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ABSTRACT

A review is provided of the clientele, provision of services, and potential growth of English as a Second Language (ESL) instruction in California's community colleges as a step in the development of a coherent philosophy and practical strategy to meet current and future needs. Section I provides background information on ESL instruction in the community colleges and the bills which constitute legislative authority for ESL offerings. Section II highlights major findings and recommendations of the California Postsecondary Education Commission report, "Promises to Keep," indicating that ESL courses are found in every segment of postsecondary education in California and that 91 of 107 community colleges offer ESL instruction. Section III discusses the current and projected needs for ESL services, considering the number of limited-English proficient students in K-12 levels, vocational education requirements, the large refugee population in California, and demographic projections. Section IV describes the characteristics of existing programs and the teaching and administrative practices found in ESL courses and programs statewide based on a 1983 survey of a stratified sample of 18 community colleges. Finally, section V describes three model ESL programs, selected on the basis of innovative practices, size, location, and population served. Appendices include ESL course descriptions. (HB)

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G. Hayward

Board of Governors of the
California Community Colleges
January 26-27, 1984

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

6 Item 1

Title: English as a Second Language: Its Scope, Role and
Definition within California Community Colleges

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Rita Cepeda, Specialist
Program Evaluation and Approvals

Summary

In January 1983, the California Postsecondary Education Commission (CPEC), produced a report entitled, "Promises to-Keep." This report focused on remediation and addressed a number of related issues including English as a Second Language. While acknowledging that ESL did not fit entirely within the definition of remedial course offering, Commission staff nevertheless identified ESL as an area with significant implications for the future.

The CPEC report recommended that all segments of postsecondary education examine no later than January 15, 1984

"the clientele, provision of services, and potential growth of English as a Second Language services as a preliminary step in the development of a coherent philosophy and practical strategy to meet both current and future need."

Staff is submitting this item as a status report.

This report is in response to the CPEC recommendation in "Promises to Keep" and represents the initial phase of our review of English as a Second Language.

ED239673

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I. BACKGROUND

It is difficult to pinpoint with exactness the beginning of English as a Second Language (ESL) instruction in community colleges; however, there is evidence that it began around 1945. This post-World War II expansion period saw the growth of the concept of community colleges as the provider of educational services to all adults in the community.

While there were many efforts to meet the needs of limited-English proficient persons, curriculum adaptations developed sporadically and independently from college to college. It was not until the 1960's and early 1970's that ESL began to emerge as we know it today. ESL now exists in various levels of detail and sophistication. However, the role of ESL, its place, function and future within educational policy is still uncertain and fragmented. This is due in part to misunderstandings concerning terminology and the lack of uniformity in course classification statewide. While some of these problems are not unique to ESL as a discipline, they are important at present when the community college role and mission are being re-examined, and while retrenchment, deletions, and cutbacks are taking place.

A review of several key legislative mandates provides another avenue for tracing the development of ESL courses in community colleges. The following bills laid the background for what later constituted legislative authority for ESL offerings in community colleges:

1977 AB 459 (Chapter 915, Statutes of 1977 - Montoya)--established the first distinct authority in the Education Code differentiating credit from non-credit courses, thereby allowing for the classification and state support of courses including ESL which did not directly apply to the AA degree.

1978 SB 154 (Chapter 292, Statutes of 1978 - Rodda)--Further confirmed the difference between credit and non-credit and set forth conditions for the receipt of state funds in 1978-79. SB 154 stipulated that only certain non-credit course offerings could benefit from state support. For the first time Education Code language authorized state support for:

"...courses in elementary and secondary basic skills, a class in English for foreigners, a course in citizenship, a course in a trade or industrial subject, including apprenticeship classes as they are defined by the Chancellor's Office, a special course for handicapped adults."

1979 AB 8 (Chapter 282, Statutes of 1979 - Greene)--was the major funding measure for 1979-80 and 1980-81. This bill required, among other things, that the Chancellor's Office conduct a study of credit/non-credit offerings and that it recommend specific criteria for classifying these courses.

One of the specific concerns of AB 8 was the delineation of function between community colleges and adult schools. This concern was resolved by the establishment of mutual agreements of responsibility regarding non-credit classes and programs to be offered by either the community college or the adult school [EC Sections 8530-8537].

1981 AB 1526 (Chapter 103, Statutes of 1981 - Hughes) added section 84641 to the Education Code. This established nine specific noncredit courses eligible for state funding. English as a Second Language was identified as one of the distinct areas to receive state support.

While legislative mandates attempted to keep pace with the changing needs of the population, there were other forces which began to forge components of an educational policy on ESL. Professional organizations such as CATESOL (California Association of Teachers of English to Speakers of Other Languages), CATE (California Association of Teachers of English), ECCTYC (English Council of California Two-Year Colleges), and CCCESL (Consortium for Community College English as a Second Language) all have adopted statements supportive of ESL and cognizant of the integral role of ESL within the comprehensive community college curriculum.

II. RECENT ROLE OF THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

In January 1983, CPEC produced an extensive report entitled "Promises to Keep." This report centered on the remediation needs of students enrolled in postsecondary education. The report addressed a number of related issues including ESL. While acknowledging that ESL did not fit neatly into the definition of remediation, the report recognized, nevertheless, that ESL instruction had come to play a prominent role in the postsecondary education curriculum of all public colleges and universities.

Report Findings

The CPEC study found ESL courses in every segment of postsecondary education; the University of California system, the State University and the Community Colleges. Seven of the eight undergraduate campuses of the University offered ESL courses in 1981-82 and the numbers of courses offered were expected to grow due to increased need and better student assessment procedures. Most of the University offerings were at the lower division level. Some were offered for upper division credit.

All the State Universities offered some sort of ESL instruction. Eighteen of the nineteen campuses offered ESL at the lower division level. However, one campus offered one-third of its courses at the upper division level. In addition, 89 percent of the ESL courses at the CSU were offered for credit.

Ninety-one of the 107 community colleges offered ESL courses. It is estimated that 35 percent these courses were offered for credit while 65 percent were offered for non-credit. Table A below provides an interseg-

mental comparison of the growth of ESL during a recent 3 year period.

TABLE A
English as a Second Language Enrollment Figures*

	1978-79	1979-80	1980-81
University of California	** (N=5) 1,500	(N=6) 2,033	(N=7) 2,431 (+62.1%)
State University	(N=12) 3,421	(N=15) 4,474	(N=18) 6,390 (+86.8%)
Community Colleges	(N=86) 33,768	(N=89) 43,817	(N=91) 58,934 (+77.5%)

*The enrollment figures provided represent total enrollment which is a duplicated seat count. For example, one student will be counted twice if he/she enrolled in two different ESL courses.

**N=number of colleges sampled

Source: CPEC-Promises to Keep pp. 44, 66 and 89.

Table A leaves no doubt as to the significant growth of ESL courses in all segments and provides an impressive illustration of the high degree of community college involvement in ESL in comparison to the other two segments.

The CPEC report made seventeen recommendations in all areas of remediation, some of which applied inter-segmentally. Regarding ESL, however, the report made a specific recommendation which follows:

"That the University of California, the California State University, the Chancellor of the California Community Colleges, and the State Board of Education examine by no later than January 15, 1984, the clientele, provision of services, and potential growth of English as a Second Language services as a preliminary step in the development of a coherent philosophy and practical strategy to meet both current and future need."

In response to the CPEC recommendation, Sections III through V of this report discuss the existing and growing need for ESL, the specialized terminology evolving in this field, and the many curriculum variations developed statewide. In addition, staff has conducted a telephone survey and gathered enrollment data from the top 20 providers of ESL. These 20 colleges represent 90% of the total ESL course offerings statewide. Table B below demonstrates the dramatic increase in ESL enrollment since the CPEC report for 1980-81. CPEC reported the total ESL enrollment for 91 colleges at 58,934; an increase of 77.5% between 1978 and 1981. The data gathered by our agency shows a continued increase. Chancellor's Office data indicate a dramatic surge in enrollments during 1981-82 (155,320) and drop in 1982-83 (138,448). This decrease is due to budget cutbacks which impacted all educational areas during the 1982-83 academic year. Nevertheless, the increase is substantial.

TABLE B
Total ESL Enrollments in Colleges
With the Largest Programs

College	Credit & Noncredit 1981-82	Credit & Noncredit 1982-83
Butte	846	984
DeAnza	3,679	3,195
Glendale	11,155	10,385
Indian Valley	793	843
Imperial Valley	1,890	1,890
Long Beach	1,610	1,448
Los Angeles City	1,978	1,946
Marin	4,152	4,584
Mira Costa	1,384	1,570
Modesto	1,778	1,846
Mt. San Antonio	639	882
North Orange County	11,500	11,750
Pasadena City	6,293	4,798
San Diego Adult Ed.	22,076	17,030
San Francisco Centers	44,605	45,516
Santa Ana	29,034	19,924
Santa Barbara	6,493	4,804
Santa Monica	3,561	3,209
Santa Rosa	720	744
Southwestern	1,134	1,100
Total Enrollment*	155,320	138,448

*Note: These figures represent duplicated enrollment counts.

III. CURRENT AND PROJECTED NEEDS FOR ESL

- A. There are no direct language census data presently collected by community colleges and therefore no direct means to ascertain the number of Limited-English Proficient (LEP) students enrolled. There are, however, some indirect measures of need. For example, the State Department of Education is required by Federal law to conduct an annual language census of Limited-English Proficient students (LEP) at the K-12 levels. Based on the K-12 count some estimates may be made regarding the 18-and-over population group. According to the Department there were 457,542 LEP students enrolled in California public schools in 1983. This figure represents an increase of 26,099 (six percent) over the 1982 figure of 431,443. Language minority background students (LEP and Fluent English Proficient (FEP)) now constitute 22.6 percent of the total pupil enrollment in California. It is projected that by 1985, LEP students will number 525,000 (See Table C).

It has been estimated by the Department that for every two to three LEP children, there is one LEP adult. Given this ratio, California may have anywhere from 152,500 to 228,700 LEP adults in need of ESL instruction.

B. Vocational Education Requirements

Compliance with the Vocational Education Amendments of 1976 (P.L. 94-482) is an additional factor which needs to be considered in projecting future need for ESL programs and courses. The Vocational Education Amendments specify that vocational education should be accessible to individuals of all ages in all communities. Priority is placed on providing special assistance to persons for whom the need is most acute--the handicapped, disadvantaged, and the limited English proficient.

C. Refugee Population

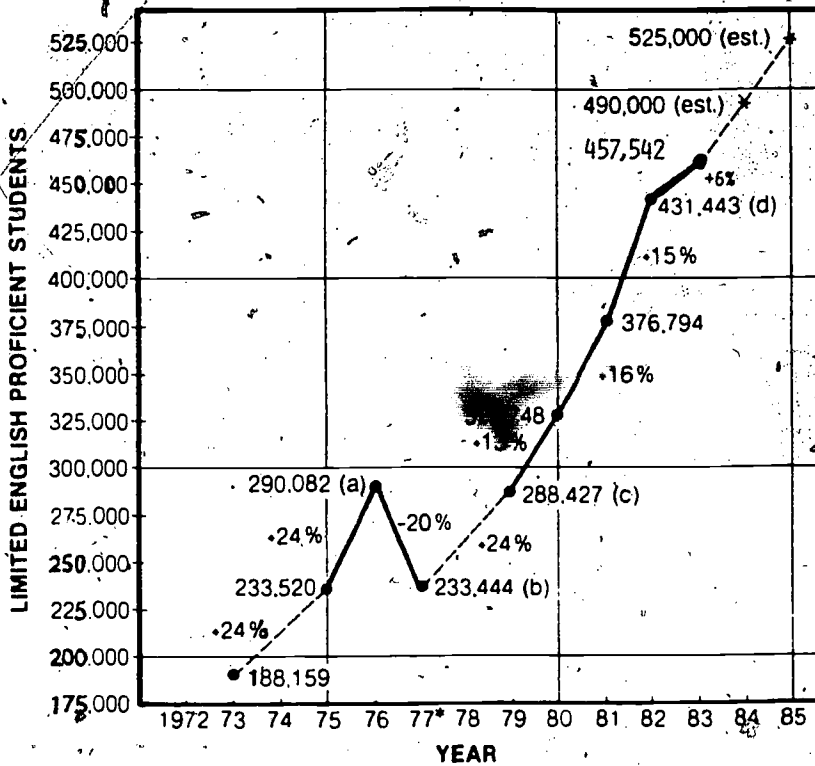
The large influx of Southeast Asian and other refugees into California constitutes another indication of need. The National Office of Refugee Resettlement estimates that 34 percent of all refugees entering the United States settle in California. This figure does not account for secondary migration of refugees who come to California after their initial stay in other states. After adjusting for secondary migration, California has approximately 40 percent of the United States Indochinese refugee population.

During the 1982-83 academic year there were approximately 29,000 Indochinese refugees attending California community colleges.¹ The most heavily impacted colleges continue to be those in Los Angeles, Orange, San Diego, Santa Clara and San Francisco Bay Area. There is some recent evidence

¹California Community Colleges Chancellor's Office (Analytical Studies Unit) Impact of Indochinese Refugees -- March 1982.

TABLE C

LIMITED ENGLISH PROFICIENT STUDENTS
IN CALIFORNIA PUBLIC SCHOOLS



Source: California State Department of Education/Office of Bilingual/Bicultural Education. DATA/BICAL Report #83-2

- Notes:
- a) Local census options (1972-76) reported "Language Dominance".
 - b) Fall 1977 -- AB 1329/76, statewide report of "most comfortable" language using SDOAI.
 - c) Spring 1979, 1980 & 1981 -- AB 3470/78, English oral proficiency (LES/NES).
 - d) Spring 1982+ -- AB 507/80, English proficiency assessments (LEP).
 - e) There was no census in 1974 or 1978.

that many refugees are moving to suburban and rural areas; consequently, the need for ESL may begin to be felt in colleges not traditionally associated with large numbers of language minority students.

D. Department of Finance Demographic Projections

Population census data and demographic projections based on the 1980 census are additional indicators of projected increased demand for ESL in this State. According to the Department of Finance Demographic Research Unit, the the population of California may be broken down as follows:

<u>Racial/Ethnic Background</u>	<u>Percentage of Total Population</u>
White Non-Hispanic	66.6
Hispanic	19.2
Black Non-Hispanic	7.5
Asian and Other Non-Hispanics	6.7
Total	100.0

In the data above, Hispanics and their particular portion of the California population, are differentiated from other groups in order to avoid a Hispanic double-count. This is necessary because Hispanics may also fall in any of the other racial groups. A second reason for focus on Hispanics is that 73.7 percent of all LEP children in California public schools come from Spanish-speaking backgrounds.²

There have been other projections made by demographic research firms such as the Center for Continuing Study of the California Economy in Palo Alto, California, which make the following estimates concerning the change in the ethnic minority compositions for this State:

²Source: California State Department of Education, Office of Bilingual Bicultural Education. DATA/BICAL Report #83-2.

CALIFORNIA ETHNIC MINORITY PROJECTIONS

Year	Percent of Ethnic Minority Population	Percent comprised by Hispanics	White Population
1988	34%	20%	66%
1990	40%	24%	60%
2000	46%	30%	54%
2010	52%	33%	48%
2030	60%	39%	40%

IV. ESL PROGRAMS AND COURSES AND DEFINITION OF TERMS

The following portion of this report describes the characteristics of existing programs and the teaching and administrative practices found in ESL courses and programs statewide.

A. Definition of Terms

1. English as a Second Language (ESL) - refers to the teaching of English to persons whose primary language is not English.
2. Vocational English as a Second Language (VESL) - English which teaches occupational lexicon, job-finding skills, and on-the-job communication related to a particular vocational area.

Pre-vocational English as a Second Language - prepares adults for employment by teaching listening, speaking, reading and writing English skills directly related to the world of work.

3. Adult Basic Education/English as a Second Language (ABE/ESL) - Prepares adults for the high school diploma or for enrollment in college level work by teaching speaking, reading, and writing English skills.
4. Credit ESL - refers to those courses or programs which teach English to persons whose primary language is not English and which meet the criteria for credit courses established in Title 5, Section 55002(a) (1-8). Courses may be further designated for credit which are:
 - a) AA-Appropriate - counting only toward the Associate of Arts degree;
 - or
 - b) BA-Appropriate - transferring to four-year colleges either as an elective credit or as the equivalent of a BA level course.
5. Non-credit ESL - refers to those courses which teach English to persons whose primary language is not English and which meet the criteria for non-credit courses established in Title 5, Section 55002(b)(1-4) and E.C. Section 84641.

No-credit-Zero credit ESL Courses - refers to ESL courses most often taught under the community services or Adult Basic Education program. As their title indicates, these courses do not receive any type of college credit.

B. Findings of Recent CCCESL Survey of ESL Courses

During August, 1983 The Consortium for Community College English as a Second Language (CCCESL) conducted a survey of a stratified sample of eighteen community colleges which offered ESL courses. Some of its highlights are as follows:

- o Approximately 35% of all ESL offerings are in the credit area while 65% are classified as non-credit.
- o Non-credit ESL sections were almost twice as large as their credit counterparts (55 students compared to 36 students respectively).
- o Most ESL programs averaged 24 units. These programs were offered to students most of whom intended to mainstream into the academic or vocational programs; or to students concurrently enrolled in regular college programs.
- o Seventy-eight percent of the colleges indicated that their ESL courses were not open entry/open exit, indicating the existence of specific expectations and measurable accountability.

- o Ninety-three percent of the colleges in this survey indicated the use of a mandatory placement test to ascertain the appropriate ESL level for each student.
- o ESL courses were taught either as separate language skills or combined speaking, listening, writing and reading skills. No clear preference for one methodology over another could be evidenced by survey results.
- o Seventy-five percent of the ESL programs offered do not have an ESL course which is equivalent to freshman composition. Eighty percent of the ESL composition is presently offered at the pre-freshman level.
- o Sixty-seven percent of the colleges surveyed had articulated their ESL courses for transfer with four-year institutions. An average of nine ESL units were transferable as electives. These classes were listed as high-intermediate or advanced level ESL.
- o The majority of ESL classes were classified as being transferable (47%) or remedial (38%). Remaining ESL classifications ranged from vocational and personal development to community services.
- o A question on staffing qualifications of those teaching ESL courses found that the majority of instructors possessed MAs or PhDs in ESL, English Linguistics, and Foreign Language. In addition, some of the instructors also possessed a TESOL (Teachers of English to Speakers of Other Languages) Certificate.
- o Twice as many ESL instructors were part-time as full-time. This finding has direct implication for future funding and survival of ESL courses.

It may be inferred from the CCCESL survey that ESL courses and programs are well organized along a continuum which is subject to evaluation through measurable objectives. ESL has distinct assessment tools with quantifiable criteria for exit and entry into the Freshman English level courses. ESL courses generally have been well articulated and some are transferable to four-year institutions. While most staff is part-time, these faculty have high levels of educational preparation and specialization in the area.

V. Model ESL Programs

For the purpose of this report, staff selected three programs which are exemplary not only because of their innovative curriculum practices but also because of the size, location and type of population served. Following is a brief description of the characteristics of each program. (The Appendix provides additional details.)

The Santa Ana College ESL Program

This is a large college offering both credit and non-credit ESL. The college serves approximately 7000 ESL students per year and there is continuous articulation between the credit and non-credit program. Students are assessed to determine placement into programs.

The lowest level course is noncredit and is entitled "Preparation for ESL." This course is designed for pre-literate adults or students who are not familiar with American orthography. Only advanced ESL courses are offered for credit and three of these courses (American English II, III and IV) are transferable to the UCs and CSUs as electives.

Through a specially funded Refugee Project the Santa Ana programs have also designed a unique feature for Indochinese refugees which includes survival English, vocational learning, work experience and employment services.

The Long Beach City College Program

The Long Beach program is also a large program with a refugee student component. However, it differs from Santa Ana in that it does not have a non-credit component. Instead, the college offers "zero-unit" and non-credit courses which are funded under the Adult Basic Education Program. Long Beach also has a very special distinction in that their ESL program administration structure evolved into a separate department under the Language Arts Division. ESL therefore shares equal status with the English and Foreign Language Departments.

The Credit Program at LBCC is made up of intermediate and advanced level courses, but the majority of the credit offered is only AA-degree appropriate. There are only two courses--ESL 33A and B--which are transferable to the UC and CSU and both these courses fulfill the requirement for English 1A or Freshmen English Composition.

The refugee program is similar to the Santa Ana Program and offers Vocational English as a Second Language (VESL) along with support systems and referral services for refugees seeking to become employable.

The Santa Monica ESL Program

Santa Monica is representative of a smaller college which combines both credit and non-credit ESL program. The college serves about 2,000 students per year. The Santa Monica College ESL program is part of the English Department.

The language assessment processes at Santa Monica College are very detailed and structured and the ESL credit program sequence parallels the regular English course sequences. For example, English B1 parallels ESL 11--both these courses teach basic English writing skills for students who test two levels below English 1A. The ESL Reading and Composition

parallels English Reading and Composition I, which is the Freshmen English level course. Santa Monica also offers Vocational English as a Second Language course to prepare students for the world of work and for participation in the regular-credit vocational course offerings at the college.

ESL curriculum innovations have made community colleges the only source of education and training in many communities. The programs accommodate a wide range of needs from non-literate adults to immigrants and refugees with advanced degrees. ESL programs have brought together academic and vocational education faculty in team efforts designed to provide language instruction which correlates with an occupational skill. Although there is some unevenness in the ESL effort statewide, several California community colleges are recognized leaders nationally because of their innovative, and effective approaches to the needs of its limited-English proficient students.

Conclusions

While the purpose of this report is to provide background and information on the status of ESL, it is clearly evident that additional work needs to be done in order to facilitate future planning. Some of the areas in need of future work include:

- o Uniform course classification for ESL courses, both credit and noncredit;
- o Determination of ADA generated by ESL course offerings;
- o Determination of actual demand for ESL since enrollment figures only report the "supply" side;
- o Development of a framework for future policy.

Staff will continue to address these areas and to seek direct field input in preparation for a future presentation to the Board.

Santa Monica College ESL Program

Director: Dr. Dayle Hartnett

Statistics

1. # of Students	Credit <u>840</u>	Adult <u>980</u>
2. # of Instructional hours per week	Credit <u>78</u>	Adult <u>133</u>
3. # of sections	Credit <u>24</u>	Adult <u>28</u>
4. # of courses on file	Credit <u>8</u>	Adult <u>20</u>
5. # of instructors		
Full-Time <u>2</u>	Credit <u>X</u>	Adult <u>X</u>
Part-Time <u>25</u>	Credit <u>12</u>	Adult <u>20</u>

Courses

<u>Credit</u>	<u>Adult</u>
ESL 11 - multi-skill basic ESL	ESL 901 - beginning, multi-skill ESL
ESL 14 - pronunciation and spelling	ESL 902 - beginning, multi-skill ESL
ESL 15 - oral communication	ESL 903 - intermediate, multi-skill ESL
ESL 16A - the article	ESL 904 - intermediate, multi-skill ESL
ESL 16B - the tense-aspect system	ESL 905 - advanced, multi-skill ESL
ESL 21 - the essay	ESL 906 - advanced, multi-skill ESL
ESL 23 - reading	ESL 920, 930, 940 - English for special purposes (conversation, writing workshop, grammar, reading, vocabulary and idioms, VESL, pronunciation, newspaper, elderly, housekeepers, parents, and TOEFL preparation).
ESL I - research paper	

Placement Procedure

1. TASK English Placement Test A ESL I - 11th grade and above reading level
 (in class - advanced STEL & B ESL 21 - 8-10th grade reading level
 an essay) C ESL II - below 8th grade reading level

2. Beginning Structure Tests-English language (STEL) by Jeanette Best and Donna Ilyin, Newbury House, 1976, is used to place students in the Adult ESL Program

The ESL Program is part of the SMC English Department. Other areas in the English Department are the following: composition, literature, remedial, journalism.

English



ESL 1, Reading and Composition 1 (3)

- *Prerequisite: English 21 or ESL 21 with a grade of B or higher or English placement test Group A.*

This introductory course in rhetoric emphasizes clear, effective written composition and preparation of the research paper.

ESL 11, English (6)

- *Prerequisite: English placement test Group C and appropriate score on the diagnostic essay.*

This is a multi-skill course designed for ESL students at a low intermediate level. The language skills in this course include reading, writing, listening, speaking, grammar and vocabulary, with special emphasis on developing paragraphs. The grammar points will be practiced in writing assignments which will be coordinated with grammatical patterns.

ESL 14, Pronunciation and Spelling (2)

- *Prerequisite: None.*

This course is an overview of the sound system of English, with practice offered in class and the language laboratory. It also outlines the English spelling system, consisting of sound and symbol correlations (phonics) and spelling rules, with extensive opportunities for practice.

ESL 15, Oral Communication (2)

- *Prerequisite: None.*

Designed to help students whose first language is not English to understand and speak English more clearly and fluently, this course will cover listening, problem solving, public speaking and reading scenes from plays.

ESL 16A, The Article (1)

- *Prerequisite: None.*

This eight-week course is intended to assist ESL students who have particular difficulties using articles in the English language.

ESL 16B, The Verb Tense System (1)

- *Prerequisite: None.*

This eight-week course concentrates on teaching students how to use verb tenses accurately.

ESL 21, English Fundamentals (3)

- *Prerequisite: English placement test Group B; ESL 23 recommended.*

Required of all ESL students who score in Group B on the English placement test, this course consists of review and drills in the fundamentals of English grammar, diction, punctuation, spelling and theme writing, in addition to remedial work in reading.

ESL 23, Intermediate Reading and Vocabulary (3)

- *Prerequisite: English 83 or English placement test Group B*

This course is designed for students with average skills who wish to improve their ability to study and read in college. It concentrates on comprehension, vocabulary development, study skills and the improvement of rate and flexibility.

ENGLISH 900-906, Beginning, Intermediate, and Advanced ESL (0)

These are English classes for the adult whose language is other than English. They stress speaking, listening, reading, writing, grammar, pronunciation, and spelling.

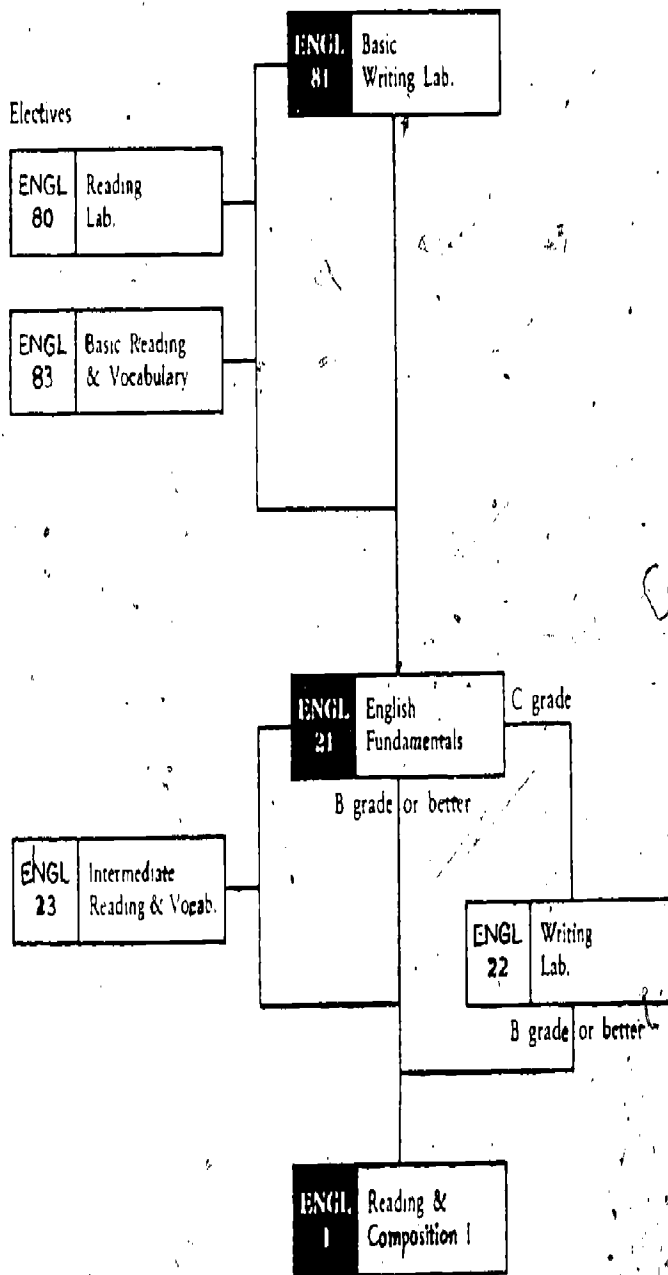
ENGLISH 921, English Fundamentals (0 Units)

- *Prerequisite: None.*

The course consists of review and drill in the fundamentals of English grammar, diction, punctuation, spelling, and theme writing, in addition to remedial work in reading.

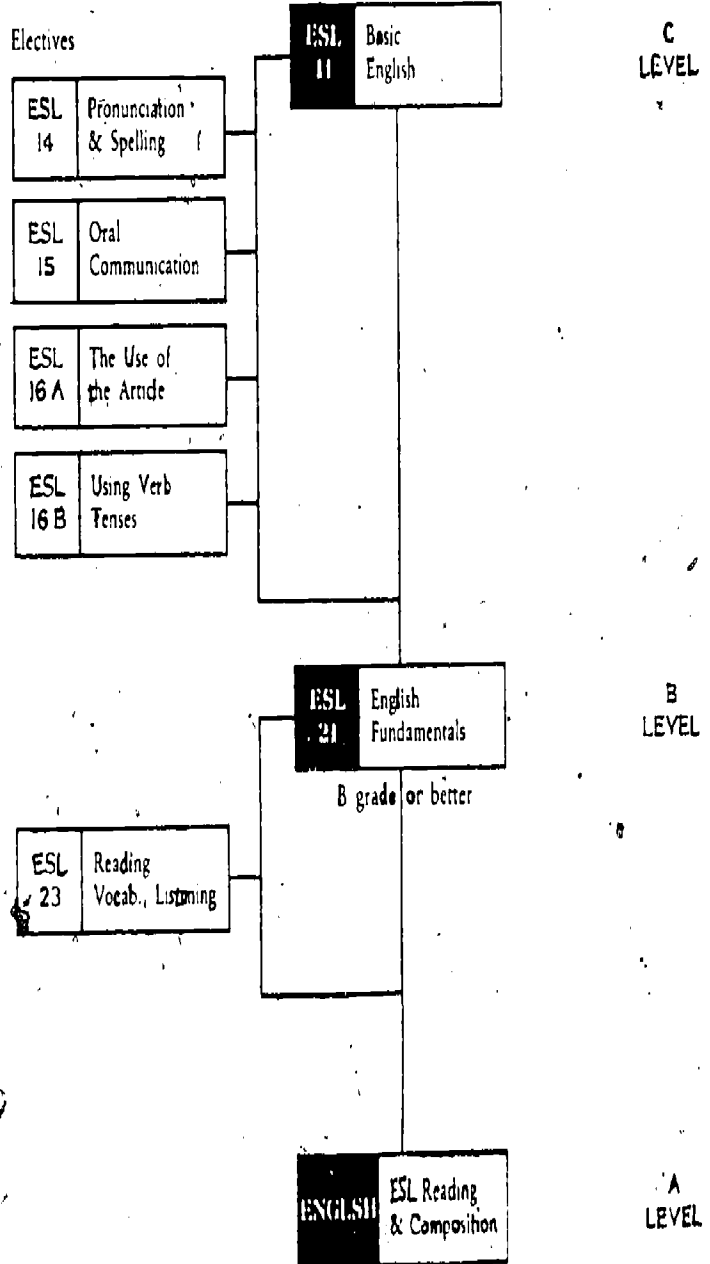
English Course Sequences

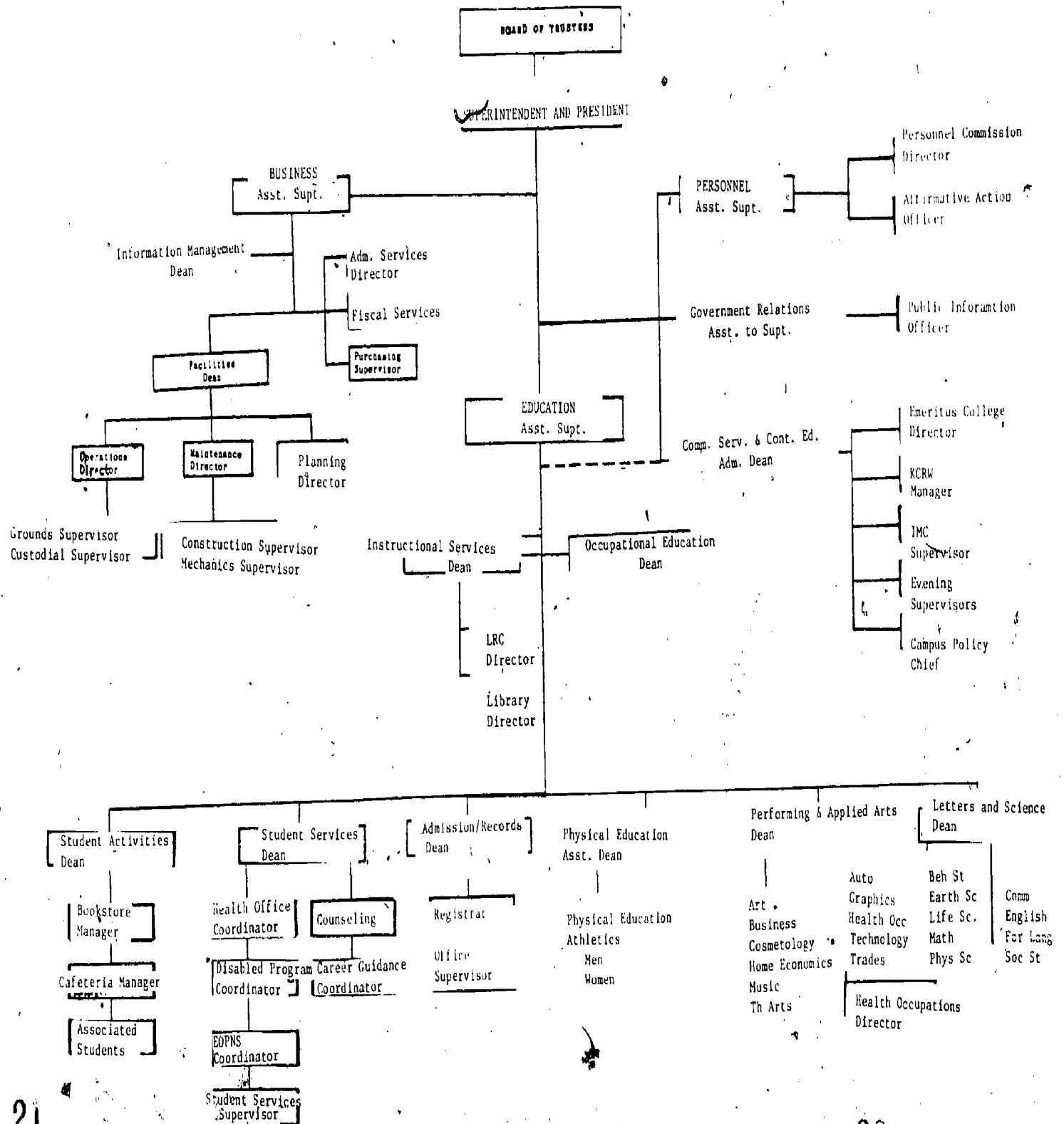
REGULAR COURSES



ENGLISH AS A SECOND LANGUAGE 900-906

EXAM. LEVEL





ESL PROGRAM DESCRIPTION
SANTA ANA COLLEGE
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Rancho Santiago Community College District offers an extensive ESL program serving approximately 7000 students per year. This program combines credit, non-credit, and specially funded programs.

There is on-going articulation and coordination between the credit and non-credit areas in order to insure proper student placement into programs and to assist students in the transition from non-credit to credit ESL.

CREDIT PROGRAM

There are four levels of advanced ESL offered under the Humanities Division.

English 040 - American English I: emphasizes speaking, pronunciation, vocabulary, reading, basic grammar and controlled composition. Fifty percent of the course is based on oral activities. 6 units.

English 105 - American English II: emphasizes grammar, paragraphing, reading skills development, listening comprehension and oral communication skills. 6 units.

English 107 - American English III: emphasizes sentence coordination and subordination: different types of paragraphs; speech skills for both academic and vocational settings; reading with an emphasis on paragraph attack skills. 6 units.

English 109 - American English IV: a composition course emphasizing writing of paragraphs and summaries based on more complex grammatical structures. 3 units.

These courses are taught on a semester basis.

English 105, 107, and 109 are accepted by the California State Universities and the University of California as electives.

NON-CREDIT PROGRAM

There are seven levels of ESL offered under the Continuing Education Division. They are:

BEGINNING ENGLISH

040.00 PREPARATION FOR ESL - designed specifically for pre-literates or students who are not familiar with American orthography. Emphasizes basic survival English with an introduction to the alphabet and sound/symbol relationships.

041.00 Beginning English 1 - an introduction to the most basic oral and written English communication skills emphasizing basic survival English and aspects of American culture.

042.00 Beginning English 2 - further's the student's ability to communicate at a basic level of English with emphasis on simple written and oral directions and aspects of American culture.

043.00 Beginning English 3 - emphasizes oral communication skills, vocabulary development, and basic English sentence structure with aspects of American culture.

046.00 Intermediate English 1 - further instruction in the basic English skills of speaking, listening, reading, and writing. Aspects of American culture related to community, social life, occupations and business are emphasized.

047.00 Intermediate English 2 - expansion of speaking, listening, reading and writing skills in English with an emphasis on inter-personal and cross-cultural communication.

048.00 Intermediate English 3 - emphasizes basic composition, critical reading skills, and fluency in conversation with an introduction to formal grammar.

060.00 Vocational ESL - a variety of courses which deal with vocationally specific English, safety rules, the culture of the specific occupational area, employer-employee relationships, following directions, clarification questions, etc.

Non-Credit courses are offered on an open-entry/open exit basis.

SPECIALLY FUNDED PROGRAMS

Since June of 1978, the District has had a specially funded Refugee Project. In the beginning, the Project offered only classes in basic survival English. In the past three years, however, the program has grown to include vocational ESL, vocational training, work-experience components, and employment services.

The Project currently offers:

- 7 classes in ESL
- 9 classes in Pronunciation
- 7 classes in Adult Basic Education
- 2 classes in VESL
- 2 classes in work-experience
(Health Related Services and General Entry
Level Employment with 10 worksites)
- 1 class in English Through Typing

ABE PROJECT

The District also receives ABE-306 monies to support the ABE-ESL program. This money is used to provide counseling services, classroom aides, and supplies and textbooks.

LONG BEACH CITY COLLEGE

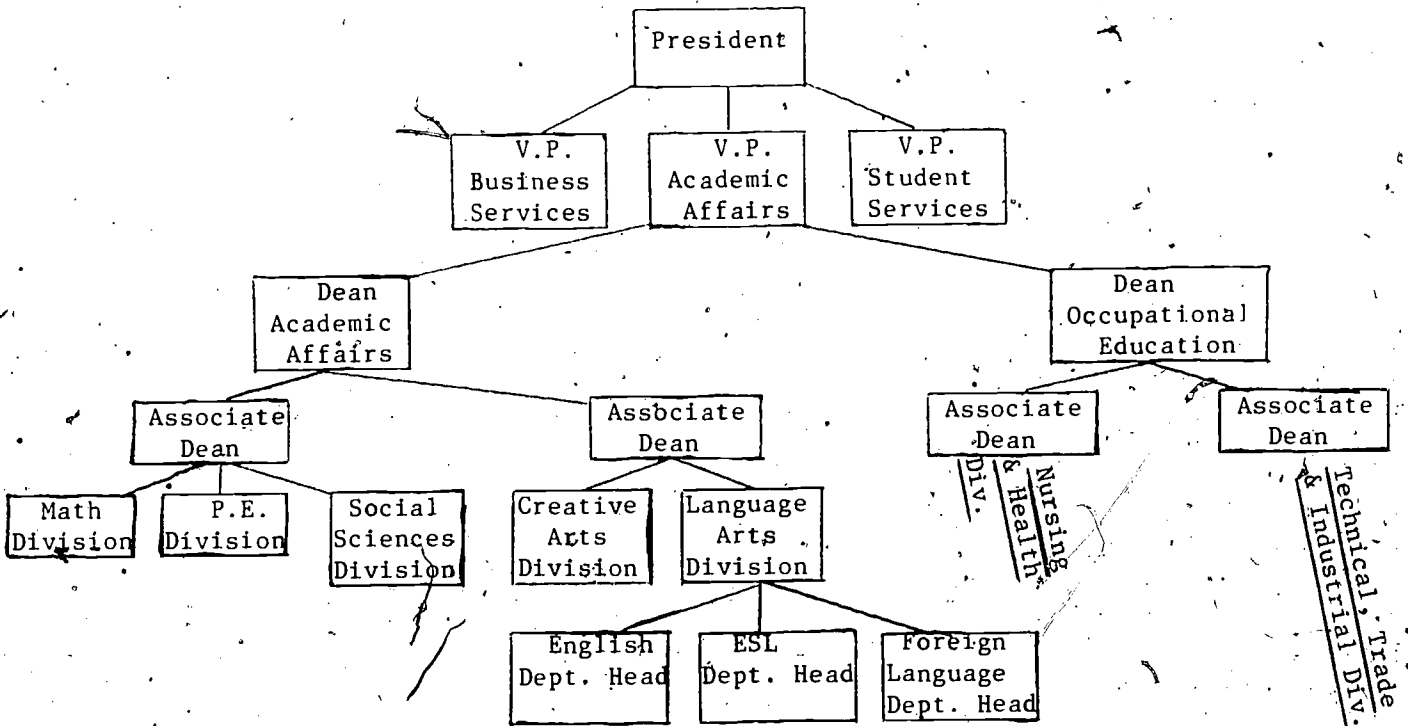
Bernice M. Weiss

I. English As A Second Language Statistics

Number of students		
ESL		1350
RAP (Refugee Assistance Program)		400
Hours per week		558
Number of sections		72
Number of courses		
Semester		6
Nine-week		47
Seven-week (Refugee Assist. Prog.)		19
Number of instructors		
ESL Full-time		5 1/3
ESL Part-time		57
RAP Full-time		5
RAP Part-time		11

II. Administrative Structure

LONG BEACH CITY COLLEGE



III. ESL Program Structure

BASIC CORE PROGRAM

640
 641 Beginner level
 642
 643
 644
 645 Intermediate level

GRADUATION

Function in the Community	Vocational Course at the College	Credit Program
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CREDIT PROGRAM

146 Intermediate level
 147
 Vocational Courses
 148
 149 Advanced level
 151
 152
 155
 156 Academic Courses

TRANSFER UNIT COURSES

33A		
33B		
English 1A	Academic Courses at LBCC	California State College or University of California

IV. Relationship with English Department

Non-native speakers of English who do not pass the English exam required for matriculation in the college, are referred to ESL. They are given the ESL Placement Test to determine class level assignment to an ESL class. Upon successful completion of 33 A+B, with a grade of A or B, the students are ready for classes in the English Department. 33B meets the English requirement for graduation from the college.

V. Uniqueness of Program

The ESL program at LBCC is a department in the Language Arts Division. The department head is coordinator of the ESL and RAP (Refugee Assistance Program).

After having been passed back and forth between the Foreign Language and English Departments, an enlightened administration granted ESL department status. The large number of units of ADA generated by ESL was undoubtedly a factor in the decision. Recognition by the administration of the uniqueness of the student population, its problems and concerns, and the specialized training necessary for teaching ESL were also important considerations.

Zero unit courses

No units are given for 600 level courses which are considered basic education classes and receive some outside funding as such. The college has a treaty with the Unified District permitting it to offer these classes, but only on the college campus. There are, however, a limited number of off-campus sites available to the college for ESL.

Nine-week sessions

Most ESL courses are offered for 9 weeks. Students who are not doing satisfactory work are thus able to repeat the class before becoming frustrated and dropping out. The repetition after 9 weeks provides immediate reinforcement of course material already learned and re-presentation of the material not yet mastered.

Since no new students are admitted after the third week, even into open entry classes, the nine week sessions provide for mid-semester entry of new students into the program.

Assessment

All ESL tests are developed by the department:

Placement Test - All new students
Standardized Final Test - 644-645 levels
Entry test for transfer unit courses

Counseling

Counseling is done by the instructors and a part-time counselor from the Adult Learning Center who routinely visits the 645 classes to explain career, vocational and academic options open to students upon successful completion of that level.

Certificates

A certificate of completion is awarded to all students who successfully complete 645. Those who are outstanding students receive a certificate with a gold seal and the words with distinction on it. These certificates are intended to give students a sense of achievement and to emphasize that they have adequate communicative skills to function in the community should they choose not to enroll in the higher level and more academic ESL classes.

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