

ESL Dialogue

SDCCD Continuing Education

Spring, 2011



Jottings by Gretchen Bitterlin

This issue of Dialogue is bittersweet. It acknowledges student learning outcomes and survey results of the fall semester but it also highlights a tragic outcome in our program – the loss of one of our ESL instructors, Henry Acejo, who was the victim of a violent crime. Because he was such a beautiful soul, the period of despair quickly turned into an amazing celebration of his life, commemorated in a memorial at Mid City in January. Students, teachers, and administrators came together from all over San Diego to honor a teacher who truly made a difference in this world and reminded us of the deep connections we share with each other. Marla Goldfine captures the essence of Henry in the beautiful poem she wrote about him in this issue of Dialogue.

Finally, I would also like to welcome the following new instructors to our program:

Mid City Campus: Mindy Olson, Eileen Chung, Margaret Sollitto, Carol Kelsall and Harla Yesner

West City Campus: Ryan Felix and Joyce Thompson

North City Campus: Ying-Hsi Lin

We welcome them into our ESL family.



Henry Acejo, as we remember him.

Inside this issue: Click and Go

Joan Huffman Retires	3
ESL Program Completion Update	3, 6
Mid-City ESL Transition Class	4
North City ESL Transition Class	5
Beth Bogage's ECC Class	6
Personal Care Assistant IBEST Graduation	7
Mid-City VESL Graduation	8
Citizenship Report	9
Sandie Linn's Success	10
Writing Survey Results	11
Digital Literacy: Are we there yet?	12
Core Textbook Survey Results	13

Images of You

To Henry Acejo – Images of you

*Little big man
Dark brown eyes,
shining with life
and a touch of mischief
Energy in motion
Powered by pancit and junk food
Happy-go-lucky
Able to let problems roll away,
like water off a duck's back
Karaoke king,
ready to burst into song
at any moment
Dedicated teacher
Grammar lover
Memories of you,
sitting at the computer,
perfecting your pronunciation
so your students could perfect theirs
Always aware of when a student was
ready
to move on to the next level.
Given a personal escort
from your door to mine
A patchwork quilt of a life,
crafted together from different jobs,
SDCCD, SDSU UCSD, Southwestern,*

*English, Filipino, Filipino, English,
a mosaic of family, friends, colleagues, and
students,
an array of cultures and places,
the Philippines, San Diego, Mexico,
songs and laughter,
pieced together to form
the full picture of your existence
The bright light of your family
Mama's precious baby boy
Not even time will fill in the hole
that your loss has created.
Grown up, full of life,
but not grown old.
Stolen away from those
who knew and loved you well before your
time.
Just know that
through your stories,
inspiration, positive energy,
encouragement, and imparted knowledge,
you live on through all of us.*

Marla Goldfine

January, 2011

Joan Huffman Retires

In the early 1980's the need arose for an ESL course specifically for seniors. At that time this was a novel idea and somewhat risky since we did not know if we could keep the numbers up for such a class. The originator of that class was Joan Huffman, who started her class at the Bayside Settlement House in Linda Vista with about 6 students. It wasn't long before she had a regular attendance of over 30 and an enrollment of 50 students. Under Joan's direction, the class has continued successfully for almost 30 years. At the end of January, Joan announced her retirement. Nothing can replace the special connection Joan had with her students, so Joan's students have decided to retire with her. Joan Huffman started as an aide in our program four years before she became a teacher. At the encouragement of her colleagues she got a teaching credential and has been teaching for us for 31 years for the North City campus in Linda Vista. Not long after starting her special ESL seniors' class, she realized they wanted to become

citizens, so she integrated Citizenship into her ESL course. Joan is proud to say that all 100% of the students who applied for Citizenship became citizens of the United States. Joan was a gifted ESL instructor. Her most outstanding quality was her patience and ability to teach content and language in small chunks at a pace that was appropriate for her students, not to mention her lovely manner in the classroom. In a discussion I had with Joan recently, she stated that she felt she has learned so much more from her students than she has taught them – a sentiment that reflects Joan's engagement with her students over the years. Despite Joan's quiet and humble demeanor, she has been a powerful force in our program, and no words can do justice to the difference she has made in the lives of so many of our students. We will miss Joan, and wish her well. With a little luck, we will lure her back to our program in the fall to do some EL Civics testing and volunteering in our Citizenship program. Thank you, Joan, for your amazing contributions to our program.

ESL Program Completion Update

Gretchen Bitterlin

During the January FLEX days at our campus meetings, we had some great discussions on criteria for level and program completion. The need to document level completion is long overdue. Since our Federal funding comes to us based on pre-post test learner gains, most of our energy has been spent on collecting and documenting these gains on CASAS tests, which has been appropriate. Furthermore, since we have a predominately open-entry/open exit enrollment policy, and students in each class with varying skill proficiencies, the system of referring students to the next level based on teacher and student judgment has worked pretty well. Over and over, I hear teachers say, "I just know when a student is ready to move up."

So, why can't we just keep using this system? The answer, I believe, is both instructional and political. From an instructional standpoint, we owe it to our students to make sure they have the necessary skills to matriculate through the program and succeed in the programs they are transitioning to, whether it be the next level, job training, the GED program, college, or a job. From a political standpoint, it has become critical to prove that Continuing Education is a necessary educational program for transitioning students to other programs, and the only way we can do this is to report to the state our successes in terms of competency attainment and program completion. There is a much greater demand for us to be accountable than in the past.

Our ESL Program Completion committee has made strides in suggesting criteria for program completion, which was presented to faculty during the FLEX meetings in January. The next step is to take all the input from these meetings and finalize this criteria. Then we will develop a system by which we can document completion at each level without creating a new layer of bureaucracy and paperwork that would be too burdensome. Hopefully, we will pilot this system in selected classes at various levels in September.

Everyone is welcome to participate in our meetings and online discussions. We look forward to your participation and input.

Mid City Campus Transition to College Class—Fall Outcomes ***by Chris Stone, Instructor***

Student Goals:

All of the students in the class except for one who wanted vocational training, wanted to eventually attend college. Several students needed to take an intermediate step of getting a GED or raising money to attend college first.

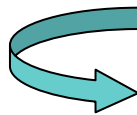
Student Outcomes:

16 students are enrolling in college, GED, or vocational training in the spring:

Attending college in the spring: 9 students
 Attending GED classes: 5 students
 Left class to work: 4 students
 Will earn money prior to college in fall: 2 students
 Attending vocational training (culinary arts): 1 student
 Attending other intermediate training (computers): 2 students
 Returning to Transition Class: 12 students
 Dropped for personal reason or unknown: 3 students
 Moved out of area: 1 student
 Transferred to Level 6: 1 student

Total students: 40

Student Survey Comments



"I have improved my grammar knowledge. More importantly, the paragraph and essay part is the best I have achieved. Although I know I have to do more, I have gained the basic skills of how to write a paragraph and essay."

Course Completion:

11 students received course completion certificates

College Placement:
 ESOL 30: 4 students
 ESOL 48: 3 students
 unknown: 1 student

Colleges:

City College 2
 Mesa College 3
 Grossmont College 1
 Southwestern 1
 Palomar 1

"When I first attended this class, it was very hard for me, but during this time my English was improving every day. I'm so excited about studying in this class."

"I learned a lot of things this semester. I improved my writing and reading. I liked the lectures because I could improve my listening. I could imagine what the teacher teaches in college. Also, I improved my note taking skills. I think my writing improved the most. I was scared about writing, but I was really confident after I joined this class. I liked to write when I came to this class."



Fall Outcomes for ESL Transition Class at Miramar

Susan Morgan has been teaching our new ESL Transition course since the fall of 2009. The class is unique in the following ways:

The students receive grades following a college model. Grades are based on 1 revised essay, 1 timed essay, 1 oral presentation, attendance, and 1 final grammar test.

The class has managed enrollment.

The class visits college credit classes and interviews college students.

Speakers from the college inform the students about college application procedures and financial aid.

Writing is emphasized more than in regular ESL courses.

The class continues to be popular and have good outcomes. Below are the outcomes for the fall, 2010 class.

66 students were enrolled from 21 different countries, with the highest number of students coming from Korea, Mexico, India, China, Vietnam, and Japan.

The 66 students identified their goals as follows:

22 – Attend college

20 – Get a job

3 – Attend a job training program

21 – Achieve a personal goal

At the end of the fall semester, these were the outcomes:

20 students (30%) will continue in the transition class. The teacher and the students feel that to thoroughly get through the course materials, a year is necessary rather than a semester.

9 students (14%) will move up to the level 7 advanced high ESL course for the spring semester.

6 students (8%) will attend college. Five out of the six students have placed into the English classes for native speakers (English 42, 43, 48, and 49). One student will attend an ESOL class at another community college. Since this transition class began in the fall of 2009, a total of 19 students have enrolled in College after completing the transition class.

Student Success Story

Mr. Boumediene Boussouar is a student from Algeria and he was in my ESL class ten years ago. At that time he was trying to decide whether to go into the military or go to college. I spoke with him and recommended that he attend college. Mr. Boussouar went to Miramar College and graduated. He transferred to SDSU, majored in nursing, and graduated. After graduation he studied for the Registered Nursing Examination and passed it. Mr. Boussouar is currently a full time Registered Nurse at Scripps Hospital --- one of the top hospitals in the country.

All of Mr. Boussouar's achievements are a testimony to his strong work ethic, inner strength, and his desire to have the best life possible for him and his family. Mr. Boussouar is yet one more example of a student who has transformed their lives by beginning their education in Continuing Education and then moving on to other educational institutions to achieve their American dream.



Fall Semester Outcomes in Beth Bogage's ECC Advanced ESL Class

Four of Beth's Advanced ESL students have taken the leap from CE to City College! Maria Villaman, Inez Bernal, Maribel Corya, and Petra Hettiarachchi (from left to right below) are enrolled in ESOL 31 – the college ESL reading class that is being offered at ECC this semester. These four students have worked hard to improve their English skills and to pursue their dreams of transitioning to college. After several meetings with college counselors, enrolling to City College online, and taking the CELSA test (City's English placement exam), they were finally ready to attend their first college class on Friday, January 28th. Congratulations to these hard-working students, who are an inspiration to their classmates and their teacher.



ESL Program Completion for Fall semester

For the first time in our program's history we are officially reporting to the State the number of students who complete ESL Level 7, the last level in our ESL program. Up until now, only the students who complete vocational certificate programs have been reported to the State. It is important that we report completions in all programs to demonstrate the important role that Continuing Education plays in transitioning students to higher education or the workplace. For the fall semester, 2010, 111 ESL students met the criteria for level 7 program completion. The following teachers reported these completions: Toni Fernandes, Rose Babayan, Madonna Ostrye, Andrea Sperling, Kathren Bouldin, Steve Gwynne/ Marla Goldfine, Chris Stone, and Uta Cole.

Below is a sampling of the transitions that our students make. In Rose Babayan's class at Miramar College, 10 students are transferring to other educational programs:

- 1 – San Diego State
- 1 – English 43
- 1 – English 101
- 2 – UCSD
- 1- Alliant University/ PhD student
- 1– Cal Poly Tech
- 2 – Applying to various MBA programs since they have now passed the TOEFL test and the GMAT
- 1 – Completed the nursing program at City

We expect the number of ESL program completions to increase at the end of Spring semester.





Donna Price

Fall Semester Personal Care Assistant IBEST Graduation Speech

Welcome to the third VESL Personal Care Assistant IBEST graduation. Manuel and I appreciate all of you coming out to support our students and recognize their success. These students have demonstrated success in many ways: they have improved their English listening, speaking, reading, writing, and grammar skills. They have learned work readiness skills and know how important it is to get along with each other and help each other, to take initiative and be responsible and reliable. They have learned skills they will need as caregivers such as positioning a client and taking vital signs. I would like to describe the class and report on some quantitative data.

1) The students you see here today have been coming regularly to this class since Sept. 7. This is not an open entry class. There were 44 students on the class roster on Sept. 7. There are 38 students graduating today; these 38 students made a commitment to study in this class 4 days a week for the entire semester. These students fulfilled the exit requirements and earned a certificate.

I'd like to tell you some things about the students in this class.

2) **15 countries are represented:**

Cameroun	Congo	Guatemala	Mexico	Philippines	Somalia	Togo
China	El Salvador	Japan	Morocco	Romania	Sudan	Uganda
				Russia		

3) **Students in this class come from all over the county:** La Mesa, Pacific Beach, City Heights, Chula Vista, La Jolla, Linda Vista; Pt. Loma National City, Spring Valley

4) **Many students are working and studying.**

6 students are currently employed: caregivers, restaurant workers, sales clerks, cashiers

2 students were nursing students in their countries and they now are going to the CNA class.

5) **Students have taken classes in many Continuing Education sites**, including: ECC, MC, WC, and Centre City and some students are taking classes concurrently with computer and writing classes

6) **Where are students going in spring semester? (short term goals)**

7 students are going to the CNA class at Centre City.

3 students are going to the advanced transition level 7 ESL class at MC & ECC

4 students are going to VESL.

5 students are going to GED, at ECC, MC and Chavez

12 students are going to ESL Level 6.

2 students are going to the BIT program at Centre City--one to get a certificate in administrative assistant

1 student is taking math classes to prepare for job training as a pharmacy tech (at Grossmont Adult School)

Most students are going to look for a job as a caregiver.

7) **What job do students want to get in the future? Long-term goals:**

95% of the students want to work in the health care field (caregiver, medical assistant, CAN, pharmacy tech, phlebotomist).

8) **I can't forget to report on the CASAS gains in this class.**

42 students took the pre and post test.

40 students had paired scores

95% had paired scores

50 students made gains

--there were more gains than students because some of the students made 2 level gains. These gains mean \$11,250 for our ESL 231 grant.





Mid-City VESL Graduation: January 21, 2011

By Corinne Layton, Assistant Program Chair ESL/VESL Instructor

It is always my great pleasure to report about a Vocational ESL (VESL) Graduation. On January 21 Loan Nguyen and Martha Romero, two diligent VESL students at Mid-City Campus, celebrated the completion of their VESL for Business Information Technology (B.I.T.) modules. Instructors Corinne Layton and Carolyn McGavock welcomed the following special guests to this wonderful celebration: family members and friends of the graduates, Dean Alma McGee and Public Information Officer Ranessa Ashton.

Loan and Martha had prepared beautifully written graduation speeches that highlighted their experience in the VESL class, emphasized the skills they had acquired and described their individual goals for the future. Their heartfelt, eloquently delivered speeches provided food for thought about the key ingredients of success. Absolutely crucial to success is having the steady support of others. The graduates talked about the support of different people in their lives such as family, classmates, VESL instructors, instructional assistant Lily and school counselor Sheri. Martha said, "I want to give special recognition to my family for their help, patience and enthusiasm... You are the reason for me to continue on." Both students talked about their classmates who were there for them on a daily basis. As Loan said, "I thank all my friends who have studied together such a long time. Even if we chose a different (vocational) program, we still got along well." Martha spoke about developing an understanding of other cultures: "In reality it was an excellent experience for me, to know people of different cultures... Spending each day in this room has taught me that it is very important to learn to live together with our differences and that if I learn about each person and his or her culture, I will make a better future for my family and me."

The two graduates also made reference to the importance of striving to do your best in a challenging learning environment. As Loan said, "When I started to study my modules, I felt nervous because it was new for me, but I just made my best effort..." Martha said, "When I began... I felt discouraged, because I could not understand when the teacher explained the lesson. After a month I started to understand and felt that I shouldn't disappoint myself and my family."

The students also recognized the importance of developing both language skills and work-related skills. As Loan said, "With this training I got to know about the office field, the requirements and tasks, for example: how to be a good office worker, to communicate in business, to organize the documents, to answer the telephone and take notes or write memos. My language skills have improved, too."

The students also talked about the importance of setting and completing goals. Loan had selected the VESL for B.I.T. Program because of her desire to work as an office assistant. In the spring semester Loan plans to enroll in the B.I.T. Program at Mid-City. Loan declared, "...I am confident that I can go far." Martha, who hopes to become an administrative assistant, said, "Today I have completed the first step of a long road needed in this country that welcomed my family and me with open arms." She concluded with this profound advice: "Becoming old is inevitable, growing as a person is optional, and today I want to invite you to finish your goals and your dreams. It's possible, no matter your age."



Graduates Loan Nguyen (left) and Martha Romero (right) with Dean Alma McGee (center).





Citizenship Facts by Mechelle Perrott

In the fall 2010 semester, our district citizenship program helped 72 students pass their naturalization interviews to become U.S. citizens. Congratulations to both students and proud teachers!

This January, the United States Citizenship and Immigration Services (USCIS) sent out a fact sheet on naturalization. The entire “Naturalization Fact Sheet” can be found at www.uscis.gov under News/Fact Sheets/September 2010. Below are some statistics and provisions mentioned in this fact sheet.

Naturalization Statistics:

Each year approximately 680,000 people become naturalized citizens.

In Fiscal Year 2009, 74 percent of all persons naturalized lived in 10 states (in descending order): California, New York, Florida, Texas, New Jersey, Illinois, Virginia, Massachusetts, Washington and Maryland.

In FY 2009, the top countries of origin for naturalization were in the following order: Mexico, India, Philippines, China and Vietnam.

Total Naturalized Citizens: Fiscal Years 2001-2010

Year	Number	Year	Number
2010	675,967	2005	604,280
2009	743,715	2004	537,151
2008	1,046,539 [substantial fee increase Aug. 2008]	2003	463,204
2007	660,477	2002	573,708
2006	702,589	2001	608,205

The general eligibility requirements for naturalization are:

- Be at least 18 years old;
- Be a lawful permanent resident (green card holder);
- Have resided in the U.S. for at least five years;
- Have been physically present in the U.S. for at least 30 months;
- Be a person of good moral character;
- Be able to speak, read, write and understand the English language;
- Have knowledge of U.S. government and history; and
- Be willing and able to take the Oath of Allegiance.

The fact sheet lists exemptions to these requirements. Most citizenship instructors are familiar with these exemptions, for example, the 3 year permanent residence requirement for spouses of U.S. citizens. However, the following exemption is a new one for us. The fact sheet says:

“Members of the military who served honorably during certain periods of conflict may be eligible for naturalization even though they have not been admitted as a lawful permanent residents and even if they are under the age of 18.”



Fall Success by Sandie Linn

This semester, in addition to promoting academic success, I focused on building community spirit within my classroom. Because I teach a diverse population, I provided many opportunities for students to communicate with others outside of their cultural experience. To culminate this effort, I pitched the Martin Luther King Junior parade as a class event. I put the information flier on my blog several weeks in advance of the parade. Students coordinated rides or transportation routes so they could arrive at the parade together. Finally, I gave the students “extra credit” if they participated in the parade. As a result, eighteen students from the class participated in the 2011 Martin Luther King Junior parade. Continuing Education’s theme, Diversity is our Freedom, mirrored what our class had been working on all semester. We all had a great time. The following week, I shared photos of the parade and the CE video. The students



who attended the parade told stories of how much fun they had. Those who could not attend vowed they would participate next year. I’m looking forward to it already!

Best Practice by Sandie Linn

I implemented a “Best Practice” fall semester. While this “Best Practice” was done with my Deaf students in mind, I found that the practice benefited everyone in the class. Deaf students face different challenges when learning vocabulary than hearing students do. Many words in English do not easily translate into American Sign Language.

I use the text, *Improving Vocabulary Skills*, and present one chapter over a two week time period. After we complete the chapter, the students take a multiple choice test. In addition to using the book’s exercises

and other supplementation, this semester I introduced each chapter with a Power Point Presentation I made. For each vocabulary word, I matched it with a visual, and during each lesson I referred to the visual for that word.

As a result of associating a visual with a word, the vocabulary test scores for both the Deaf students and the hearing students increased. When I reported this increase to the class, most of the students agreed that having a picture to go with the word made a difference for them.



Writing Survey Results

For the past two years we have been working on creating student learning outcomes in writing for our program. We have created rubrics, student checklists, and other materials to help assess our students' writing. In December the ESL SLO Writing Committee created a survey to assess the extent to which teachers have been using the writing materials that the committee created. Below are the results.

48 teachers completed the survey

31% said 50% of their writing instruction is based on writing lessons in the core text.

31% said 75% of their writing instruction is based on writing lessons in the core text.

4% said 100% of their writing instruction is based on writing lessons in the core text.

Books used to teach writing:

Ventures – 19 responses	Touchstone – 2	All Star
Excellent English – 3	TOEFL prep materials	Future
North Star – 1	Issues for Today	Taking Off

85.7% said they have used the student checklists for SLO writing.

60% have used the rubrics.

49% have used the editing symbols

61% said model lessons geared to the SLOs would assist them in teaching writing.

48% said pass/no pass samples would assist them.

55% said that tips from other instructors on how they teach writing would be useful.

85% said the increased emphasis on writing in our program has increased the amount of writing they do in their classrooms somewhat or a lot. 2% said it has not affected what they do in their classrooms.

What are the Challenges to teaching writing?

- Range of students' levels and those with different academic backgrounds.
- Good assessment is labor intensive / not enough time to correct student work
- Self and peer correction doesn't work. Students miss so many errors.
- Writing skills need to be taught at all levels.
- Random attendance makes it difficult to implement the writing process.
- Using single level rubrics in a multi-level class

The writing committee's next step will be to identify anchor papers from student samples for each level in our program.





Digital Literacy – Are we there yet? *By Cindy Wislofsky*

As we prepare our ESL adult learners for college, career, and civic responsibility in the 21st century, the development of technological skills is becoming even more vital for their success. Interestingly, besides academic proficiency, some K-12 schools are now starting to require a minimum level of technological proficiency of their students. Perhaps adult education isn't far behind. And it's not just about the basics of computer use; it's also about the changing face of technology to improve the quality and speed of communication (smart phones, texting, instant messaging, social networking, video chatting, and more).

Digital literacy or technology literacy are the buzz words that encompass technology-related necessary skills to function in today's world. Here are a few key abbreviated components of digital literacy according to the International Society for Technology in Education (ISTE) and some possible activities to support each.

Creativity and Innovation – students demonstrate creative thinking and develop innovative products and processes using technology (e.g. take photos/shoot video to create Word/PowerPoint products).

Communication and Collaboration – using digital media and environments, students communicate and work collaboratively to support individual learning and contribute to the learning of others, which ultimately builds community in the classroom (e.g. e-mail, Google Docs, blogs).

Research and Information Fluency – students apply digital tools to gather, evaluate, and use information (e.g. search online for information and type report/create presentation).

Critical Thinking, Problem Solving, and Decision Making – students plan, conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools (e.g. create and conduct interview via face-to-face/phone/e-mail and document results in a table created in Word).

Digital Citizenship – students understand and practice responsible behavior as it relates to technology (e.g. discuss appropriate social networking conduct for adults/children and complete an online survey about it).



Chancellor Carroll with students in Rosa Elena Pilco's Citizenship class.



Mayor Sanders with students in Rosa Elena Pilco's Citizenship class.



Core Textbook Survey Results By Barbara Raifsnider

This fall was the first semester that ESL instructors across the district had all begun using core texts. Hoping to capture initial reactions to this experiment, the Textbook Committee designed a survey that might help determine future implementation of core texts. Thirty-five instructors responded to the survey sent out at the start of winter break. According to their responses the use of core texts has been worthwhile. The majority seems to be happy with their choice of text, and most of the instructors seemed to think their students liked having a core text. They thought their students liked

having a core text because it helped them be more organized, allowed them to keep up with the lesson when absent, and it helped them study when at home. However, it was clear from the instructors' responses that they weren't ready for any kind of a mandate where instructors would use the same series across levels at the same site and time. Although some instructors liked the idea of mandated textbooks, many stated that they wanted the independence and flexibility of selecting their own textbook.

****The following is a list of some of the results of the core textbook survey.***

53% of respondents are using Ventures

83% of students bought both book and workbook

53% said at least 75% of class has bought the book

41% of teachers use ½ of text one semester and other ½ the next semester

97% use ancillary materials for the core text

68% are satisfied or very satisfied with their current core text

45% think choosing a core text from a limited list benefits the program

55% are not sure that the same core series should be used across levels at the same site and time slot

82% think their students like having a core text

*Compiled by Ann McCrory.

**ESL Resource Office
Mid City Campus
3792 Fairmount Ave.
619-388-4512**

Gretchen Bitterlin	ESL Program Chair	388-4514
Karen King	Administrative Technician	388-4541
Maude Verdin	Librarian	388-4510
Chao Xiong	CASAS Testing	388-4544
Jan Forstrom	EL Civics Coordinator	388-4522
Barbara Pongsrikul	CBET Coordinator	388-4542

Continuing Education



Produced by Steve Gwynne

Edited by Gretchen Bitterlin

[Back to Contents](#)

