This issue of Dialogue is bitter-sweet. While it documents the successes of our program and students, it also bids farewell to some of our best ESL teachers and instructional staff who are retiring – Eileen Schmitz, Vikki Regier, and Rosa Lopez. Please take a minute to read the tributes to them. It is also my pleasure in this issue of Dialogue to acknowledge the contributions of our ESL faculty who have participated in all the non-classroom projects that keep our program current, dynamic and moving forward.

Three faculty members that deserve special mention are Corinne Layton, Chris Stone, and Cindy Wislofsky. At the annual Hail and Farewell Awards ceremony in May, President Beebe awarded the President’s contract faculty Distinguished Leadership Award to Corinne Layton and the adjunct faculty Distinguished Leadership award to Chris Stone. Besides being outstanding instructors, they both have moved our program forward in significant ways. Our Dean, Alma McGee awarded the “ESL Unsung Hero” award to Cindy Wislofsky. As we moved into at least 15 new smart classrooms this past year I don’t know what we would have done without Cindy’s patient mentoring in working with teachers to use the new technology in their classrooms. Congratulations to Corinne, Chris and Cindy.

Now, on to the future. At the Annual CASAS Summer Institute held in June, three statewide priorities were identified: transition to post secondary education, career pathways, and teacher effectiveness in applying the new Common Core Standards. On the next page is a brief summary of the new College and Career Readiness standards for Adult education and my perceptions about how they will affect instruction in our program.
When you think of Mid-City Campus and San Diego Continuing Education, you can’t help but think of Eileen Schmitz. As a prospective teacher, the first teacher you probably observed was Eileen in her level 1 class. When you needed any kind of help, from learning how to use the online roll book to looking at a document with an editor’s eye, Eileen graciously offered her assistance. If there was an unfairness that needed to be addressed, Eileen was undoubtedly the person to try to right that wrong. It’s hard to imagine SDCE and Mid-City Campus without Eileen Schmitz.

Eileen began her long and illustrious career in SDCE in 1977. While she was finishing her B.A. in English, she worked as an instructional assistant in an evening ESL class that was held at Hoover High School during the spring and summer of 1977. At the time Dr. Robert Coleman was the Dean of the old East San Diego Adult School which was housed in the “Home Silk Shop” building across from Hoover High School. Dr. Coleman offered Eileen her first teaching assignment, a level 1 ESL class two nights a week in the fall of 1977. At that time the entire East San Diego Adult program and CE managers moved into the old East San Diego Adult School on 54th and University. In contrast to our current seven-level program, there were only three levels of ESL at that time. Autumn Keltner had just taken over the Chair position. Eileen’s assignment quickly expanded to a couple of evenings and a couple of mornings, and in 1981 she received a 5-morning a week assignment teaching level 1 which she has taught for most of her career.

During the ten years Eileen worked as an adjunct instructor, she also completed her M.A. in Secondary Curriculum and Instruction, presented workshops at seven conferences and worked or chaired committees at four conferences. In 1987 she most deservedly was awarded a 60% contract. Her contract was upgraded at different points in her career, ultimately to a full 100% contract as a CBET instructor. In the fall of 2000 she applied for and was given a new 100% contract.

Eileen has had a number of classroom assignments in addition to level 1, including an Advanced level ESL class one summer in the 1980’s and an Intermediate level ESL class a couple of semesters. She also taught a prevocational ESL class in the early 1990’s and a multi-level CBET class at Edison Elementary from 1999 to 2000. Eileen also taught levels 3 and 4 in our afternoon program. However, Eileen’s real passion has been teaching level 1 ESL to both literate and less literate students. Originally trained to be an elementary school teacher, Eileen utilized a lot of her educational background as a level 1 ESL teacher. I can’t imagine a better first teacher for our ESL students than Eileen Schmitz. Her warmth and kindness have welcomed even the most timid and reticent newcomer to our campus. Over the years Eileen has taught countless students not only language skills, but also the organizational strategies necessary to be a good student. Eileen has shared her expertise by welcoming innumerable prospective instructors into her classroom. In order to preserve and share Eileen’s expertise, she
Eileen Continued . . .

was videotaped last fall demonstrating two different classroom management strategies: “How to Help Students Organize Their Binders” and “Using Assessment Folders to Monitor Student Progress”. Even though Eileen is retiring, the videos which are posted on SDCE’s ESL Teacher Training Videos blog will provide assistance to other instructors for years to come.

In addition to her exemplary work as a classroom teacher, Eileen has demonstrated amazing leadership in a variety of roles. She served as the ESL co-chair with Darlene Elwin one semester while Gretchen Bitterlin was on sabbatical at the old East San Diego Adult School. She also served as ESL Assistant Chair from the spring semester of 2005 to the spring semester of 2008 working with Corinne Layton. A tremendous resource of information and expertise, the instructors always knew they could ask Eileen anything, and that she would always be willing to help.

Eileen’s leadership went beyond the doors of Mid-City. In 1980 Leann Howard and Autumn Keltner asked Eileen and Darlene Elwin to chair the first San Diego Regional CATESOL Conference. Eileen has also co-chaired other San Diego Regional Conferences and has served as a committee chair (e.g. Registration and Publicity/Signs) at other Regional and State CATESOL Conferences.

Eileen has also been active on many SDCE Committees over the years including hiring committees, ESL Retention/Learner Persistence and ESL Textbook Committee. She was also the old SDAE Union site representative for several years and served twice on the bargaining team.

One of Eileen’s most noteworthy qualities is her willingness to stand up for what she believes, always supporting her fellow instructors. Gretchen Bitterlin said that Eileen is “an advocate like we have never had – speaking up and acting on all the important issues.” In the spring of 1989 Eileen became involved in a protest regarding the awarding of contracts which led to the formation of CE’s Academic Senate. The SDAE Union formed a committee that included Eileen and former instructors Nancy Bachman, Raul Martinez, Shirley Nestor, Jim Park and Betsy Pelling to draft a Constitution which was adopted in September and recognized by the Board of Trustees in October. Eileen and Nancy became the first Academic Senate President and Vice-President respectively. Over the next 10 years Eileen served on various Academic Senate Committees developing a hiring process, minimum qualifications, faculty service areas and revising the Constitution. Academic Senate also created Site Councils at each campus. As a result, Eileen became a very active member of Mid-City’s Site Council where she served as both president and secretary.

One of my first memories of Eileen was an incident that illustrated Eileen’s willingness to fight for her convictions. When we were at the old East San Diego Adult School, there had been a time when there were inadequate parking spaces for the faculty and staff who were told to park up by the Colina Del Sol Park when we ran out of designated spaces. Anyone parking in a non-designated space was subject to towing. Eileen checked out the legality of that threat with a San Diego City planner and the police department and was told that it was illegal. One morning Eileen was informed by another staff member that a tow truck was about to hook up her car which was parked in a non-designated area. Eileen recalls, “I sat on the hood with my new brick-sized cell phone in hand and said I’d call the police if they tried to take my car. The tow truck driver threw up his hands and left.”

When I asked Eileen what she will miss most about CE, she responded, “I will miss
seeing the light turning on in students’ eyes when they get it. I’ll miss the atmosphere of love and sharing that develops in a new class every semester. Most of all, I will miss my extended work family, whom I love very much."

The faculty and staff will truly miss Eileen. As Lynn Francis said, “You are an icon in ESL. I have always appreciated how organized you are and how generous in your time and compassion.” Nancy Johansen said, “You have been such a great teacher, mentor and friend. It still has not sunk in that you are not going to sit next to me at the computer in the workroom. You always have time to help me no matter how obvious the answer is.” Cindy Wislofsky summed it up, “Words can’t express the magnitude of your impact to our program, our students and all of us lucky to know your never-ending talents, professional and personal.”

Although the Mid-City family will all miss Eileen, we are delighted that Eileen has already made some wonderful plans for her retirement that include travelling and spending more time with her family. Eileen and husband John hope to visit her son, daughter-in-law and granddaughter in August and also spend some time in the beautiful city of Cambria. Eileen and John are also planning a lovely river cruise from Amsterdam to Vienna at the end of September, at a time when the rest of us will be doing our first CASAS testing! She also plans to volunteer at the La Mesa Library or at the local elementary school where her two sons Mike and Steve went to school and where she served as the PTA President.

It’s hard to imagine a Convocation Day or the first day of school without Eileen Schmitz. Her retirement will leave a huge hole to fill in our district. Fortunately for us, Eileen hopes to return as an ESL sub or an EL Civics examiner next spring. In the meantime, Eileen’s incredible contribution to our program over the past 36 years merits some fun and relaxation. We wish Eileen a wonderful and fulfilling retirement, but look forward to her return whenever the time is right.

Click here to link to a Video of Eileen demonstrating how to teach students to organize their binders.

http://esltrainingvideos.blogspot.com/p/classroom-management.html
In 2003 our program did a persistence study to find out what factors led to greater persistence in an ESL classroom. When we surveyed our classes to see which teachers had the highest rates of persistence, Vikki Regier’s class was one of them. One of the factors that was common in her class and others with high persistence was setting high standards and expectations for the students. As Vikki Regier retires from teaching after 21 years, she will be remembered for maintaining these high standards and preparing students to effectively transition to the higher levels in our program. Susan Morgan, who teaches the level above Vikki’s says, “When we report the number of students who are transitioning to the college, Vikki has played a significant role in preparing these students. I can attest that when her students transfer to my class, they are very well prepared and they hit the ground running. What she has done with her students is short of miraculous.”

Prior to being hired to teach with us, she was a volunteer in the Miramar College Library. Coming in with limited teaching experience, Vikki immediately enrolled in all our teacher training workshops and since then has consistently been involved in our professional development activities – all on her own time. In addition to attending workshops, she was a member of the ESL Textbook Committee, committee to write our student learning outcomes, and our ESL Program Completion Committee. Corinne Layton adds, “I have had the opportunity to work on several important committees with Vikki. I have always been impressed with her professionalism and dedication to our ESL Program. Vikki has taken an active and conscientious role in committees that have influenced the direction of our ESL Program.” Vikki also helped write a set of lessons to help students prepare for CASAS testing, which are now in the public folders. Vikki was in the first class of students who received their M.A in TESOL with an emphasis on Adult Education at Alliant University.

When I asked Vikki what she will remember most from her 21 years of teaching ESL, she said, “It is when you look in your students’ eyes and know that they’ve got it – that is such a “high.” I am sure she had that experience often due to her fine teaching skills. We will miss Vikki’s expertise, and it will be a challenge to replace her.

In the future, Vikki plans to continue her teaching through private tutoring and check off items on her bucket list, one of which is to ride with her husband the fastest, highest, and steepest roller coasters across the country. Hopefully, she will also return to do some part time work for us as an EL Civics Assessor.
Rosa Lopez Retires after 22 Years

There will be big shoes to fill when Rosa Lopez retires as the ESL Instructional Assistant at the Miramar campus. For the past 22 years, she has single-handedly placed all new ESL students into the morning and afternoon classes.

Having learned English, Spanish, and French, Rosa was especially sensitive to what it takes to learn a new language. Rosa always made it a priority to encourage students to make the necessary commitment and come to class every day and on time. According to Susan Morgan, who has worked with Rosa for 22 years, attendance patterns and persistence definitely improved at Miramar under Rosa’s influence. In fact, Miramar has had long waiting lists each semester for the past several years. According to Susan Morgan, the one word to describe Rosa is “grace.”

“I recall one day about 15 years ago at the beginning of the semester Rosa actually had 77 students in a snaked line outside her office waiting to be assessed. I called over to the central ESL Office at Mid-City to get some help and all of the aides were busy doing placement. Rosa never complained about placing all of those students by herself and did so with a professional attitude, a smile to each student, and with the grace of a delicate swan on a breezy lake.

When someone believes in their heart that their efforts are providing a guiding light and comfort to people in a new land, it makes all the difference in the world. Rosa has consistently handled herself with such dignity and respect that she has been not just an aide to our program. In our program, she has been a prominent leader, significant community contact, and a wonderful person to be associated with. She is a gem among gems and I am a better person having had the pleasure of working with her for all these years.”

When Rosa started working at Miramar College, she had three small sons. Ironically, now one of those sons is a professor of philosophy at Miramar College. How time flies! We thank Rosa Lopez for her dedication to our program for the past 22 years and wish her good luck in her well deserved retirement.
**What does CCSS stand for?** It is a new acronym that we all need to be familiar with. The Common Core State Standards, new rigorous standards in English language arts and mathematics, “aim to provide a clear and consistent framework to prepare children for college and the workplace.” Adopted by 47 states in the U.S., they also are benchmarked to international standards to ensure global market competitiveness. Realizing that the skills in the Common Core Standards are just as important for adults preparing to enter the workforce or post secondary education, the national Office of Vocational and Adult Education commissioned a project to look at the CCSS from the perspective of adult education. The result was the College and Career Readiness Standards for Adult Education (CCRS), which were just published in April, 2013. They consist of the following:

- 10 reading standards + 4 standards focused on the foundational skills (phonological awareness, etc.)
- 9 writing standards
- 6 speaking and listening standards
- 6 language standards


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**Some samples of the standards are as follows:**

- **Reading Anchor standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **Reading Anchor standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **Writing Anchor standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **Writing Anchor standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **Speaking and Listening Anchor standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
Each of these standards is then broken down into 5 level descriptors addressing the application of the standard at each level. CASAS is in the process of aligning the CASAS content standards to these Common Core Adult Education standards and writing new reading tests to correlate with these standards, which will come out in 2015.

**So how are these standards different from our current model standards and course outlines?** From the workshops I have attended and the information I have read so far, the following aspects of the CCRS (College and Career Readiness Standards) will require revisions in our course outlines and teaching methodology:

- **In reading**, greater emphasis on text complexity requiring increasing sophistication in students’ reading comprehension ability. In a research study called “Reading Between the Lines,” published in 2006, ACT, Inc., it stated that “The greatest predictor of success in college and careers is not a graduate’s SAT scores, GPA, or even their critical thinking skills, but rather the ability to read complex text.” The study further stated that “in the last 50 years, the complexity of texts students read in their classes had eroded significantly, whereas the demands of college, careers and citizenship have not”.

- **Focus on academic vocabulary from the earliest levels.**

- **Emphasis on building critical thinking skills** to enable learners to cite evidence from texts to present careful analyses and well defined claims about what has been read. It won’t be enough to just simply comprehend what one article is about. Learners will be challenged to analyze and evaluate text material from several different authentic sources.

- **In writing**, emphasis on producing, presenting and exchanging information using technology and research.

- **In listening and speaking**, emphasis on working collaboratively in teams and presenting information using digital and visual displays.

In summary, it is not so much the content of what we teach that will change with the application of the CCRS; it is what we have students do with texts that they have read or studied. Thus, professional development will be a key ingredient in integrating the CCRS into our curriculum. At the CASAS Summer Institute, they showed a short video of a classroom lesson in a high school classroom illustrating application of the CCSS. When you click on the link below, search for the video by Casey Eckart doing a lesson around a reading called the “lottery.” Whereas we would not conduct an ESL class in that same manner, we would want to teach similar critical thinking skills and strategies illustrated in this video. Here is the link, if you are interested in viewing it: [http://commoncore.americaachieves.org/samplevideo/4f88b96526b6154034000001](http://commoncore.americaachieves.org/samplevideo/4f88b96526b6154034000001)

In the fall, our goal is to create a committee to begin the process of revising our ESL course outlines to align with these college and career readiness standards and developing lessons that support these standards. We hope you will be part of this important process in revising our curriculum.
A CE Success Story

Six years ago, Van Pham, our current ESL Instructional Assistant at Miramar, immigrated to the United States from Viet Nam. He began studying ESL in our level 4 ESL class at Miramar with David Santana. He continued to move through levels 5, 6, and 7 in our program. He was such a model student that he became a CE ambassador for our counselor, Emma Nazarro.

When he enrolled in Miramar College, he placed into English 101 and finished his studies there in 2010. From Miramar College, he enrolled in San Diego State University and majored in Social Work. For one of his class projects, he spent 8 days in Mexico building houses with a group of students. He also did an internship where he had the opportunity to teach English to a special group of seniors.

In May, 2013, Van Pham graduated from San Diego with his degree in Social Work. He shared the stage with his daughter who also graduated from San Diego State. In the midst of this success, I forgot to add that he also became a United States citizen in the spring of 2013. How lucky our country is to have a citizen such as Van Pham. Not being a full time student now, he cannot continue to be an instructional assistant for us, so we will miss him. We thank him for his contributions to our program and wish him success in his quest for a job.
Thanks to the efforts of our ESL teachers to assist their students applying for scholarships, many of the Continuing Education Scholarships went to ESL students again this year. We are proud of all of them.

**ESL Student Scholarship winners:**
Marela Galvan (student of Ingrid Greenberg)  
Nga Reh (student of Jeannie Ross)  
Gladys Gonzales and Stambul Isse (students of Marla Goldfine)  
Hilaria Esquibel and Karine Maghakyan (students of Liz Flynn)  
Jeanette Sanchez and Petra Hettiarchchi (students of Beth Bogage)  
Ruben Perez and Gladys Marin (students of Marina Vera)  
Maria Elena Hernandez and Tu Nguyen (students of Chris Stone)  
Kyung Dan Kim, Cardina Patow, and Maria Chacon (students of Ann McCrory)  
Jessica Aizcorbe, Lourdes Brewer, Keiko Kuwano, Yue Qun Pang, Elaheh Sareban, and Patricia Von Kruger (students of Magda Kwiatkowski)  
Maher A. Alhaja, one of Magda Kwiatkowski’s students, received the coveted Los Dos Chef’s Scholarship.

Scholarship Winners Jeanette Sanchez (left) and Petra Hettiarchchi attended the ECC Scholarship Awards Ceremony in May 2013.
Three scholarship awards are sponsored by our ESL program:

- **Norma Ledesma Memorial Scholarship** – in memory of one of our students
- **Autumn Keltner Memorial Scholarship** – in memory of our previous ESL Director
- **Stephen All Memorial Scholarship** – in memory of Jean All’s husband who passed away this past year.

To keep these memorial scholarships active, your donations to the San Diego Continuing Education Foundation, directed to the above scholarships are welcome.
The Mid-City morning VESL Class, taught by instructors Corinne Layton and Carolyn McGavock, celebrated an end-of-the-semester graduation on Friday, June 7. The three graduates, Nyabthok Goldet, Emma Pelayo and Gloria Marcela Cabrera, earned their VESL for Certified Nurse Assistant (C.N.A.)/Home Health Aide (H.H.A.) certificate. We were delighted to share this happy occasion with our special guest Dean Alma McGee.

As the final requirement of the VESL certificate, all three students wrote and delivered heartfelt speeches about their personal background, experience in the VESL Class and goals for the future. The graduates also thanked their fellow classmates and instructors/instructional assistant for their encouragement and support.

Nyabthok spoke about the challenges she has faced. As a widow from Sudan with five children, she had never studied in her country. She entered our program in a beginning literacy class in 2005 and through hard work and learner persistence moved through our ESL levels to the Advanced Level VESL Class. Nyabthok has been an outstanding role model for her children as well as the students in the VESL Class. In September Nyabthok plans to enroll in Donna Price’s Personal Caregiver Class at Centre City. In the future, she hopes to enroll in the C.N.A. class and eventually attend college.

Emma, who is originally from Mexico, has also been busy raising a family, working part-time as a caregiver and studying at Mid-City Campus. Emma talked about how the VESL Class has helped her improve her communication skills and given her knowledge of the responsibilities of a C.N.A./H.H.A. such as taking vital signs and helping the elderly in their daily lives. In September she will enroll in the C.N.A. Training Class at Centre City Campus. In addition to seeking employment as a
VESL Personal Care Assistant Outcomes by Donna Price

Spring 2013

In the VESL Personal Care Assistant (PCA) spring 2013 class, 34 students earned certificates of completion. These 34 students learned and demonstrated 15 caregiving skills, such as transferring a patient from the bed to the wheelchair and assisting a client with a transfer belt. They also demonstrated proficiency in language skills, such as writing a note to the next shift caregiver and using appropriate expressions with elderly clients. There were 15 different nationalities represented in the class. These students came from many of the CE campuses: CE Mesa, ECC, Centre City, Mid City, Miramar and West City.

I want to thank the counselors and ESL instructors who referred these students to the VESL PCA class at Centre City. Without their support, this class wouldn’t exist.

There were several students in the class who were experienced caregivers and nurses from their countries. Their expertise and experiences added a great deal to the class. In addition, several students got jobs as caregivers in agencies and private homes during and immediately after the class ended. Caregiving is the first step in the health care field, and it is fulfilling to know that there are jobs our students can get as caregivers with minimal experience.

Several exciting things happened in the spring 2013 VESL Personal Care Assistant class.
1. Three students received ASB scholarship awards: Mercene Delima, Nora Hernandez and Yi Hsing (Sabrina) Lee.
2. Three students will go to the CNA (Certified Nursing Assistant) class in the
I am pleased to report that a total of 527 ESL course and program certificates were awarded at the end of the spring semester 2013. This is more than 100 more than in the fall.

The following 37 instructors who voluntarily participated in this continuing pilot are commended for going the extra mile to make their courses more rigorous and document their students’ success:


Fall 2013 semester: Touria Chakir, Laura Gutierrez who came to me from Toan Humphrey’s level 4 class, and Guillermo Hernandez who came to the class from Barbara Raifsnider’s level 6 class. It’s a huge accomplishment for these students to be accepted in the CNA program, as the acceptance requirements are quite strict: 9th grade level on the TABE test and an oral interview with the counselor.

3. Five students from the VESL PCA fall 2012 class who went to the CNA program in spring 2013 all passed the CNA State Certification Exam in May and June. This is truly something to be proud of! It’s wonderful to see students’ success as they transition from VESL to a vocational program like CNA. These five students are Mylvia Bernadeau, Elizabeth Diaz, Jetro Guillame, Salma Medellin and Vanesa Rodriguez. Three of them got jobs as CNAs or caregivers immediately after they became certified.

I was fortunate to team teach with Patty Stottlemyer, RN, and Gita St. John, LVN, once again this spring. They were both great to work with and told me many times during the semester how much they enjoyed working with ESL students. And we certainly loved working with them! I’d like to thank Dean Alma McGee and Dean Robin Carvajal for continuing to support the most important aspect of the I-BEST model, which is team teaching that includes a language instructor and a skills expert.

Spring Semester 2013 ESL Course and Program Completion Results

I am pleased to report that a total of 527 ESL course and program certificates were awarded at the end of the spring semester 2013. This is more than 100 more than in the fall. The following 37 instructors who voluntarily participated in this continuing pilot are commended for going the extra mile to make their courses more rigorous and document their students’ success:
These certificates will be reported to the State, which assists in verifying our program accountability. Thank you to Mary LeDuc for processing the certificates and Alma McGee for personally signing each one. This program has enhanced the quality of instruction so much that we plan to fully implement it in the Spring of 2014 in all classes.

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<td>VESL</td>
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<td>TOTAL</td>
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More ESL Program Outcomes – Spring Semester 2013
By Gretchen Bitterlin

Transition to College Outcomes
The results below are taken from a survey from 7 ESL Transition to College classes:
- 16 students were concurrently enrolled in credit college classes while attending our classes.
- 21 students were concurrently attending a GED class or job training class.
- 52 students transferred or will transfer in the fall to a college credit course. All placements were at the ESOL 30 level or higher.
- 25 students transferred or will transfer to a job training program.
- 15 students transferred or will transfer to a GED program. Most of these students were enrolled at Mid City Campus, ECC, or Centre City.
- 50 students got jobs.

Student Learning Outcome (SLO) Writing Assessment results for spring 2013
The following 10 instructors submitted the results of writing assessments to determine criteria for level promotion: Jessica Maguire, Mozhdeh Fadavizad, Kenna Veatch, Rheba Smith, Cristina Abell, Ann McCrory, Marla Goldfine, Barbara Raifsnider, Toni Fernandes, and Iryna Scharer-Filatova. The cumulative results are as follows:
- 253 students were assessed.
- 151 students (60%) scored 80% or better on their assessments.
- 210 students (83%) scored 70% or better on their assessments. 70% is considered passing for level promotion.

Last spring only 79% scored 70% or better.
Conclusion: The increased amount of writing instruction in our classes is paying off.
Teacher survey - A recent survey monkey provided the following feedback from teachers about their experiences in EL Civics this year:

- The most popular objectives were #33 (Apply for a Job), #28 (Interact with Health Professionals), and #11 (Cultural Differences).

- 85% of responders reported that their selected fall semester objectives were either “very meaningful” or “meaningful” for students; 90% gave the same rating for selected spring objectives.

- 70% of the responders reported that accessing teacher guides and student guides in public folders was “very helpful” or “helpful”; 12% were unaware of the resource, but plan to utilize the resource in the future.

- 90% of the teachers felt they had an adequate selection of objectives; Nutrition was the top vote-getter for new curriculum for next year.

- Teachers who used the EL Civics website reported it “very useful” or “useful”, however 60% of the responders said they did not use it or were not aware of the resource. (The website is currently being updated, and there will be an awareness campaign in the fall.)

Individual comments on the survey:

“"A video would have helped a ton".

“I believe in lessons that promote cross cultural communication.”

“The readings are pretty advanced, but the students do well with lots of teacher support.”

“Will the demo interview ever be available on the EL Civics Website?”
**Student Needs Survey**

A needs survey for beginning low and beginning high levels was conducted in May to determine which new objective would be most welcomed by lower level students in spring semester 2014. In addition to the existing objectives, the top vote-getters on teacher survey were offered for students’ consideration. Here are the voting results of student survey for new objective:

- Nutrition – 193
- Disaster Preparedness – 107
- Environment - 59

Laurie Cozzolino is developing EL Civics Nutrition curriculum for beginning low and beginning high levels for spring semester 2014. Lee Mosteller and Colleen Fitzmaurice are contributing.

**Advanced Level Teacher Forum**

Advanced teachers met in March to discuss implementation of EL Civics at advanced level. They determined that current materials were not aligned with the course outline for Transition to College classes. As a result, new curriculum for #14 (Educational Development) specifically geared to Transition to College is in development and will be available fall semester. Magda Kwitkowska is the writer. Chris Stone and Susan Morgan are contributing.

Feedback from teachers is always welcome. We appreciate brief comments and detailed stories. Thanks to all who gave both written and oral feedback over the year.

**Mimi Pollack, Level 5, Mid City:**

“This semester, my evening level 5 class did EL Civics #11 [Understanding Cultural Differences] for the first time. For me, it was a difficult and rewarding experience. First, the students had to do an oral presentation about a special day in a classmate’s country. In an open-entry class, it is hard to assign partners as not all students come every night. Thus, some students had 2 and 3 partners. This caused endless aggravation to my control freak nature. It also caused confusion for the students, but they finally adapted and stuck with whatever partner they got the most information from. On a positive note, it was interesting for the students to discuss cultural differences and we had many lively discussions.

Next, they had to write about a special day in their own country and compare it to a special day in the United States. This also caused confusion [think Abbott and Costello as to who’s on first] as they had to keep straight that they were TALKING about another person, but WRITING about themselves. Again, as an open-entry class, it was hard to teach and keep tabs on their writing. The Thursday before the Monday exam, we worked for 3 hours straight without a break, and they didn’t even complain.

For me, it was also a learning experience. Some students really got into it and blossomed. Not only that, they made sure to come every night. Others did not get into it at all and stopped coming, basically letting me know that they would be back when it was all over. However, it was gratifying for me as a teacher to work with the ones who did enjoy, expand, and learn from these lessons. It made the aggravation worth it.”
Wendy Liao, Level 1, Miramar:
“EL Civics really gives students an opportunity to feel success.”

Nancy Johansen, Level 3, Mid City:
“Surprise! The #11, Cultural Differences was a huge success. Several years ago, I saw a video of some intermediate level students talking about an important day in their country. I quickly rejected the objective and I thought that talking about holidays shouldn’t even be an objective for EL Civics. After hearing so many teachers’ positive comments,

I finally decided to try it with my high beginning class. My students and I had such a great time with the lessons and practices. Giving students the opportunity to tell others about their countries and cultures definitely stimulated a lot of conversation and interest in writing paragraphs. Students worked hard on their public speaking skills by presenting information about their classmates’ countries in front of the class. My classroom has students from four continents. They are now so much more knowledgeable of each others’ names, countries, and life histories besides having acquired speaking and writing skills.

Besides the valuable experience with the #11, my students carry around materials from previous tests and practice them in their free time. I hear them practicing job interviews in level three, and they report that they are now calling their children’s schools to report absences in level two. All the materials I have used this school year for the EL Civics test preparation have been so useful and well thought out. I wish we had had these materials years ago. So, thank you to you, Jan, and your staff.”

Steve Gwynne, VESL  That Thing We Do
A very shy and quiet student approached me recently and asked, “Hey, teacher. Are we going to do that thing this summer?”

And what exactly would that thing we do be, I wondered. “Oh, do you mean the workplace communication lessons that we practiced?”

“No, not that thing,” he said.

“You must mean that other thing where we learned how to use Yelp to identify businesses and services in the neighborhood, right?”

“No... It’s that thing we did where we walked down the hall to the other room.”

“Oh, that thing!” I replied. “That’s the EL Civics thing!”

“Yeah. EL Civics. Are we going to that this summer?”

The interesting point for me is that here was a shy student having trouble expressing himself and who you also might think would be a timid public speaker; yet he clearly enjoyed the preparation, the oral and written assessment, and the acknowledgement certificate that the whole process had led to. So with some trepidation, I broke the news, “That’s the thing we do in the fall and spring.”
The Bridge to Fulfilling Dreams
One of our EL Civics Objectives focuses on setting goals and studying the pathways to reaching one’s goal. The assessment task at the advanced level is to write an essay on this topic. As we teach ESL on a day to day basis and get to know the interesting backgrounds of our students and their goals, we witness the important journey each student is on in fulfilling his or her dream. The following essays from Carol Goldstein’s Advanced level 6 class document this and the important role learning English plays on a global level.

My Dream of Becoming like Bill Gates
By Hamid Heidari

Imagine a day that you wake up at 10am and after having a delicious breakfast and checking your multi-billion dollar bank account balance, you call your secretary to ask about your program for today and she says you just have a video conference with your company managers to order them a new project… This is my dream; being an owner of a highly successful Information Technology (I.T.) company. After working about 10 years in I.T. fields as an employee, I think it’s time to start my own business. However, I should improve my skills in I.T. and managing a business.

In order to achieve my goal, I will improve my knowledge about some new fields in I.T. Fortunately there are some free job training programs which are a perfect match for my business ideas and I’m going to take them next semester. Cisco Certified Network Associate (CCNA) and Web Server Maintenance and Security are two classes that will help to upgrade my I.T. skills. They are offered at North City campus. However a mandatory orientation is required to enroll.

Regardless of your skills or the type of the business that you want to start, you need to know how to establish and operate a business. For this reason I want to join the Small Business Management class which is offered at North City Campus every week.

Being same as Bill Gates and Steve Jobs is possible, not only by dreaming, but by hard working and hope. Each day that I go to the classes I go one step closer to my dream. I’m excited about thinking about my company’s name from now on!
Getting a Trading Company Job  
by Reina Honda

When I was a middle and high school student, many Japanese girls had “Made in U.S.A” products such as socks, stationery or cosmetics. I really loved them, too. Even now, many kinds of Japanese magazines show us a lot of “Made in U.S.A” products.

Now I’m living in the U.S and I have decided that I’d like to work in an American trading company, and I’d like to export “Made in U.S.A” products to Japan. I’m going to be a specialist organizing legal documents for trading companies. However, I need to learn more before getting a trading company job in the U.S.

In order to get a trading company job in the U.S., I have to take some educational steps. First, I need to be able to understand, communicate and negotiate well in English. When I arrived one year ago, I didn’t understand English well. Now I’m attending a Low-Advanced ESL Class. Teachers always help me to improve my English skills. Next year, I plan to enroll in the highest level ESL class. Simultaneously, I’m going to learn about the special English vocabulary for trading. Ultimately, good English skills will allow me to have good communication and negotiation with good clients.

My education will not end with improving my English skills since there are other classes that I plan to take in order to apply for my future job. In checking the class schedule, I found many classes to further my plan. I found a computer class, “Microsoft Office Skill 2010” at North City Campus. The cost is free. In addition, some computer classes like Excel, Word, or Access could accelerate my business administration skills. Then I plan to study for a civilian certificate for trading in Japan, but I can’t go to the class in the U.S., so I will study via a correspondence course. Furthermore, I plan to get a national trading certificate in Japan called “Custom Broker License.” Getting some certificates and having computer skills will help me to get the job I desire.

My dream is becoming a specialist in legal trading documents. I think I will have a better chance of getting a job in the U.S, taking computer classes, improving my English skills and studying to get a trading certificate.
Becoming a Successful Businessman

Ravi Kumar

I am Ravi Kumar from India. I have many short-term goals and dreams in life, but my long-term goal or my life ambition is to become a successful businessman. I own a Construction Service Company in India which I am currently operating online from San Diego.

In order to become a successful businessman, I have to learn many more things like effective communication, advanced technology and effective managerial skills. My long-term goal is to expand my current business among different cities of my country, India, by creating employment opportunities. During my stay in the United States, I want to maximize my skills and become perfect at them. As of now, I am taking an Advanced ESL class at Mesa College, ESL lab and Conversation. I have also taken classes in Project Management, Creativity and Innovation in Business.

I am planning to attend classes in Business Communication, which will help in improving my communication skills in the field of business. Business Management classes will help me to focus on key elements of business organization and pronunciation/ conversation classes will help improve my English fluency and accent. I would like to take as many classes as possible which will help me in developing my business skills and network, and which can lay down a strong foundation towards my long-term goal.

I know it’s not that easy to achieve my dream but I am trying hard towards my goal. I want to prove to myself and the world that I can be successful and make my father feel proud of me. I plan to see myself as a successful businessman by 2020.
You might wonder what happens to all the money received from our annual Federal 231 grant. Besides paying for all your books and supplies and updated equipment in your classroom, it supports the following accomplishments:

I. CASAS Testing/ Assessment/ Orientation
   A. Expanded orientation to CE Mesa campus
   B. Piloted new oral placement test for placement
   C. Revised ESL Student Guides and site pages
   D. Revised supplementary exercises for Student Guides
   E. Arranged for compensation for adjunct instructors for CASAS paperwork
   F. Implemented online registration at 6 campuses

II. Student Learning Outcomes
   A. Confirmed SLOs for Citizenship
   B. Offered two SLO writing workshops to score writing assessments and reported results

III. Staff Development
   A. Presented workshop on early production for teaching candidates
   B. Facilitated workshop on feedback from conferences
   C. Developed and disseminated monthly Learner Persistence tips
   D. Facilitated Level Meetings during FLEX days
   E. Facilitated Spring staff development event featuring Diane Larsen-Freeman who spoke on “Grammar and Grammaring”
   F. Developed 5 You Tube videos for online staff development on best practices in ESL

IV. Transition
   A. Facilitated meetings between non-credit and credit ESL teachers and counselors at Miramar, Mesa, and City college
   B. Facilitated meeting of Transition course instructors to share ideas and materials
   C. Developed a plan to incorporate transition to college curriculum into an EL Civics objective
   D. Developed a proposal to continue research on transition of non-credit ESL students to credit ESOL courses
   E. Increased number of transition to college ESL classes

V. Program / Instruction/ Curriculum
   A. Revised criteria for course and program completion
   B. Continued Piloting course/program completion with 35 instructors
   C. Awarded course and program completion certificates for fall and spring semesters
   D. Revised core text list and developed price list for core texts
   E. Completed certificates of completion for Citizenship
   F. Provided additional aide support at several campuses

VI. Marketing
A. Revised ESL brochure  
B. Updated ESL website  
C. Produced business cards with ESL campus information

**VII. Collaborations/ partnerships**
A. Continued collaboration with IRC to provide Citizenship services to our students

**VIII. Citizenship**
A. Attended community USCIS meetings  
B. Developed new curriculum for Citizenship  
C. Arranged for USCIS officers to be guest speakers in Citizenship classes  
D. Recruited and trained additional Citizenship volunteers and instructional aides to assist in classrooms  
E. Provided two teacher trainings, fall and spring, for Citizenship instructors  
F. Collaborated with DSPS and USCIS to provide better service for our disabled and elderly Citizenship students  
G. Collaborated with IRC and Jewish Family Services to provide legal services and tutoring for our Citizenship students even during times when school was not in session  
H. Arranged for Washington DC USCIS staff (Donna and Michael) to observe our Citizenship classes  
I. **198 Citizenship students passed their interviews and officially became new citizens of the U.S.**

**IX. EL Civics**
A. Revised and updated 29 different student guides  
B. Revised and re-formatted all teacher guides to provide easier electronic access  
C. Added an Assistant EL Civics Coordinator  
D. Hired five additional examiners to do EL Civics assessments  
E. Provided EL Civics assessment results to instructors doing course completion  
F. Conducted writing assessment training for all examiners  
G. Revised all oral and written assessments to align better with SLO assessments  
H. Updated EL Civics website

**X. VESL**
A. Held regular VESL committee meetings to make recommendations for curriculum, etc.  
B. Developed and conducted a VESL career interest survey among students  
C. Researched new software for VESL and committed to piloting Burlington English software  
D. Revised VESL modules: Business Information Technology (BIT) and Certified Nursing Assistant (CNA)/Home Health Aide (HHA)  
E. Converted audio tapes for VESL to Mp3 files  
F. Discussed ways to market the VESL program to attract more students

**XI. Technology**
A. Revised ESL Technology Plan  
B. Purchased smart carts for more classrooms and additional software for ESL
classrooms and labs
C. Trained faculty to use new technology in new CE Mesa building and new ECC wing
D. Continued Tuesday Tech Tips for CE faculty
E. Presented workshops on Powerpoint, Quia, SDCE Online Faculty Directory
F. Trained instructors and students on how to access websites and use software in labs
G. Conducted one to one and small group trainings on technology topics
H. Developed surveys, using Survey Monkey and Google Forms
I. Created teachers’ blog for the 5 You Tube teacher training videos
J. Supported instructor in OTAN’s TIMAC mentoring program. Mentor developed several low level phonics PowerPoints and trained three other instructors. All the PowerPoints were made available to ESL faculty.

XII. Other
A. Raised $2000+ for Bachman/Jennings Emergency Book Fund
B. Produced 3 Dialogue Newsletters
C. Completed annual program review report
D. Completed mid-term accreditation progress report

We acknowledge the following instructors for their contributions to our program in a variety of areas this past year. Their dedication to program improvement in addition to being outstanding instructors is much appreciated.

San Diego Regional CATESOL Conference presenters: Thelma Moore, Cindy Wislofksy, Gretchen Bitterlin, Donna Price, Stephanie Thomas, Rheba Smith, Magda Kwiatkowski

Read San Diego Tutor Conference Presenters: Barbara Raifsnider, Stephanie Thomas, Gretchen Bitterlin
CATESOL / TESOL Conference Feedback Presenters: Sharon Javdan, Barbara Raifsnider, Cindy Wislofsky, Rheba Smith, Andrea Sperling, Nancy Johansen, Magda Kwiatkowski

Contributions to public folders managed by Donna Price and Cindy Wislofsky: Richard Weinroth, Stephanie Thomas, Lesley Robin, Mechelle Perrott, Colleen Fitzmaurice, Wes Popham, Rosaelena Pilco


ESL Learner Persistence Committee: Chair: Corinne Layton

ESL Textbook Committee: Chairs: Barbara Raifsnider and Ann McCrory
Members: Anagit Traganza; Ann McCrory; Barbara Pongsrikul; Cindi Hartman; Cindy Wislofsky; Corinne Layton; Elizabeth-Ann Senier; Gretchen Bitterlin; Jan Forstrom; Jim Brice; Kenna Veatch; Laurel Slater; Magdalena Krupa-Kwiatkowski; Nancy Johansen; Susan Morgan; Vikki Regier; Xanh Lam, Neil Dewse, Gretchen Bitterlin

ESL Lab Networking Committee: Chair: Jim Brice
Members: Beth Bogage, Donna Price, Liz Flynn, Jim Huffman, Gretchen Bitterlin, Steve Gwynne, Xanh Lam, and Cindy Wislofsky


VESL Committee: Chairs: Corinne Layton and Steve Gwynne
Members: Barbara Pongsrikul, Carolyn McGavock, Cindi Hartman, Cindy Wislofsky, Donna Price, Jim Brice, Gretchen Bitterlin, Ola Steenhagen, Colleen Fitzmaurice, Lily Gonzalez

Teachers who had students write essays for scholarship applications and contests: Ingrid Greenberg, Jeannie Ross, Chris Stone, Ann McCrory, Beth Bogage, Marla Goldfine, Corinne Layton, Carolyn McGavock, Liz Flynn, Andrea Sperling, Toni Fernandes, Marina Vera


Transition ESL teachers: Susan Morgan, Chris Stone, Beth Bogage, Sandie Linn,
Toni Fernandes, Magda Kwiatkowski, Madonna Ostrye, Carl Luster, Kathren Bouldin, Rose Babayan

**Volunteers in ESL/ Citizenship classes:**
Center City: Yelena Kandarova
Chavez: Ed Collins, Patsy Brown
North City: Hal Heath, Jia Sun, Lee Mosteller
ECC: Stephanie Jaret
Mid City: Lonnie Brunini, Chris Gommel

**Curriculum Development:** Carolyn McGavock, Steve Gwynne, Corinne Layton, Lesley Robin, Magda Kwiatkowski, Chris Stone, Lydia Hammett, Laurie Cozzolino, Thelma Moore, Stephanie Thomas, Madonna Ostrye, Susan Morgan, Ann McCrory, Rosaelena Pilco, Colleen Fitzmaurice

**SLO Writing Participants:** Cristina Abell, Mozhdeh Fadavizad, Ann McCrory, Robin Davee, Toni Fernandes, Cindy Terry, Magda Kwiatkowski, Kenna Veatch, Angie Moeen, Barbara Raifsnider, Rheba Smith, Cindi Hartman, Nonna Sadoudi, Iryna Scharer-Filatova, Marla Goldfine, Neil Dewse, Chris Stone, Jessica Maquire


**CE Workshop presenters:** Cindy Wislofsky, Stephanie Thomas, Ann McCrory, Rheba Smith, Magda Kwiatkowski, Gretchen Bitterlin, Donna Price, Corinne Layton

**TIMAC Project:** Stephanie Thomas, mentor; Wendy Liao, Rheba Smith, and Lydia Hammett, mentees.

**ASB Coordinators:** Rheba Smith

**ESL Teacher Training Video Project:** Editors: Cindy Wislofsky, Gretchen Bitterlin; Teachers on video: Eileen Schmitz, Amy Watt, Ann McCrory, Ola Steenhagen; Videographer: Sam Kulani
Congratulations to the numerous instructors listed below who received technology training in the 2012/2013 school year (whether at a workshop, in a small group, or during an individual session). Popular training topics with the ESL technology resource instructor included how to use equipment (AV carts, newer classroom podium equipment, lab equipment, Alpha Smart portable keyboards), how to set up and maintain an e-rollbook, and what to do when you take your students to the lab (e.g. ESL software, websites, class projects).

1. Andrea Sperling
2. Ann Marie Holzknecht
3. Ann McCrory
4. Anna Armendariz
5. Badia Dizaiy
6. Barbara Pongsrikul
7. Carl Luster
8. Carmina Gerardo
9. Carol Goldstein
10. Carol Kwan
11. Carolisa Morgan
12. Carolyn McGavock
13. Cathy Coxey
14. Chris Stone
15. Cindi Hartman
16. Cindy Terry
17. Colleen Fitzmaurice
18. Connie Falconer
19. Corinne Layton
20. Diane DesRoches
21. Donna Huchel
22. Elaine Barrett
23. Elizabeth Osborn
24. Elvira Serkia
25. Greg Laskaris
26. Gretchen Bitterlin
27. Jana Westfall
28. Jean All
29. Jean Washington
30. Jim Brice
31. Joyce Thompson
32. Karen Fonseca
33. Laurel Slater
34. Lesley Robin
35. Leslie Shimazaki
36. Lydia Hammett
37. Lynn Francis
38. Madonna Ostrye
39. Magda Kwiatkowski
40. Marlene Hadge
41. Mechelle Perrott
42. Melody Paris
43. Mimi Pollack
44. Nancy Johansen
45. Neil Dewse
46. Nonna Sadoudi
47. Patricia Miyamoto
48. Patty Griffitts
49. Paula Oswald
50. Rheba Smith
51. Richard Weinroth
52. Shahrrokh Safavi
53. Sharon Javdan
54. Starlene Dahl
55. Stephanie Thomas
56. Thelma Moore
57. Toan Humphrey
58. Uta Cole
59. Valerie Long
60. Veronika Norris
61. Wendy Liao
62. Xanh Lam

Technology Integration Continues to Grow
By Cindy Wislofsky
How many times have you wanted to attend a teacher training workshop but didn’t have the time or didn’t have 3 hours to spare?

How many times have you wished you could observe a fellow teacher but couldn’t because you teach at the same time? We have so many incredible ESL instructors in our program we needed a way to capture their best practices to share with others. These concerns motivated our ESL program to develop short videos (7-12 minutes each) of best practices and post them on YouTube so that teachers can watch them whenever they want. Then Cindy Wislofsky put them into a blog so that teachers can comment on them and share ideas related to the content of each video. So far, we have created 5 videos covering different techniques and levels:

- How to Help Students Organize Their Binders by Eileen Schmitz
- Using Assessment Folders to Monitor Student Progress by Eileen Schmitz
- Introducing a New Lesson Before Opening the Book by Amy Watt
- The Writing Process in Action by Ann McCrory
- Learning New Words Interactively by Ola Steenhagen

You can access these short videos and blog via the following link:

http://esltrainingvideos.blogspot.com

If you have any comments or ideas to share related to the video, you may post your comments and read what others have to say as well. While this does not replace hands-on face to face training, it provides another option for staff development for busy teachers. In the coming year, we hope to produce more of these videos, capturing a variety of best practices from our experienced staff of instructors. This project would not be possible without Sam Kulani, our district videographer. We thank him for his patience and support for this project and look forward to working with him in the fall.
Blue Eyes! Moon Face! Creativity! I love being able to be creative in the classroom allowing students to have their own creative voice. This is a simple component of a lesson about adjectives. We listened to and watched a youtube video by Elton John called "Blue Eyes". Then the students wrote their own poetry.

Simple! Experiential! Creative!

Moon Face
Ma's got moon face
like a bright yellow moon
in the night sky.

Moon Face
Ma's got moon face
When the morning disappears
I can't see you
but you will always be in the sky.

Moon Face
Ma's got moon face
with shiny eyes.
When the sun goes down
and Ma's face becomes yellow moon again.

Moon Face
I have so many things to talk with you
but, I can't talk to you because
you are always in the sky
and silent in the USA's sky.

Susie
Micaela
Tenayli
Ma
Tuti 13
Lucky Classroom

We are happy
when start the class
This is for us
we appreciate
when we meet new friends
we have opportunity
we learn English skills.

In our lucky classroom
we have a new family
we have opportunity
we know other cultures

In our lucky classroom
we have a great teacher
we are winners
we learn, reading, writing
for critical thinking

In our lucky classroom
we are happy
we are active good learners
we can say
This is a lucky classroom.
A Way to Reward Students’ Accomplishments and Encourage Extended Reading  By Mimi Pollack

Here is something successful that I have been doing with my Mid-City students every semester. Townsend Press has a nice collection of books that they sell for $1 each. They are ESL versions of classics and biographies of presidents. I usually buy 25 or 30 books each semester, and then I show them to my students. I tell them that at the end of the semester, the students who have 100+ hours will get a book. We do a little ceremony on the last day and I have them come up and choose their book. The student with the most hours gets to come first, etc. This semester, I gave away 25 books, and they loved it! I bring in magazines for those who have less than 100 hours.

A Successful Project featuring Classroom Presentations  By Marina Vera, Instructor, Advanced level 6, Chavez Campus

I would like to share information about a successful classroom project we did in my level 6 ESL class titled ESL Advanced Low 6 Discography. Each student selected a special song. They researched it and had to answer questions such as “Who was the lyricist and composer? Was this song part of a movie?”

“If so, what movie?” and finally, “Why did you pick this song?” The students prepared a presentation using a poster board or power point. The presentations included a YouTube video of the song with lyrics and a short video on the life or death of the singer/composer. Each presentation lasted between 10 to 20 minutes. After each presentation students could ask questions of the presenter. The most poignant questions were “Why did you pick this song?” and “What does it mean to you?” The songs became a rich venue where language, experiences, memories and emotions were interwoven and shared by each student, and where barriers were broken. Each presentation was unique and unforgettable. Also, new vocabulary from the lyrics was highlighted and discussed. Each student’s interpretation of the song led to rich discussion and dialogue.

This project was one of the most rewarding projects I’ve ever experienced as an instructor.
‘Turn to Technology’ Corner by Cindy Wislofsky

Websites for free pronunciation-related practice worth checking out:

**Short videos with script underneath, listening practice** (type in missing words from video), and then can record lines and compare your own pronunciation to the original line. Must register but it’s free:

www.englishcentral.com

**Minimal pairs practice:**

www.manythings.org/pp/

**Type in any word and hear it pronounced:**

www.howjsay.com

**Phonetics-themed**, watch animated mouth and real mouth for each sound, linguistic terms used, from University of Iowa:

Success Story – Thuy Nguyen  By Ola Steenhagen

Thuy Nguyen, instructional assistant at the North City-Miramar campus computer lab, is an outstanding example of the type of adult students our program supports and encourages and who continue to amaze and inspire us.

Thuy was honored in March, 2013 with her induction into Pi Alpha Alpha, the National Honor Society for Public Affairs and Administration. She was recognized at a special luncheon at the Parma Payne Goodall Alumni Center. In her class of 415 Public Administration students, Thuy was one of twelve students so honored – she was also the only honoree whose first language was not English.

Thuy continues her studies with a double major in Public Administration and Linguistics. Her experience as a successful university student is a role model for the students whom she assists daily, as well as the teachers who know her and her determination to help others. Congratulations, Thuy!
It is always nice to hear from our students after they leave our classes and to know how they are transitioning to other programs in Continuing Education. The following two letters were sent to Toni Fernandes, our Advanced ESL teacher at the West City Campus.

My name is Laima Sepulveda; I'm from Colombia I was born in Bogota the capital of Colombia where I grew up, my parents live in Bogota we communicate very often because we are a very close family. I have a Bachelor Degree in Business Administration and I worked as a Human Resources Manager for the past eight years, I have been in San Diego since December 2012, because it's my husband hometown.

I decided to enroll at the school because I wanted to improve my English, so I started my ESL classes. I believe San Diego continuing college is a helpful school I am in ESL advanced classes and my experience as student studying here has been wonderful. My teacher Toni is a great teacher and very professional and she always makes many activities during the class. During the time I have been studying here I have improved my reading, writing, listening and conversation. I learned how to write an essay's in American standards and one of the activities in the class was to study "EL CIVIC" which is a guide where you learn about the values in American culture. I also had the opportunity to discuss these values with my fellow classmates which are people from all around the world. Another essay I had to write was about the American cultural and compare it to my own culture and I had to make an oral presentation about a custom in my country. "EL CIVIC" helped me to learn about the cultural backgrounds of the people in the community and have a better relationship with neighbors. Other activity was an oral presentation, in my oral presentation I'm talked about the most beautiful beaches in my country and about the natives who still exist in my country and their interesting customs. I mentioned above about the many different people in my class from all around the world which helped me not only learn about America culture and what I means to different people that come here but I also learned about their cultures as well.

San Diego continuing education has many different certificate programs, so this summer I started study office skills classes, for now I am learning Microsoft Excel and Word, I think is important to improve my skills in order to find a good job and be successful in this
I have been studying English for six months, now I feel more confident; I comprehend and participate fluently in formal and informal conversations on general or specialized topics, I can analyze and interpret the English language better now. For me is very encouraging seeing the achievements that I have obtained during the time I have been studying English at San Diego Continuing College.

Hello!
Here is Victor Camargo. I am 30 years old and came from Sao Paulo, Brazil, to San Diego because my wife had won a scholarship to do her Post-Doctoral in molecular Biology at UCSD.

I had joined the ESL at West City Campus by the end of December last year. Since then my English has been improving which makes me feel more confidence to join conversations, pick up the phone and to be more involved with Americans. I have to say that my teacher, Toni Fernandes, is awesome and really knows how to teach English and handle the class even on the hectic days.

In February I was elected the Vice President of ASB. It is really nice to be involved by the important situations and also contribute to improve our day by day on campus.

Now I am also attending Accounting classes by Linda Amor. It’s such a great experience to have the opportunity to refresh the subjects that I had on my graduation in Brazil and learn business English. We, my wife and I, are having good cultural experiences here in San Diego and we really enjoying the American way of life. My goal is to be an American citizen.

I am Victor Camargo, a proudly student at West City Campus.

**Good News!**

The budget is improving. We have been able to hire some new instructors. We welcome the following new instructors to our ESL program:

Aldamay Rudisuhli, Diana Vera Alba, Georgette Daggett, Jae Shin, Deedee Ade, Neda Orban, Gamze Tufekci, Marica Rizzo Mohr, and Emma Nazarro.