Come Together:
ESL and English after AB705

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Warm-up: Think-Pair-Share

1. What is the relationship between the Credit ESL program and the English Department at your College?
2. What are some of the ways that ESL programs and English programs have typically and historically been divided, or “siloed”?
3. What are (or should be) common ground between ESL and English courses?
Ways we typically divide “ESL” from “English”

- Course content
- Perceptions of students (both between and within each discipline)
  - ESL: “students are language learners”-- and different perceptions about student capacity to do college-level work
  - English: “students are basic skills”-- even though these students might be well-educated and sophisticated thinkers in many ways, just still learning the English to demonstrate their knowledge
- Instructor training
- Departmental organization
Why is this conversation urgent?

- Under AB705, students who were “EL” in high school may enter transfer-level English.
  - Many colleges are using the default English placement rules for all U.S. high school graduates, regardless of how long they’ve been here.
Why is this conversation urgent?

- Credit ESL programs are re-structuring to get students to transfer-level Comp. sooner.
- ESL instructors may be-- and in some cases, should be-- teaching transfer-level Comp (in Engl. or ESL), co-reqs, or ESL classes that model and practice transfer-level work.
AB705: What the Law Says

Education Code §78213 (d)(1)(B) states that colleges “must maximize the probability that... a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years.”
Key Components of ESL-to-English Throughput

Placement:
- English vs. ESL
- Level placement within ESL

Throughput:
- Sequence length & structure
- Curriculum & pedagogy
Guided Placement

GP for placement into transfer-level composition vs. credit ESL:

- Colleges should establish a clear informative process (decision tree or placement logic) to accurately and appropriately advise English language learners of their options to access transfer-level composition or academic credit ESL coursework.
Did you attend a high school in the United States for 3 or more years?

Is English your native (primary) language?

Did your high school experience include any English as a Second Language (ESL) or English Language Development (ELD) coursework?

I sometimes have trouble expressing myself in English.

3 out of 4 randomized ESL collocation questions correct (see separate sheet)

Offered in multiple languages

English Placement
Test-out options

ESL Placement
Test-out options
Sequence & Curriculum

“AB 705 strongly urges colleges to integrate ESL curricular options to maximize the probability that students will be able to complete transfer-level composition within three years (or less).”
AB 705 Recommendations for Credit ESL Curriculum include the following:

- Review currently offered credit ESL curriculum and consider integrating skills;
- Develop ESL pathways that transition students from credit ESL directly into transfer-level English;
- Enable credit ESL faculty or dual-qualified faculty to teach English Composition to ESL students;
- Develop ESL co-requisites and support courses for transfer-level English;
- Create & articulate a credit ESL course equivalent to transfer-level English
FIGURE 10
ESL sequence features increase the likelihood of completing transfer-level English

<table>
<thead>
<tr>
<th>Feature</th>
<th>6 Years</th>
<th>3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable ESL</td>
<td>20.4</td>
<td>16.1</td>
</tr>
<tr>
<td>Integration</td>
<td>11.2</td>
<td>11.8</td>
</tr>
<tr>
<td>Direct to TLE</td>
<td>11.5</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Change in likelihood of completing transfer-level English (percentage point)
Many years ago, on a campus about 400 miles away...

...there existed many levels of English and ESL remediation.
English and ESL Course Sequences
pre-F2015

- **ESL340 A/B**
  - Beginning Skills I
  - 5 units + Lab

- **ESL341 A/B**
  - Beginning Skills II
  - 5 units + Lab

- **ESL360 A/B**
  - Intermediate Skills I
  - 5 units + Lab

- **ESL361 A/B**
  - Intermediate Skills II
  - 5 units + Lab

- **ESL380 A/B**
  - Academic Writing I
  - 5 units + Lab

- **ESL81 A/B**
  - Academic Writing II
  - UC Transferable
  - 5 units + Lab

**Writing 1**
- (transfer-level writing)
- 4 units

- **WR201**
  - 3 units + .5 unit Lab

- **WR301**
  - 3 units + .5 unit Lab

- **Reading 370**
  - 3 units + .5 unit Lab
The Story of Us: IVC English + ESL

The Courtship

“Why do our ESL students need to go through two separate paths, when one can get them there?”

Started with an idea, and a willingness to try something new

Dialogue with English

- Are you open to this idea?
- What do our students need to learn at each level?
The Story of Us: IVC English + ESL

Getting Serious

Collaboration of curriculum

Curriculum Development that mirrored what was being taught in pre-college English courses + English language support

Both roads lead to the same place
- Same goals
- Teach same writing, reading, and critical thinking skills

Placement/Multiple Measures
All Roads Lead to Transfer

As of F2015

Writing 1
(transfer-level writing)
4 units

WR201
3 units + .5 unit Lab

WR301
3 units + .5 unit Lab

Reading 370
3 units + .5 unit Lab

Traditional

WR399
1-level below accelerated course
5 units + .5 unit Lab

Reading 370
3 units + .5 unit Lab

Accelerated

ESL201
5 units + .5 unit Lab

ESL301
5 units + .5 unit Lab

ESL370
5 units

ESL
What happened next?

Look at all these data that we can use.
### Completion Data: Legacy Academic Program vs. Accelerated Program

#### Old Program (spring 14 and before)

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>WR 1 Attempted</th>
<th>WR1 Throughput</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 81</td>
<td>2 levels below</td>
<td>45%</td>
<td>43%</td>
</tr>
<tr>
<td>ESL 380</td>
<td>3 levels below</td>
<td>37%</td>
<td>35%</td>
</tr>
</tbody>
</table>

#### New Program (fall 14 to spring 2019)

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>WR 1 Attempted</th>
<th>WR1 Throughput</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 201</td>
<td>1 level below</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>ESL 301</td>
<td>2 levels below</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>ESL 370</td>
<td>3 levels below</td>
<td>45%</td>
<td>42%</td>
</tr>
</tbody>
</table>
## Fall 14 to Spring 19 Completion Data
### Disaggregated by Educational Goal

<table>
<thead>
<tr>
<th>Course</th>
<th>WR1 Throughput</th>
<th>WR 1 Throughput</th>
<th>WR1 Completion</th>
<th>Average terms</th>
<th>Grade in WR1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All students, regardless of educational goal</td>
<td>Students with 12 credits attempted + math attempt</td>
<td>(12 units + math)</td>
<td>(12 units + math)</td>
<td></td>
</tr>
<tr>
<td>ESL 201 (n=323) 1 level below</td>
<td>67%</td>
<td>76%</td>
<td>93%</td>
<td>2.3</td>
<td>3.22</td>
</tr>
<tr>
<td>ESL 301 (n=478) 2 levels below</td>
<td>63%</td>
<td>74%</td>
<td>95%</td>
<td>3.4</td>
<td>3.19</td>
</tr>
<tr>
<td>ESL 370 (n=540) 3 levels below</td>
<td>42%</td>
<td>55%</td>
<td>94%</td>
<td>4.2</td>
<td>3.18</td>
</tr>
</tbody>
</table>
The Story of Us: IVC’s English and ESL

The Commitment

- Combined trainings
  - 2 days summer, 1 day winter break, monthly
  - Pedagogy
  - Curriculum Development
  - Norming
  - Affective Issues
  - Warm Hand Offs

- ESL Corequisite course to support WR1

- Shared SLOs
IVC’s Writing and ESL Programs Today

WR1
4 units + Rec. .5 unit Lab
(rec. with HS GPA ≥ 2.6)

WR1 + WR302 + WR382
4 units + 2 unit Coreq. + .5 unit lab
(rec. with HS GPA < 2.6)

WR 1 + ESL302 + WR382
4 units + 2 unit Coreq. + .5 unit lab
(rec. with HS GPA < 2.6)

WR1 = Writing 1, transfer-level comp.
WR302 = Corequisite course linked to WR1
ESL302 = ESL Corequisite course linked to WR1 for Advanced ELL students, not for EL students coming through ESL pathway
WR382 = Writing Center Lab, required with Coreq., Optional for standalone

ESL 90
5 Units + .5 unit lab
(IGETC Elective Credit)

ESL 80
5 Units + .5 unit lab
(IGETC Elective Credit)
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Inclusive Practices:
Supporting English Learners in English Composition Courses
Text Selection & Reading Comprehension

• Relevant, Thinking-oriented curriculum
• Building topical expertise over the course of a semester (schema)
• Topics that allow students from different backgrounds to be put in a position of expertise
• Opportunities for vocabulary study (many native speakers need this, too)
Class Discussion & Community Building

- Low-stakes, collaborative practice
- Opportunities to share prior academic and cultural knowledge
- Opportunities to socialize; to share current academic and cultural experiences
Writing Development: Backward Design

Every classroom activity builds skills and generates material students can use in the upcoming reading or essay assignment.

Each essay assignment introduces foundational skills needed for the next essay assignment.

The sequence of essay assignments builds intentionally from entry skills to exit skills.
Growth-Oriented Feedback

- Expect growth: don’t conflate entry skills with exit skills.
- Give as much -- or more!-- feedback on what students did well, and not just on what may need improvement.
- Frame critical feedback in a positive way (try a “what-why-how” approach)
  1. **What** you like about what the student is attempting to do - “I like how you have selected a direct quote to support your idea.”
  2. **Why** the student’s attempt may not be having the desired impact - “However, as a reader, I am not sure how this quote directly connects to your idea.”
  3. **How** the student can improve this element - “You can make this clear by adding explanation of how the quote relates to your idea.”
Growth-Oriented Feedback

● Positive modeling: share the strongest student work from each assignment, and explain how it aligns with the target.
● Think-aloud grading demonstration.
● Language development:
  ○ Select just 2-3 forms per assignment for feedback, just-in-time instruction, & possible revision.
  ○ Focus on recurring patterns of non-standard usage; most “bang for your buck.”
Come Together: “Good Enough” English

- Faculty in English and ESL must develop shared expectations around English language usage.
- Expectations within our institutions should be consistent with external standards in the professional world, and grounded in the reality of 21st-century California culture.
Come Together: Scope of College Comp.

- We’re only trying to get them through the first year of college, not get them ready to write for grad school.
- Our emphasis should be to teach students how to *continue* to notice and master the skills they need to read, write and think in different disciplines.
- Students’ writing will become more skilled and sophisticated as they move forward in their education.
Moving the Conversation Forward

What is one thing you can implement/do in your classroom to apply ideas from this presentation in support of student success?

What is one step you can take at your college to initiate or advance the conversation about ESL-to-English transitions?
Get Connected!

CAP Website  wwwAccelerationProject.org
CAP Facebook Group – search for “California Acceleration Project”
CAP Annual Conference – February 27-29 in Sacramento
CAP 1-Day Workshop: Nov. 1 in Fresno
CAP Open House: Cuyamaca College  October 17th
CAP Summer Institute: 3-day deep dive into high-challenge, high-support instruction (English, math and ESL strands)
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