL students have a very specific problem that needs to be solved before other academic difficulties can be addressed. That is, regardless of their academic ability and study skills, students' English language ability may be preventing them from succeeding at the college level. This affects their ability not only to produce work in English, but also to comprehend texts and lectures. The ESL students verses basic skills level students are often times different in that they choose and are grateful to take courses; thus, they more likely want to be present. They know that if they want to be successful in the business world, they need to be successful with English.

Aside from SBVCC, Rancho Cucamonga has the nearest ESL offering so my proposed ESL CHC program would serve many local area students. The size and decision to implement any ESL

program is directly correlated with need. Gary Williams' viability report will likely report CHC's ESL needs, and hopefully reveal current attrition rates for basic skills students because of under preparedness related to Second Language issues.

With that said, our sister school SBVCC offers a seasoned ESL program selection including every course level that would immediately be aligned with CHC. It is important that students can efficiently switch between either campus for their ESL learning needs, while it is naturally our hope that they choose CHC.

- a. As a starting point, and based on significant and sufficient research, I recommend to begin the CHC ESL Program with credit classes 940 and 941. These classes would function as a bridge for students who are close but not quite prepared to be successful in English 976, reading and math courses, and others.
- b. If other need factors are met, then we could offer ESL 930 and 931 courses that precursor the four-class sequence of 930, 931, 940, and 941.
- c. *If we decide that we can shorten the curriculum without compromising best student learning, with careful consideration, it might also be possible to combine 940 and 941 as one course and call it 942 while still offering the 930 and 931 courses.
- d. I believe it's important that we try to keep our course naming the same as SBVCC.
- e. Finally, students should be allowed to repeat each of these classes up to three times.

Important to note is that if and when an International Program is established, testing can assist Counseling in placing students and revealing a need for non-credit courses.

OVERALL Recommendations are specifically to prepare current ESL students who need to perform in college level classes *in the near future*. If we later decide to implement a program targeting students at lower levels of language proficiency (e.g. study abroad, International, etc.), implementing additional curricula and stronger support services will be critical to ensure student success.

A. Recommended Course Sequence for implementing initial CHC ESL Program

ESL 930 – Composition Based ESL Level 1 – Beginning. (4 units) First of a four-course sequence designed to give English language learners an in-depth understanding of English grammar and writing. This course focuses on the creation of effective sentences and paragraphs, including a study of grammar, punctuation and usage. It also has some emphasis on pronunciation, listening and speaking. This course is taught through total English immersion. It is not applicable to an Associate Degree or transfer.

ESL 931 – Composition Based ESL Level 2 – Beginning. (4 units) Second of a four-course sequence designed to give English language learners an in-depth understanding of English grammar and composition. The focus of this course is on creating effective sentences and paragraphs, including a review and study of grammar, punctuation and usage. It also includes

some emphasis on pronunciation, listening and speaking. This course is taught through total English immersion. It is not applicable to an Associate Degree or transfer.

ESL 940 – Composition Based ESL Level 3 – Intermediate. (4 units) Third of a four-course sequence designed to give English language learners a comprehensive understanding of English composition. The focus of this course is on creating effective sentences and paragraphs including a review on grammar, punctuation and usage. The grammatical emphasis of this course will be on the present perfect, past perfect, and present perfect progressive tenses. This course is taught through total English immersion.

ESL 941 – Composition Based ESL Level 4 Advanced. (4 units) *This course is a modified 976 course with an ESL emphasis. Last of a four-course sequence designed to give English language learners a comprehensive understanding of English composition. The focus of this course is on creating effective sentences, paragraphs and essays including a review of grammar, punctuation and usage. This course is taught through total English immersion.

* Again, we can carefully combine the 940 and 941 (call it 942) as one course (weak writers who need brush-up with simple sentences to compound sentences and paragraph writing), and the same for 940 and 941 (for stronger but still weak writers who would move from compound sentences to grammar and essay writing). I do have a concern about doing so because for ESL learning, time and practice are important considerations for best student success.

B. Recommended Curriculum for CHC ESL Program

SBVVC offers several courses that run consistently every semester for the credit students, but they don't have a great need for the non-credit courses. Like CHC, Reading is a separate curriculum altogether. For *ESL*, however, reading is integrated in the courses and not taught separately by the Reading department.

Curriculum will be based strictly off of Course Outlines. Please see attachments.

Like any curriculum implemented, it is crucial that instructors follow the campus Course Outlines to assure student success and equal preparedness.

The role of reading in an ESL program and how is it different than we currently teach at CHC.

For our ESL Program, I recommend a continued deep integration focus of reading within English courses and the same for incorporating more writing into the reading courses. The interrelated skills of reading and writing should be reinforced in all course areas and they should not be taught in silos. If we're expecting students to go to a Philosophy class, read the textbook, understand it and then write about it, we need to teach reading and writing fundamentals together; whatever students read about, they also should always write about it through assignments such as reading responses and journals in which students think critically and respond.

Like CHC, students come in with all ranges of skills. Students should not be reading to respond via multiple choice, but through their speaking and writing in response to critical questions. We should use the same terminology in both reading and writing courses to reinforce students' understanding and skills.

Why course titles of classes impact students' perception of themselves as a college students: With adaptation of SBVCC's credit courses, I recommend that the ESL 940 and 941 classes have an ESL distinction in the title, but that the descriptors instead somehow show the courses as precursors to our 976. Thus, we could name them **ESL 940 (SBVVC 940)**, **ESL 941 (SBVVC ESL 941)**, and **ENGL 976**, CHC's current composition class. Perhaps there a way we can group these courses taught under English.

The descriptors are crucial because we don't want the students to perceive themselves as students who are learning English for the first time. SBVCC currently has students who take English 010 or even 101 who are unsuccessful, and need to go back and take ESL courses to hone their skills. But instructors and counselors need to be careful of the label. If we end up with a growing ESL student population we can always rename courses. We can have parallel classes where an ESL specialist teaching some classes and a mainstream instructor teaching other courses.

C. Recommended Texts for Course Sequence

It's important that students purchase their own books, even if there is a grant program, so they have a personal investment in the program. Students who do not purchase texts are likely to drop out. This stands true with our regular courses.

ESL 930 and 931 Elbaum, *Grammar in Context* ISBN 978130507375 or
Grammar Sense
English dictionary with student's native language included (bilingual dictionary)
Activity texts such as *Step Forward Series*

ESL 940 and 941 Biays, *Along These Lines: Writing Sentences and Paragraphs* ISBN
or ESL 942 9780321984012
(the two combined) Activity texts such as *Step Forward Series*
Carefully selected novel or selection of short stories and essays: e.g. *A Christmas Carol, Animal Farm, The Compact Reader*

D. Recommended additional Best Practices for CHC ESL Program

- **Importance of Counseling and Instructing ESL students:** We need to be careful to how we name and explain our ESL program courses, so students do not feel stigmatized as being inadequate for college. The stigma is that if students are in an ESL class, they are learning English for the very first time which is typically untrue.

CHC students are often those who have been highly academically successful in their native countries and have already studied English to some extent, but they might arrive with English speaking and writing skills that aren't sufficient for them to be successful in our basic skills courses. As well, we could face an issue of having native English speakers taking it when they don't need it. Whatever program our campus chooses, ESL instructors should meet with Counseling/Assessment bi-yearly and new faculty to update counselors so they advise correctly.

- **Student Learning Outcomes:** Suggested outcomes can be borrowed from SBVCC. We can tailor them as needed.
- **Strict Adherence of CHC Course Outlines:** While some instructors might consider that teaching ESL and basic skills courses should be easier, this myth is far from the truth. Guiding ESL students takes more individual time and instruction to assure their best success. Thus, it's crucial that our Course Outlines show grading percentages and instructors are held accountable for following them. Grading should include approximately 80% for tests, 16% for quizzes, and then less than 5% of the overall grade for homework. As Professor Lee, SBVCC, explains and I affirm, credit for outside-of-class work includes too much plagiarism and unpermitted assistance. Students' abilities need to be assessed more so with in-class work, including evidence of writing. Tip: Instructors should consider collecting homework only when it includes sentence writing for feedback. Any multiple choice can be discussed with a tutor.
- **Testing:** Note that testing includes more than 80% of the semester work. Testing is crucial to prove mastery of skills. There are several major tests throughout the semester. While we can consider an exit exam (that is kept by the instructors), it's crucial that all ESL instructors share testing materials that prove the same student ability (switching out questions, etc.) to assure students are equally prepared for their next classes.
- **Slow Introduction to Canvas or Course Management System (CMS):** It's important to keep additional learning to a minimum while students focus more on ESL studies. I am recommending that rather than assigning students to learn Canvas, we can include teaching the use of e-mail as a start, and then students can learn more about the CMS in 976 or other college courses when they have stronger ESL skill sets.

E. **Recommendation for hiring the most qualified professors to best instruct Second Language students:**

If we hire instructors who have a bachelor's degree only, they can only see a limited range of skill sets based on the instructor's academic experience and teaching experience which does not include a specific focus on college *writing*. While these instructors might be able to help

students with a skill set for ESL classes, they likely will not be able to have the vision of what writing skills the students need for all next levels. It's a long pathway.

Teaching ESL in college is much different than teaching other areas in college such as Spanish, Italian, or Chinese. Students are most likely not going to master these languages, especially writing skills. For these other languages, students don't need to have competency skills for college-level writing. They take language skills for proficiency to communicate, nearly all verbal. For English, on the other hand, students need to be able to arrive at writing at a college-level effectively. Students cannot learn this skill in a short span of time unless the instructor has the training and academic teaching experience. We are teaching students how to think critical, formulate a thought, present an argument, and defend that argument in an organized, well-supported, and clear college-level way. Therefore, our instructors should have a Master's level TESOL degree minimum and the best possible instructors, who ESL students deserve, should also have a Master's focus in Composition (over an instructor having a degree in Education where writing is not the main focus).

After great discussion with Professor Lee, I also believe that it is crucial that with hiring, our professors that teach ESL students should have extensive (5+ years) of experience with them in addition to a postgraduate degree (MATESOL) or recognized equivalent (DELTA) in ESL teaching. Again, and without negotiation, they should additionally have their Master's degree in the English area (rather than Education) area. If our goal and intention is to move students from basic level to composition readiness for *all* disciplines, they all require writing. Overall, the right instructors need to be seasoned and expert ESL *composition* instructors who recognize the range in every step of the pathway of where the student is fitting within the ESL and English program.

*In interviews, many times instructors want to teach ESL because they believe it's an easy class to teach. If you teach it well, ESL courses are not easy to teach. The preparation and attentiveness to students is very time consuming because we're helping students build their skills necessary for mainstream courses in two years.

F. Recommended Academic Support Services for CHC ESL Program

It's essential to have support services, **specifically focused for ESL students in place** before any program begins.

1. As well, the best possible services would include an ESL Center where students receive all admissions, registration, assessment, etc. services at one office and which includes classroom spaces as well. Please see below such is offered at Irvine Valley College:

ESL Support Service Center: An ESL Center could support all future and current ESL students in becoming successful CHC students for learning English for work, with family, in the community or at school. Irvine Valley College already has an ESL Support Service Center, a one-stop center that offers student services that specifically address

non-native speakers of English needs, including assistance with completing the admissions and registration process, ESL assessment, orientation, counseling, and campus and community resource referral. Their center has computers and staff available to provide language and digital support for students. The ESL Center also is used as a classroom/lab for ESL classes.

2. **Supplemental Instruction for all ESL lower-level students must be Required:** Key to the ESL Program is required Supplemental Instruction for 930-931 classes. For any classes, sometimes students volunteer to go to SI, but because SI is integral for ESL student success, the SI support needs to be required and should be a large percentage of the grade. 940-941 instructors can also request Supplemental Instruction. The idea is to give students incentive to go, and if they like it they'll go even more often.
3. **Writing Center and Reading Lab Support:** Tutoring is crucial for student success. SBVCC has bachelor's-level tutors and we want formally trained for tutoring in the same way as Master's level students take at CSUSB. It's a skill that requires optimal training. Students need to receive high quality support from tutors who are able to guide them toward their best success.

Workshops: SBVCC's Writing Center offers pronunciation workshops, idiom workshops, and depending on the tutors they have conversation groups and I recommend that we follow suit. We can take suggestions from faculty so the Writing Center and an ESL-skilled tutor can offer specific and timely workshops for students.

*Note: SBVCC does not require students to use DLA (Directed Learning Activities). Their focus, like with CHC writing instructors, is for students to get help directly from tutors and master first essay and paragraph organization. Only after their mastery is accomplished should the focus be on grammar issues. Instructors should teach grammar in the classroom secondary. If students need additional help with grammar, the instructors can guide students to tutors for specific grammar issues.

4. **Reading Lab:** In ESL courses, like all courses, reading skills should be integrated with writing skills. Still, reading labs can be good with helping students with reading in various ways. In addition to regular required reading support services, SBVCC uses a *Read It* program for ESL and basic skills students. The Library pays for a subscription and students don't pay for it. I believe it's essential that we research and implement this program too. We should follow what successful programs are already doing.

G. Counseling Assessment for CHC ESL Program

SBVCC uses Accuplacer multiple measures and branches that assess student background and previous history with learning in an academic setting. Students may be branched to ESL or higher-level courses. Our counselors should have experience with guiding students toward the courses best suited for their skill set.

H. San Bernardino Valley College's Overall ESL Program Curriculum

NON-CREDIT:

ESL 601 – ESL Beginning Level 1 – Introduction to Basic English Literacy. (0 units) This non-credit course is designed to introduce low-beginning English language learners to basic English letter-sound correspondence, vocabulary, and sentence patterns. Students will start using English to speak about themselves, their families, and their community. Students will learn to read and complete simple forms.

ESL 602 – ESL Beginning Level 2 – English at Home and School (0 units) This non-credit course is designed to prepare low-beginning English language learners with vocabulary and sentence structure to communicate in social and academic settings. Students will learn to give and respond to directions, as well as to speak about home, classroom routines, and community life by using a variety of sentence patterns. In addition, students will learn basic note-taking skills.

ESL 603 – ESL Beginning Level 3 – English for Work and Leisure (0 units) This non-credit course is designed to prepare intermediate-beginning English language learners to use a variety of English structures and vocabulary for vocation and leisure. Students will learn appropriate linguistic behaviors with regards to the setting and time of the occasion being discussed.

ESL 604 – ESL Beginning Level 4 – English for Work and Education (0 units) This non-credit course is designed to prepare high-beginning English language learners to use Standard English for job interviews, and in conversations at work and at school. Students will begin learning aspects of composition. In addition, students will learn effective note-taking skills.

CREDIT:

ESL 907 – Basic Conversational English (3 units) This course is designed to increase the skills of English language learners in basic conversation, listening and pronunciation of the English language. This course is taught through total English immersion. (Auxiliary class can take by choice).

ESL 930 – Composition Based ESL Level 1 – Beginning. (4 units) First of a four-course sequence designed to give English language learners an in-depth understanding of English grammar and writing. This course focuses on the creation of effective sentences and paragraphs, including a study of grammar, punctuation and usage. It also has some emphasis on pronunciation, listening and speaking. This course is taught through total English immersion. It is not applicable to an Associate Degree or transfer.

ESL 931 – Composition Based ESL Level 2 – Beginning. (4 units) Second of a four-course sequence designed to give English language learners an in-depth understanding of English grammar and composition. The focus of this course is on creating effective sentences and paragraphs, including a review and study of grammar, punctuation and usage. It also includes

some emphasis on pronunciation, listening and speaking. This course is taught through total English immersion. It is not applicable to an Associate Degree or transfer.

ESL 940 – Composition Based ESL Level 3 – Intermediate. (4 units) Third of a four-course sequence designed to give English language learners a comprehensive understanding of English composition. The focus of this course is on creating effective sentences and paragraphs including a review on grammar, punctuation and usage. The grammatical emphasis of this course will be on the present perfect, past perfect, and present perfect progressive tenses. This course is taught through total English immersion.

ESL 941 – Composition Based ESL Level 4 Advanced. (4 units) *This course is a modified 976 course with an ESL emphasis. Last of a four-course sequence designed to give English language learners a comprehensive understanding of English composition. The focus of this course is on creating effective sentences, paragraphs and essays including a review of grammar, punctuation and usage. This course is taught through total English immersion.

Source information is presented via summary and direct quotation from interviews, and other campus curriculum documents.