"I am scared I won’t be able to keep up in this class.” “I will sit in the back so that I won’t be called on.” “I need to listen more before I can repeat.” “3 hours is a long time for a language class.” These are some of the feelings that I experienced as I took a Chinese class last summer. It was a powerful experience that taught me more about language teaching and learning than I would have ever gotten in a workshop on teaching ESL. I enrolled in this Mandarin Chinese class through our Community Education program in CE because I have had an increasing number of Chinese students, and I wanted to learn more about their language, and with a little luck, a few words in Chinese to communicate better with them. I also just wanted to change roles and be a learner for a change in a language classroom. Since the class was only once a week for 8 weeks, I did not come away with any fluency in Chinese, but I did come away with reflections about language learning that have affected the way I teach.

Listening comprehension before speaking: The most important thing I learned was how important it is to listen and comprehend before producing new language patterns. I found that if I could not interpret what I was hearing, there was no way I could produce the language. Since Chinese has 5 tones, this was especially hard for me, and I constantly wanted the teacher to repeat more before asking us to produce the pattern. The most valuable tool for me turned out to be the audio CD that came with the book. With the little time I had to study Chinese, I put it in my car and listened in the car every chance I had. So now I encourage my students to listen to the CD in their book as much as possible. In the classroom the teacher would give a sentence in English and ask us to say it in Chinese, but I found that before that I wanted to hear her repeat sentences in Chinese that we would then translate into English. I also learned that I produced the sounds better by just listening to the teacher and repeating rather than listening and seeing the language in print. Through listening and viewing the print, I got too caught up in analyzing the grammar of the language.

The importance of word order and tense markers: Because I know the grammar of my own language, it was important to me to compare the differences between English and Chinese and understand those before producing sentences in Chinese. In Mandarin
Chinese, the sentence structure is When? / Who? / Where? / What? For example, “Last night I in Pizza Hut eat pizza.” The verb never changes because tense is marked by different time expressions instead. Now I know why learning the verb tenses in English is so difficult for our Asian learners, especially our auxillaries like “do” and “does.” I really appreciated how my Chinese teacher taught us these contrastive differences. With all the languages represented in our classrooms, it would be difficult to do this for every language all the time, but I realize how important it is to make learners see the differences between English and their native language. One strategy is to have learners come up and write in their language a sentence on the board, drawing lines from the English words to their words to show them how the word order is different.

**Time to practice:** After learning some new words or sentences, I appreciated time spent in class working with a partner back and forth. In fact, I wanted more of this time practicing in a comfortable stress free environment. On the other hand, I got very nervous being called upon individually. Sometimes I rush the pair practice in my own classroom so that we can move on, but now I am trying to slow down and maximize this opportunity for our learners to practice in a safe environment.

**Repeating the same class:** As proud as I was to have learned a little Chinese, I found out that my students didn’t understand anything I tried to say except “Ni Hao” (How are you?). This is because I had not mastered the correct tones for Chinese. One word can mean 5 different things depending on the tones. As a result, my next goal is to take this same class again at the same level. When my own students wanted to do this in the past, I didn’t understand it. Now I do.

If you have time, I highly recommend the experience of being a language learner for a while. It was scary, but fun and great exercise for my aging brain.

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**Imersion is key**

An extended summer can lead to learning opportunities. Last August, armed with a duffel bag, protein bars, and seven pages of Mexican slang culled from the Internet, I flew to the southernmost Mexican state of Chiapas, and the colonial city of San Cristobal de Las Casas. The mission: total immersion in the Spanish language and Mexican culture for eleven days. My aim with the idioms and slang was to acquaint myself with enough phrases to recognize when I heard them on the streets, in shops, conversations, etc. This top-down, bottom-up approach allowed me to focus on high frequency language and also hopefully incorporate new structures in my lexicon in a natural way. Besides, memorizing a list of words is not my favorite way to learn a language. Discovery, on the other hand, is.
Most of my Spanish I learned many years ago. I probably fall into an advanced level, but far from fluent. I can read, write and speak with equal proficiency as well as make mistakes across the linguistic board. The first order of business was to regain some of the fluency I once had. That meant intensive interaction. One strategy was to make sure that all the tours I booked to visit Mayan ruins were with Mexican groups. That way, I had the added bonus of a free lesson and the pleasure of meeting new people. This approach paid off with many speaking opportunities, and sure enough, I began to hear some of the current slang terms from the teenagers in the group. Did you know that “padre” does not just mean “father?” The slang definition is, ‘cool,’ or ‘awesome.’ San Cristobal, by the way, is within a day’s distance of four main Mayan ruins: Palenque, Bonampak, Yaxchilan, and Toniná. Each site was impressive in its own distinct way.

As teachers, we often try to impart strategies in our classroom that we find successful in our own language acquisition. Therefore, it is gratifying when students report back that they encountered a certain structure, idiom, or phrase outside of the classroom. I always feel like saying, “See, I’m not making this stuff up.”

Error Analysis: Another Strategy

Despite my efforts to speak only Spanish, I was not satisfied with the amount of language I was getting, nor the level of discourse. Fortunately, I found a small language school located a block away from my hotel. Instituto Jovel connected me with University educated teachers with special training in language instruction. They were also nice enough to accommodate my schedule and arrange one-on-one lessons. And believe it or not, it was a bargain.

Often in the assessment room at Mid-City Campus, I wonder how I would do if I had to take a test, write from a prompt, or answer questions in an interview. I discovered that I make a lot of mistakes in writing. If you ask your students what errors they would like to see corrected, they will usually reply, “All of them, teacher.” Guess what, I was no different. The only difference was I took the corrections to the Zaapatista equivalent of Starbucks, and sat down to analyze the errors while enjoying a wonderful hot chocolate. As a result of this, I implemented in my level 5/6 class this semester, a graphic organizer for revision based on my coffee-house experience.

Reflections

For the most part, I succeeded in my objective of speaking only Spanish. I think I improved my ability to write and speak in Spanish. Like our students, I still struggle with comprehension at times and still make mistakes, but now I see errors in a different light, more like opportunities for language discoveries. I think language learners are lucky, too, in that technology now provides many modalities available to experience language. Really, it allows immersion without having to travel if you think about it. The last piece of slang I heard was from the airline captain as we got off the plane. Referring to something he had enjoyed, he commented, “¡Qué padre!” Awesome!
San Diego Regional CATESOL Conference Round Up by Jim Brice

First things first, we want to thank Dr. Beebe for taking time out of his Saturday morning to welcome almost 350 people to the October 15 Regional CATESOL conference. He was quickly (the “3 B’s Brilliant, Brief, and Be seated”) followed by the plenary speaker, Marian Thacher, who gave a compelling address and PowerPoint concerning 21st century skills for teachers and students. Naturally, you can view the PowerPoint at http://webtwopointohinadulted.wikispaces.com/21CenturySkills.

Depending on your personal pleasure, you can pick the analogy (and click on the web site) to describe our 2011 Regional CATESOL conference: The conference was like a Saturday farmers market, where you get to go out on a beautiful day and hand pick the local harvest and meet the farmers in person www sdfarmbureau org/BuyLocal/Farmers-Markets.php. Or maybe the conference was more like a County wide street fair where your closest neighbors, the San Diego Continuing Education teachers, had the best bands, coolest crafts, and tastiest food http://thingstodo.signonsandiego.com/san-diego-ca/events/street+fair. Or last, the conference was like a craft beer fest, okay, maybe it wasn’t that much fun, but admit it, you can get excited learning about a new book, a new teaching technique, or a new way to apply technology in the classroom http://www.sandiegobrewersguild.org/upcoming-events/, So whichever, analogy fits for you, farmers, performers, cooks, artisans, or brewers, say thanks to them the next time you see them.
Cheers to all the San Diego Continuing Education personnel who helped make the conference a success by being a presenter.

<table>
<thead>
<tr>
<th>Jean All</th>
<th>Carol Goldstein</th>
<th>Donna Price</th>
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<tr>
<td>Anthony Beebe</td>
<td>Cindi Hartman</td>
<td>Barbara Raifsnider</td>
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<td>Gretchen Bitterlin</td>
<td>Magdalena Krupa-Kwiatkowski</td>
<td>Rheba Smith</td>
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<td>Beth Bogage</td>
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<td>Ann McCrory</td>
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<td>Sheyla Castillo</td>
<td>Susan Morgan</td>
<td>Marian Thacher</td>
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<td>Lynn Francis</td>
<td>Elizabeth Osborn</td>
<td>Stephanie Thomas</td>
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<td>Ann Gianola</td>
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Chris Stone, Sandie Linn, Susan Morgan, and Beth Bogage

Jean All

Ola Steenhagen

Donna Price

Lynn Francis

Cindi Hartman

Kathren Bouldin
And a second round of applause for the truly special people who volunteered:

Rose Babayan
Eileen Chung
Linda Kozin
Valerie Long
Carol Kwan
Jana Westfall
Carmina Gerardo
Thuy Nguyen
Stephanie Thomas
Jessica Egan
Ann Marie Holzknecht
Jane Cranston
Carolyn McGavock
Lynn Francis
Colleen Fitzmaurice
Laurel Slater
Elvira Sirkia
Sharon Javdan
Mimi Pollack
Chris Stone
Mindy Tenen
Donna Rosen
Toni Fernandes
Elaine Fuller Zacheey
David Holden

Sharon Javdan, Elvira Sirkia, Nancy Johansen

Anagit Traganza

Colleen Fitzmaurice and Jane Cranston

Nancy Johansen and Toan Humphrey
And last, but not least, a round of applause for the dedicated committee chairs who worked for the past nine months organizing the conference:

Conference Co-chairs: Gretchen Bitterlin and Donna Price
Program: Corinne Layton and Cindy Wislofsky
Registration: Nancy Johansen and Anagit Traganza
Handbook: Steve Gwynne, Eileen Schmitz, and Beth Bogage
Exhibits: Jan Forstrom and Beth Bogage
Food: Marla Goldfine and Barbara Raifsnider
Signs: Connie Falconer
Evaluations: Lesley Robin and Rosa-Elena Pilco
Donations: Cindi Hartman
Publicity/Website: Jim Brice
Audio-Visual: Xanh Lam
Treasurer: Toan Humphrey
Volunteers: Ola Steenhagen
Photographer: Richard Weinroth
Site Liaison: Susan Yamate
Let’s REVIEW the 2010-2011 school year.

R stands for Rejuvenate as numerous teachers took the time to attend technology workshops promoted by our ESL department (e.g. Word 2007 Basics, Websites for Supplementing ESL Instruction, Creative Classroom Activities Using Word) to energize themselves and improve their technology skills that would translate to more dynamic lessons.

E is for Equipment. New computers, monitors, and ergonomic keyboards replaced out of warranty relics in two labs, at Mid City and Centre City. New document cameras and LCD projectors were installed at a couple of sites and we continued to encourage students to take responsibility by bringing their own headphones to the lab, even posting signs in the labs listing five reasons why this is important. Thanks to our IT staff (Tim Saylar, Doug Cruger, Jim McElree, and Farzad Pishyar) and the Help Desk who continue to provide technology assistance, and analyze and fix computer problems.

V is for Variety as faculty requested one-to-one technology training for a multitude of needs, from A (Alpha Smart portable keyboards) to Z (zipped folders). The top five one-to-one or small group training topics were how to manage and use equipment in a lab, how to use software or websites with students, how to better manage e-mail, how to set up a class webpage, and how to begin or maintain an e-rollbook.

I is for Integration as so many instructors are now incorporating technology, not as an occasional component, but as a routine part of their lessons and units. For example, Jackie Clifford at Mid City utilizes the lab each Friday so her students can take the weekly tests she created online; Clairemont teachers Rheba Smith, Stephanie Thomas, Ann McCrory, and Magda Krupa-Kwiatkowski began sharing time weekly in the BIT lab, creating Internet-based lessons; and Mimi Pollack at North City makes use of the lab once a week as her students stay connected with their e-pals.

E is for Efficient. With everyone’s busy schedules, technology pointers and assistance were often doled out back and forth to teachers and staff thru e-mail (over 100 requests came my way this year, like how to make an email distribution list, how to cancel a print job on the printer, where to find a particular lesson in public folders, or how to sort an e-rollbook). This turned out to be very practical, as long as the topic was something that could be handled without a face-to-face!

W is for What’s Next? This is the question many of us ask ourselves when it comes to integrating technology. The possibilities seem to increase each year and finding time to learn and practice new things is a constant challenge. Gaining confidence by learning a few small things is a good place to start, and you may be surprised at the results!
2010-2011 ESL Outcomes

Since the last Dialogue newsletter, we have compiled our end of year data in various categories. This data reflects some interesting trends and improving rates of persistence and learner gains.

Enrollment:

19,386 students were enrolled, a 9.5% decline from the previous year. The greatest drop in enrollment came from Mexico (-1444) and Guatemala (-92). On the other hand, we had an increase in the number of students from Vietnam and Haiti. Our Hispanic population overall has dropped by 3% and our Asian population has increased by 2%. Last year 52% of our students were between 25 and 44. 8% were over 60.

Because of the freeze on opening new classes, we had consistent waiting lists at Miramar, Mid City, and ECC. Mid City continues to serve the largest number of ESL students. Factors such as the inability to open classes to serve those on waiting lists, a depressed economy, and lower rates of immigration explain the drop in enrollment.

Enrollment in Citizenship classes increased to a total of 929. 191 of those students became citizens of the United States. These are just the ones who reported this outcome to us. There are probably more.

Attendance:

Despite the 9.5% drop in enrollment, we had a 1.9 increase in total attendance hours. This means that fewer numbers of students are attending for more hours in our classes, reflecting improved persistence. The average class size in ESL classes was 26.22.

CASAS Test Results

Because of the decline in enrollment we tested fewer students than last year (-5%), but only declined 2% in the number of paypoints earned. Thanks to better persistence, we had a 6% increase in the number of students with paired scores. 66% of those tested made a significant gain on their tests. Of 157 classes that tested, 94 classes (60%) had 80% or more of their students pre and post tested. One ESL teacher, Stacia Castaneda had 100% of her students get paired scores in the spring semester.

National Performance Report on level completion according to CASAS pre-post scores:

We made excellent progress, improving our completion rates for 5 levels of ESL – beginning literacy, beginning low, beginning high, Intermediate low, and Intermediate high. We surpassed the California state performance goals for 3 levels: beginning literacy, beginning low, and beginning high.

SLO writing results for the spring semester, 2011:

20 ESL instructors administered the leveled writing assessments to their students and used our SLO rubrics to holistically score the writing. 340 students were assessed and 243 (71%) passed with a score of 70% or better.
Fall 2011 Staff Development Survey Results – compiled by Cindy Wislofsky

63 instructors responded to our online survey. Of the many who signed up for committees, 21 signed up for our new ESL Program Completion Committee and 24 instructors plan to participate in the pilot this fall. This reflects excellent support for our main goal this year – implementing course and program completion criteria and certificates.

Several questions on the survey related to technology. The results are below:

**Are you interested in technology training in any of these areas (one-to-one or small group)? (multiple selections allowed)**

<table>
<thead>
<tr>
<th>Area</th>
<th># votes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>District e-mail</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>ESL computer software</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Internet lessons</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Using the computer lab to support ESL instruction</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>Word 2007</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>Class webpages/blogs</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>Cell phone technology</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>21</td>
<td>42%</td>
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</tbody>
</table>

**Other technology needs:**
- Basic computer troubleshooting
- Cell phone use ideas (Ann Marie Damrau has offered to do a workshop on this for us.)
- Class blog
- Creating Wordpress blog and Quia page
- Digital projector at Mid City
- ELCivic and ESL lessons online or software for different levels
- E-rollbook (4 people)
- Facebook, Twitter
- Forwarding email messages; finding staff on email
- Google Apps
- Google Docs
- How to use a Mac after using only a PC
- iPad
- Moodle training
- Opening zip folders/Read-only files issue
- Photography
- Reinforce computer needs
- Smart room at Miramar
- Successful use of websites/blogs/Facebook/texting (best practices)
- Word 2007 Part 2
- Word 2007, more training
- Word 2010 instead of Word 2007 training
**Face to Face OTAN Training Workshops in Technology:**
*(multiple selections allowed)*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Participants</th>
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<tbody>
<tr>
<td>Beginning PowerPoint 2007</td>
<td>16</td>
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<tr>
<td>Advanced PowerPoint 2007</td>
<td>10</td>
</tr>
<tr>
<td>Cell Phones in Adult Education</td>
<td>9</td>
</tr>
<tr>
<td>Creating Web Pages with Weebly (free site)</td>
<td>14</td>
</tr>
<tr>
<td>Creating Web Pages with Wordpress (free site)</td>
<td>12</td>
</tr>
<tr>
<td>Internet Resources for ESL Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Moodle: Create a Course Web Site (course mgmt system)</td>
<td>12</td>
</tr>
<tr>
<td>Online Documents and Tools - Create and Share on the Cloud! (Google Docs)</td>
<td>14</td>
</tr>
<tr>
<td>Social Networking for Adult Education (mostly Facebook)</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Critical Thinking for the Internet</td>
<td>13</td>
</tr>
</tbody>
</table>

4. Instructors requested the following additional topics for staff development:

- Anything about technology, foreign languages (Chinese, Russian, Vietnamese)
- Blackboard
- Care and training of the teacher’s voice – *Note:* Rolly Fanton offered to put a workshop together to address this issue
- Classroom management techniques – especially to address student complaints that they can’t hear the teacher because other Ss are talking and the teacher doesn’t handle the situation OR brainstorm ideas for common classroom challenges at a CASAS meeting
- Continue working on SLO writing objectives
- Creating Youtube videos with closed captions
- Developing writing prompts for the intermediate level
- Financial Planning speaker for teachers close to retirement
- Language workshops (like previously offered on Flex days)
- Learn more about Google Docs
- Motivational speaker
- Pronunciation and grammatical problems specific to language groups
- Teaching writing in an open entry class – addressing the challenges, esp. beyond the sentence level with Ss who can’t attend on consecutive days
- What other teachers are doing
- Workshop for teachers to experience being a language learner, then discuss observations/experiences
- Workshop on teaching Ss with spelling and writing problems (HUGE issue)

5. What staff development process are you most likely to use?

- 55% - face to face workshops
- 45% - one-to-one or small group trainings
- 34% - observing other classes
- 32% - Professional Learning Communities
- 22% - Independent Projects
- 20% - online training
- 18% - peer coaching

Our ESL Resource office will be doing our best to plan some staff development activities that meet these needs. Congratulations to Colleen Fitzmaurice who won the raffle among those who completed the survey online.
In memory of Gail Forman

Very sadly, Gail Forman passed away on July 29, 2011 after putting up a valiant fight against cancer. Gail began teaching in our ESL program in 1980. After teaching many years in the non-credit ESL program, she moved to the credit side and taught ESOL and English courses there. Then after supposedly retiring, she agreed to co-teach with Jeanine Eberhardt in the Bridging lab at Mesa College in 2007. Having taught in both the non-credit and credit programs, she was the perfect person to help students with their basic skills in the Bridging lab. In Jeanine’s words, “Teaching with Gail was one of the highlights of my career. Gail joined our Bridging Lab at Mesa College in 2007. For me and for countless students, Gail’s skills and talents were a prized resource. Her background in ESL, special education, and professional writing made her instruction extremely effective. Students loved her for her insightfulness and interest in their endeavors. Gail’s warmth and inspiring outlook made our teaching days delightful and our friendship precious. Despite her growing health challenges, Gail maintained her gentle caring and devotion to her students, friends, and family. I experienced this first-hand because I, too, cherished Gail’s view of life that she learned from her grandfather: “Everything is a miracle,” and “Make the best.” Gail Forman WAS the best, and I miss her.”

What I admired about Gail was her willingness to take on the biggest challenges in teaching ESL and her dedication toward improving learners’ basic skills. One of her assignments was teaching an entire class of Russian refugees at an off campus location. She quickly earned their love and respect through her sense of humor and high standards and expectations. Knowing how much our learners like stories, she authored an ESL reader called It all Started in Kindergarten: Unforgettable Stories for Listening and Conversation (Prentice Hall, 1994). In this series, she adapted the stories from the book All I Really Need to Know, I learned in Kindergarten, by Robert Fulghum and added ESL activities to develop listening and speaking skills. Gail was one of the most creative instructors I have ever met.
Two days before Gail passed away, she was interviewed by a caregiver from Hospice. Here are some of Gail’s own words:

**What would you consider the most important roles you played in life?**

Being a teacher. I loved teaching and I devoted all my energy to my students. I was very committed; it was part of who I was as a person and a professional.

**What would you say you are most proud of as you look back on your life?**

My teaching – my ability to listen and speak. I feel good about what I was able to accomplish with my students, creating changes that hadn’t existed before – especially when I would have students reach out to me years later and say I had changed their life. But I believe the students changed my life just as much as I may have changed theirs. I wrote about this in the Acknowledgments in my book *Unforgettable Stories for Listening and Conversation*. In that book I quoted Anna in *The King and I*: “When you become a teacher, by your students you’ll be taught.” I then wrote, “To every student who walked through the doors of my classroom, for sharing your stories and yourself, Thank you.”

On behalf of every student and colleague who worked with Gail over the years, I thank Gail for her tremendous contribution to our students and our program.

“To every student who walked through the doors of my classroom, for sharing your stories and yourself, Thank you.”
This fall semester three classes at Mid-City Campus piloted the CASAS E test. Teachers and instructional aides took the online training to become certified proctors. Gretchen Bitterlin, Chao Xiong, Zad Pishyar and Dawn Montgomery from CASAS, all pitched in to organize the computers and personnel to successfully launch this pilot.

E Testing offers some enticing advantages. Students only type in their CSID number and their name once. They take a seven question locator test to determine what test to take. The proctor can monitor the test in real time from a computer to see who is testing, how many questions they have answered correctly and their scores as they finish. The test record form and the teacher’s task of bubbling in information are no longer necessary. However, for this pilot, we still had to complete the entry record on paper. Nevertheless, we hope to align our data collection needs with CASAS for future testing. Imagine a paperless CASAS.

The test itself is graphically pleasing on the screen. Readings and questions display in large print. Students said, “It’s easy to read.” There is a tool bar that can display the time and how many questions you have answered. Once finished, the student has the results immediately.

As with all things technical, there is a learning curve for those involved. Dawn Montgomery at CASAS went beyond the call of duty to provide support and actually observed our first testing session. We learned a few things such as keeping track of students who may be on the same item side by side. In reality, they were so focused on the content on their monitors that no overt or wandering glances were observed. Trained proctors, i.e. instructional aides, will help take the technology out of the teacher’s hands.

Special thanks to Gretchen Bitterlin, Dawn Montgomery, Chao Xiong, Farzad Pishyar, Karla Gutierrez, Bianca Belmonte, Hector Salazar, Albina Vasquez, Lily Rodriguez, Cindi Hartman, Corinne Layton, Carolyn McGavock, and the students in the Morning and Evening VESL classes, and the Evening Managed level 4 class.

Mid City congratulates Karla Gutierrez on her new job in Student Services at Mesa College and wishes her a fond farewell. Karla worked as an Instructional Assistant for six years. Her warm smile and enthusiasm touched many lives, both teachers and students, and she will be greatly missed.
Ana Olivensky Retires

Ana Olivensky has always felt she was “born to teach.” And that is what she has done so beautifully in our program for the past 25 years. Starting in 1987, Ana has taught all levels of ESL in our program—mostly at the Centre City Campus. She also taught some summer sessions at the North City Linda Vista and Miramar campuses.

What some people may not know is that she is also a music teacher and has effectively integrated music into her teaching. When she taught in our family literacy program she often used musical instruments to teach the rhythm of English and then taught parents how to use these methods in teaching their children.

Another word that describes Ana is “creative.” Knowing the importance of hands-on learning and applying new language patterns to our daily lives, Ana once had her students create picture dictionaries of words by cutting out pictures from ads, newspapers and catalogs. Another great project she did was having students write their own stories following the model of a great children’s book *Fortunate, Unfortunate*. Ana also capitalized on the use of color to teach grammar. Whenever she wrote on the board, she wrote the adjectives in purple, the verbs in another color and used red always with the final –s on verbs. This implicitly helped her students learn the parts of speech.

Ana has also been one of our “learner persistence” stars through always maintaining high numbers in her classes with little turnover. One strategy she used which was very effective was awarding high attendance awards to her students at the end of every month. In addition she posted their pictures in the Centre City hallway to give them further recognition.

So now, it is our turn to post Ana’s picture and give her the recognition she so richly deserves. The dedication and passion she has put into her teaching day in and day out for the past 25 years has changed countless lives and enriched our program. We are truly grateful for her contributions to our program. As a postscript I would like to say what a pleasure it has been working with Ana as a colleague. She has attended almost every workshop we have ever offered and has been so gracious to the staff in our resource office. We will miss her greatly, but we won’t say good-bye. We hope to see Ana doing some hourly teaching or EL Civics assessments in the near future.

(From Barbara Raifsnider, Assistant Program Chair of Centre City)

When I was the level 4 teacher following Ana’s level 3, I always found the students were so well prepared that I often moved them to level 5 because she had really drilled them to perfection on the grammar. I wish that all of my level 4 students had had the opportunity to go through her class before mine. If they had, I could have focused on other things rather than having to fill in those gaps in grammar like irregular verbs, third person singular in the present tense, and yes/no questions. I doubt that any of her students will ever forget her because she gave them such a good foundation in the basics.
Bachman/ Jennings ESL Emergency Book Fundraiser – A Huge Success

Thanks to the generosity of our ESL instructors and friends of our ESL program, we have raised more than $2000 to provide book vouchers for ESL students who cannot afford to buy the book for their class. On November 5, Laurel Slater graciously offered her home for a lovely potluck dinner, provided by the ESL textbook committee. It turned out to be a gourmet affair with fresh sushi and fish caught by Susan Morgan and authentic Thai food cooked by Barbara Pongsrikul’s husband, not to mention other wonderful home-made food items. Perhaps the best part of the fundraiser was the opportunity for teachers and staff from different campuses to mingle and get to know each other. It was also wonderful to meet up again with our retired instructors Linda Little and Mary Beauparlant and some ESL colleagues who came from other districts.

We would also like to thank Jim Mahler and the AFT for their generous donation to our fund. Hard times for many of our students have increased the demand for the book vouchers, so we will continue to seek additional ways to support this fund. If you know of anyone who would like to make a tax-deductible donation, checks can be made out as follows:

San Diego Continuing Education Foundation
4343 Ocean View Blvd.
San Diego, CA 92113

c/o Bob Parker

Please write “Bachman/Jennings ESL Emergency Book Fund” somewhere on the check.

On behalf of our ESL students who will benefit from your contributions, I thank you.
“Put your own face mask on first.” This is what is said on the plane in order to be of help to others. It feels sacrilegious – like I should whisper behind closed doors that it is ok to take care of yourself. It feels selfish even. This self care gets put on the shelf, delegated to second class citizen. And yet, without, attention to our well-being, how effective can we really be? I know for myself when I become neglectful of my Being over my Doing, I suffer, I am less present and effective and my students get less than they deserve.

The picture above illustrates what I mean by Being and Doing. At least I attempt to head in the direction of feeling engaged, experiencing meaningful, connected times, being in balance, taking care of myself not only with diet, exercise and sleep but also emotionally and spiritually. I teach my best lessons when I exercise my creativity, feel engaged and facilitate the engagement of my students as well.

At CATESOL Cindi Hartman and I did a workshop on peer coaching which involves meeting for 6-9 hours throughout the semester. During these one on one times, we get a chance to exercise our Being. The participants at the workshop offered other aspects of Being that were helpful - empathy, intuition, trust and flexibility. The Doing can then have focused goals and make changes with greater clarity. The Doing can be more interesting and fun. Peer coaching has helped me attend to these aspects in an ongoing way.

Life is happening so much more on the inside than we pay attention to. I can’t control necessarily what happens around me, but I do have some sense of control over what I react to and how I respond. With your Being and Doing you create the road, a unique road, as exemplified by this poem by Antonio Machado.

Walker, your footsteps are the road,
And nothing more.
Walker, there is no road,
The road is made by walking.
Walking you make the road,
And turning to look behind
You see the path you never
Again will step upon.
Walker, there is no road,
Only foam trails on the sea.
Citizenship Update
by Mechelle Perrott

Our Citizenship Program Sharing Projects with the International Rescue Committee (IRC)

Throughout the year, we collaborate with the IRC. Their staff invite us to workshops about immigration legal issues. They make presentations to our ESL and citizenship classes. Often IRC will attend our citizenship teacher meetings and email answers to teachers’ questions. IRC can assist our students individually with their case issues. Below are two additional examples of how our citizenship program and the IRC continue to work together helping each other, our students and the community.

Citizenship Tutoring Program for Volunteers

When the IRC learned that our summer school session ended July 1st, they suggested providing some assistance in July and August. The IRC program developers worked with Colleen Fitzmaurice, one of our citizenship instructors, to create a volunteer citizenship tutoring service for students with citizenship interviews pending. Colleen developed materials that IRC used to train college students and retired seniors to help those in the process for becoming U.S. citizens. The sessions helped our students and others in the community prepare for their citizenship interviews. Volunteers benefited by meeting people from around the world and by helping them achieve the goal of U.S. citizenship. It was a very successful summer.

Working on a Second U. S. Citizenship and Immigration Services (USCIS) Federal Grant

In 2009-2010, we worked with IRC on the first federal grant that created our citizenship for seniors class. This September, the IRC was awarded a second federal grant to provide additional citizenship services. We are a designated collaborator in this new grant. Starting in November, the volunteer citizenship tutoring service created this summer will start up again as one part of this new grant.

Other Citizenship News

Gretchen Bitterlin attended the meeting of the TESOL advisory to the USCIS citizenship testing center in Washington, D.C. this summer and spoke about this at our citizenship teacher fall start up meeting on September 15th.

Rosaelena Pilco developed a citizenship CD and Colleen Fitzmaurice developed a low-level citizenship workbook this summer. Both resources are being used in our citizenship program this fall.

A new citizenship class opened in October at the new Logan Heights Library at 5675 28th Street. Donna Huchel is teaching this class on Tuesday and Wednesday evenings.

Starting in October, Carolisa Morgan and Lesley Robin are sharing duties working a school district information table at the monthly downtown USCIS oath ceremonies.

Thanks to Colleen Fitzmaurice and Lesley Robin for leading the campaign to save our citizenship classes on the comment site of the Student Success Task Force recommendations. Thank you to all who wrote or voted to support our citizenship program. Recent feedback from the Task Force indicates that this provision will be changed, so your efforts have been successful.
Our Citizenship Students Made the News
by Mechelle Perrott

On July 3rd the San Diego Union Tribune Newspaper featured seven of our citizenship students in their Sunday Dialog section titled “Becoming an American, in their own words”. We had about three weeks lead time. The U/T editor envisioned new citizens telling about their first Fourth of July as Americans and asked if I could find new citizens willing to share their stories in their own words. Most citizenship students stop attending class after passing the naturalization interview, so it was a group effort by all our citizenship teachers to find these former students with both the willingness to be photographed at the oath ceremony and to write on the topic. A special thanks to Carolisa Morgan, Lesley Robin, and Rosaelena Pilco who helped me recruit and work with the students on their writings. We made the deadline!

Here is the link to the article and photo gallery:

Zi Ping Hu examines his new citizenship certificate.

“I never realized that someday I would be living in the United States. I never imagined that I would become a U.S. citizen because in China long time, its door was closed! As a result of domestic and foreign reasons, the door had been closed from 1950's to 1970's for about 30 years! Although American door opens always to the world. But nobody could come to U.S. universities to study from China in that time. Chinese door was locked. …So that I had opportunity to come to the United States in September 2005, and became a U.S. citizen on June 24th 2011. Can I not be excited? It's a dream which could not fulfill in that closed age!”
Kathren Bouldin's Halloween class

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