Is Acceleration for ESL?

A Story of Cuyamaca College
May the Force work with you (and not against!)

- A long time ago (well, not that long for us, but it seems ages), in a galaxy right next door to San Diego (you know, El Cajon), a group of progressive educators began a resistance to the student-oppressive empire known as Basic Skills. Together with equity-minded colleagues they challenged the notion of “under-prepared students” and suggested a new approach to instruction which came to be known as “acceleration.”

- Then the planet Alderaan blew up.

- Meanwhile, on the little backwater campus planet of Cuyamaca College . . .
One of the best in the state?

• Fact: Students who entered our program at 5 levels below transfer [ESL 96] had a 17% chance of passing Freshman Composition [English 120] within 5 years.

• Fact: Students who entered our entry level program 7 levels below transfer [ESL 70] had less than a 2% chance of passing Freshman Composition within five years.

• Fact: Our success rate was above average in the state!

• Realization: 17% was NOT good enough regardless of state standings

• Determination: We had to do something about it!
Well, we did it anyway!
CUYAMACA BOOST ESL PROGRAM

Three Levels, Five core classes. Plus companion classes (grammar) are optional.

Traditional Pathway (Grade C or Higher to Progress)

Semesters

<table>
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<tr>
<th>ESL 070 &amp; 071</th>
<th>ESL 080 &amp; 081</th>
<th>ESL 096</th>
<th>ESL 100</th>
<th>ESL 103</th>
<th>ESL 106</th>
<th>ESL 119</th>
<th>ENGL 120</th>
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ESL 50  
6 UNITS

ESL 1A  
6 UNITS

ESL 1B  
6 UNITS

ESL 2A  
6 UNITS

ESL 2B  
6 UNITS

TRANSFER LEVEL ENGLISH

+ 50G  
3 UNITS

+ 1AG  
3 UNITS

+ 1BG  
3 UNITS

+ 2AG  
3 UNITS

+ 2BG  
3 UNITS
Applying California Acceleration Project Principles to the Cuyamaca College ESL Program
Backward design from college-level courses

• Analysis of where students start in English 120 classes
  ➢ Reading Level
    • College Level Texts, Literature, Professional Journals

  ➢ Essay
    • College paragraph structure in body
    • Fully formed introduction and conclusion

  ➢ Incorporation of quotations
    • MLA style

  ➢ A knowledge of other writing structures
    • Summary
    • Personal Narrative
Relevant, thinking-oriented curriculum

Choosing texts that lead to higher level thinking
  • ESL 50 – short fiction novel plus short related fiction/non
  • ESL 1A – fiction novel plus related non-fiction
  • ESL 2A – Non-fiction main and smaller related non-fiction

Creating activities that thoroughly delve into concepts before writing begins
  • Reading and annotating text
  • Summary and annotation logs
  • In-class Group work
  • At home writing activities
Low-stakes, collaborative practice

• Creating a variety of in-class activities where students can practice material before writing
  • Character charts
  • Speed dating
  • Jigsaw activities
  • Debate circles
  • Poster creation
  • World Café
  • Surveys
Intentional support for students’ affective needs

• Providing adequate opportunities for students to share about themselves in class and in writing
• Sharing campus support services
• Wrap-around support with ESL Lab workshops
• Creating a Facebook page for students in the program to share program information and allow students to support one another
Just-in-time remediation

Separate grammar/support classes

- Designed to look at whole language rather than disparate skill and drill practices
- Specific days set aside for student questions
- Activities that continue the mission of analyzing and discussing the text while using correct grammatical structures
- Editing practice of students own papers and reinforcement of structures learned in core classes through editing practice.
Results – End of ESL 80

ESL 80
Final Paragraph

Patricia’s life

I am looking at the picture of Patricia. There is many action in the picture. There are television, chair, and table. Patricia stays in her living room, she is sitting on the chair and she is watching tv. And the coffee table is around the hall. She buts on the caffee table flower vase, magazines, bowl bubcorn, and remote control. And there is a flue rug ander the coffee table. And there are two pictures on the wall, and next to patricia there are two bookshelves on the wall. I think patricia is feeling happy in her small living room. these furniture makes patricia happy and her life is easy and quality.

80/100
Results – End of ESL 50

ESL 1A
Essay # 2

Diversity

Meena thinks that living in New York is the best because of the buildings, education, and the diversity. First, in the book, there are several examples of buildings, “In New York, the buildings are like mountains in some ways, but the are only alive” (House and Vaswani pg5) of the people living in them. Real mountains are alive all over. Second, “I like to read books from the Seward Park Library which is eight blocks from here” (pg2) because she is smart and fluent in reading and writing. Finally, “Every where you look, there is mountain and sky, and some days we are lost in the clouds” (pg3). Diversity in the life she lived. In conclusion, Meena thinks that living in New York is different than living in India.

River thinks that living in Black Banks is good because of mountains, creek, and school. First, mountains, in the book, there are several examples. “Almost every day we climb the path up the mountain and she tells me the names of all the trees, or we go along very quiet and watch the ground for treasures” (pg14). We have a nature collection that has things in it like fathers from blue jays and red birds.

Second, creeks, in the book, “My other favorite think to do with her is when we go fishing together in Lost Creek, which is full of blue gill” (pg14). River has many talents such as fishing and play.

Finally, Black Banks, I go in to the Arts and Humanities summer Program by writing an essay about Mrs. Law and how we are friends” (pg20). Conclusion: In conclusion, because of the mountains, the creeks, and his school, River prefers living in Black Banks Kentucky.
My Childhood

When I was a child, I really loved helping people, playing on my bicycle and watching movies. To begin, I really loved helping people, especially my parents. I used to help my mother every time she used to make desserts and candy because I love cooking and being in the kitchen. I also really loved riding on my bicycle in our beautiful yard. I used to go outside every weekend to ride my bicycle and enjoy the beautiful weather. However, watching movies was my favorite thing to do after I finished doing my homework. I loved watching movies and kids programs. I had a very wonderful childhood, and I like talking about it all the time.
“In the United State, more than 70% of the illegal working migrants children are farm workers, and the laws that protect them are minor laws” (Nation farm workers Web). In America, the agriculture is the only industry that legally employs children under age without giving them their rights. When the children of undocumented farm workers help their parents in the fields, they face many huge problems because they are denied from their rights. We can see many of these children from farm workers in the Voices from the Fields by S.Beth Atkin. She talks about a lot of plights of illegal children farm workers, and all these children are the voices from the field to show the reader a real picture about them. The book is very important because it has many interviews and photographs about these children’s suffering. Their rights are violated, and they struggle from many difficult issues such as, different language, constantly moving, missing their family, lack of care, and many other issues. Andrea Martinez is eighteen years old from India and speaks only Zapotac, and she faces many barriers about these problems when she arrives undocumented to California with his mother. Also, Manuel Araiza who has ten years old, and he misses his home in Mexico when he comes with his whole big family to Castroville California illegally over the hills. As well as, Julisa Velared is twelve years old, and she always misses her mother because she leaves Julisa with her younger sister alone for a long time to work at the field. English language, always moving, and missing their family and relatives are the huge problems that the children of illegal farm workers struggle from.

First of all, different languages is a huge problem for the undocumented farm workers children because it is an obstacle for getting education, face discrimination, and feel lonely. To begin with, the language is the reason why illegal younger field workers cannot complete their education. Andrea Martinez is a young Indian girl, and she moves to California with her mother says, “But learning English was harder. I [Andrea] in the same level for two years” (40). Clearly, because Andrea cannot speak and understand English, she is not able to pass and go to the next level. Also, many children farm workers struggle from discrimination. Because Andrea Martinez is from India, she speaks only Zapotaca and cannot speak and understand nor English either Spanish at her class in the school. She tells, “They [Andrea’s classmate] pulled my [Andrea’s] hair and they called me a fool. They insulted me....they were born here and speak mostly English” (41). That is extremely segregation, for she is only from different country and cannot speak their language, so they bother her even time they see her. Next, most of immigrants’ farm workers children feel lonely because their parents leave them to work for a long time. Andrea Martinez stays with her stepfather many days when her mother goes to work, and she tells, “She [Andrea] was not only isolated from her family and Zapotec language but also ostracized by schoolmates because she did not speak Spanish” (37). When Andrea’s mom goes to work, she leaves Andrea with her stepfather who speaks only Spanish, so she cannot communicate with her which makes her isolated from the world around her, and Andrea cannot contact with her classmates who speak only Spanish too.
When looking at the second dilemma of the children of migrant farm workers, we see that moving a lot violates with missing their home, feeling scared, and lacking good friendships. First of all, most of undocumented immigrant children miss their home in their country in Mexico. Manual Araiza a child of migrant farm workers explains, “We first lived in trailer with two rooms. Then we moved to this house. They are both smaller than our house in Mexico” (30). Because the home in Mexico is bigger than Manuel's two houses in California, he always issues his home in Mexico. Also, the illegal children farm workers usually feel scared by moving many times to go different places. Julisa Velarde a young kid of immigrants field workers tells, “I woke up in the middle of the night, and I saw my aunt and I didn’t know where I was. I was scared because I thought I was still in Salinas and I didn’t know what she was doing there” (23). She feels afraid and confused where exactly she is and why her aunt sleeps with her because they move many times during the year. Next, many of the children farm workers cannot make good friends when they move from city to city and from school to school every time. Frank Rosas a young Spanish illegal immigrant asserts, “Before we [Frank and his friends] were a gang, I [Frank] was hanging out with this group of friends to relieve me from the pain I had” (59). Because Frank moves many times from different school, he joins any group even if a gang as friends to spent time because it is not easy to choose good friends in harsh times.

Another big issue for immigrants’ children of undocumented parents farm workers that they miss their family and relatives which result in lacking of care, feeling nostalgia, and losing support people. First, the undocumented immigrant children of farm workers often suffer from lack of care for their parents leave them for a long time to work in the field. Manuel Araiza, a young child of illegal farm workers explains that when his ears hurt him and goes to the doctor, “The doctor gave me [Manuel] pills, but as soon as I took them my head started hurting so I stopped taking them”(33). Although Manuel stills a kid and needs his parents to watch his actions, he decides to stop taking the pills by him for feeling a headache. Manuel’s parents are busy working in the field all the time, and no one can take care of him. Also, Most of immigrants’ children have nostalgia because they miss their family. Andrea Martins a teenager from parents farm workers a girl from India says, “It’s difficult, and every day I [Andrea] miss her [Andrea's mother]” (39). Clearly, it’s very hard when any child does not find the mother all the time like Andrea because her mom works in the field for a long time, so Andrea misses her mom a lot. Finally, the illegal immigrants’ children don’t have support to help them in their new life. Julisa Velarde a young kid from farm workers who lives with her mother in California tells, “Now my parents are divorced, and my mom is the one who pays all our bills. To support us, she is always moving to find work in the field”(21). Because Julia’s parents are separated, Julia’s mother is only the person who has the big responsibility to pay everything, so Julia’s mom must find a full time job at the field to be able to pay all these expenses.

After analyzing the stories in the Voices from the Field, the children from farm workers parents struggle from that they immigrate to United State illegally. However, the children from undocumented farm workers parents come to California to leave their poverty behind, and they still live in the same situation because they come illegal without any benefits to help them. Firstly, if the children of the illegal farm workers cannot speak and understand English, they cannot complete their education plan. Then they cannot achieve degrees to move out the fields circle, so they will follow their parents path in the future. They cannot defend themselves at their community when any one bother them and cannot deal with the world around them, so they will reject the community where they live such as Andrea. Moreover, when the kids of undocumented farm workers move all the time, they will feel unstable because they change their society, so they are homesick. The alienation feeling make these children accompany with people even if they are dangerous, so they may harm themselves in the future as Frank. Next, because the children of undocumented farm workers do not have any laws to protect them, their parent work the whole time and leave them without any care, so the children will be sick. They will have depression and anxiety because the children of undocumented farm workers miss and need their parents around them as other kids such as julisa who miss her father because her parents are divorce. “If these children continue to work in the fields and do not alter their living conditions, their average lifespan will be forty nine years, compared with the average American lifespan of seventy three” (29).If the children of illegal farm workers still work in the field with all these suffering, their average age will be much lower than the American counterparts age. The parents of Children illegal farm workers have to try to get the green card to be more stable and enjoy the laws which protect and help the voices from the fields.
Quick Decisions, Why Not?

“If you want to succeed you should strike out on new paths, rather than travel the worn paths of accepted success” (John D. Rockefeller). For Rockefeller it was clear that sometimes you must made quick decisions and thus be able to achieve success. John Davison Rockefeller was one of the most famous and important oil industry entrepreneurs of all time. He was born in 1938, in New York. His family moved to Cleveland where he studied and later started working with a Cleveland dry goods merchant, until he collected enough money and with a loan, he managed to buy his own dry goods store in 1859. It was in 1863 when he joined Clark and others to invest $4000 in his first refinery. Later, different situations begun to appear that lead him to make quick important decisions that would change the American economy forever. He was strongly criticized for his infamous business practices, but he survived through everything and demonstrated a vertical and horizontal growth that served as a reference in the business world. By 1913 he already had a fortune of 900 million dollars. Rockefeller died at 97 years old in 1937 (Gross 41-57). In his great career as a businessman, Rockefeller had to face many difficulties, but he can made quick decisions for each one of these problems. The solutions he came up with led him to be one of the most important businessmen in history.

For starters, Rockefeller was one of the most important businessmen, who throughout his career faced some problems but he knew how to make quick and precise decisions, achieving formidable results. One of the first problems he faced was the high price of barrels at a time Spanish too.

when the price of oil had dropped to fifty cents, "The barrels, which cost around $ 2.50 each, were one of the Excelsior's main expenses"(Daniel Gross 45). Rockefeller as a businessman and had a sharp eye for income and losses, he identified that the price of barrels was generating losses. Faced with this situation, he quickly made the decision to build his own barrels. "In 1864, Rockefeller used part of its capital reinvested to establish a barrel-making operation on the refinery's property" (45). It is clear, that if they invested a part of their profits to build their own barrels this would bring them profits. This kind of quick decision was addressed by Gladwell in his book *Blink*, "Decisions taken very quickly can be as good as decisions made cautiously and deliberately" (Gladwell 14). It is evident, that Gladwell tried to explain that sometimes because all these people have business experience, they can made snap decisions at any time and become great. As a result of that decision, Rockefeller was able to increase his profits in order to expand the oil refinery business, "He reduce costs obsessively, knowing that in a continuous process industry, a penny saved through improvements in manufacturing process was a penny saved again and again” (Pratt par 4). By being able to save money as a strategy, he reduced all the possible expenses of those elements that he could manage, in order to achieve the excellent profits, and this way expanded his oil refineries company, which shows why he became an eminent businessman.
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Also, for Rockefeller it was clear that the best way to succeed in business was to invest more money in new refineries. When he spoke with his associates about that idea there his second problem appeared, "But he did run into conflict with his partners who were unwilling to go further into debt to finance expansion" (Daniel Gross 45). For him it was clear that the best decision for all was to expand the business, but his associates simply did not want to borrow more money. He was determined to expand the refinery business, and it was at that moment that
He made a quick decision, "In February, 1895, I bought them out for $72,500" (45). When he saw that his associates analyzed the risks of becoming more indebted and decided not to invest, he simply made the quick decision to buy their shares in the company. This type of snap decision was explained by Gladwell when he wrote about decision-making, "It involves people making very sophisticated decisions on the spur of the moment, without the benefit of any kind of scrip or plot" (Gladwell 113). This explains how, despite knowing the risks, he knew that he should make quick decisions to achieve his goals in the difficult world of business. When he decided to buy from his partners, it was the great takeoff of his career, the correction of the way forward, "I looked back on that day in 1865 and it seems to be one of the most important in my life. That determined my career" (45). That day he redefined and visualized the way forward to the point of just concentrating his career in the oil business.

Henceforth, Rockefeller needed to transport the crude oil and everything necessary for its production. That was another problem that Rockefeller had to face, the owners of the railroads had monopolized all the transport with high prices, "A few access roads that had absolute control in the delivery of oil" (Daniel Gross 45). It is clear, that the high price of oil transport makes its production more expensive. However, he knew what to do to resolve this situation, "South Improvement Company of 1871-72 in which collusion with three main railroad companies not only provided Standard Oil with massive freight rebates on its own shipments, but also rewarded it with payments on all the oil handled for its rivals" (Warren par 3). He not only got super contracts with the owners of the railroads, but they had to pay him a percentage of the income for the transport. Those deals with the railroads helped him greatly, "From an early stage in his march to supremacy, he colluded with the railroads to secure preferential freight rates for Standard Oil and punitive rates for rivals. After parlaying his railroad influence into an..."
unassailable position in refining, he extended his sway to long-distance pipelines” (Chernow par 5). In the end, it was demonstrated that his quick decisions to make those deals with the railroads helped him to reduce his expenses and thus increase his profits. In this way, he became one of the most prominent men in the History of the United States of America.

After all this, John D. Rockefeller knew how to face each of the problems that arose during his career as a businessman in the oil world. He made quick and precise decisions that led him to success as one of the greatest men in the history of the American economy. One of the first problems that he faced was the high price of barrels, and he made the quick decision to build his own barrels, which made it easier for him to earn more at a lower cost, saving a part of the money needed to expand his business with the purchase of a new oil refinery. Another problem he had was that when his partners refused to invest more money to expand the business and they refused, he decided to buy from his partners, and this was the great takeoff of his career. He described that day as the most important one of his life as a businessman. Another problem was how to reduce the high prices of crude oil transportation and all its products. There was a large monopoly with the rail company owners, which led to the decision to negotiate a contract with these companies where both would benefit, but obviously he benefited the most, because he got the best price offers for transport which in turn would increase their profits. My advice to all readers is that sometimes we must made quick decisions that contain certain risks, but we must believe in our instincts and keep moving forward, which how Rockefeller showed you can be successful too.


Then there arose the question of assessment. Multiple-measures are much better placement tools than a simple one time test.

But How About ESL?
According to the research: the best placement comes from a High School GPA. Grammar and writing tests are the LOWEST predictors of future success.

Multiple-Measures are fine for regular English, but ESL students need to be tested! ~Storm Troopers.

Some ESL students do have GPA’s from High School, but many don’t. What else can we do?
Let’s take a survey

1] At what age did you start learning English?

2] Do you have a college or university degree?

3] How many years have you attended college?

4] How many years have you studied English?

5] Do you speak English at work?

6] How many hours do you watch TV in English?

7] How many hours do you read in English?

8] Rate your proficiency level in English:
Here is an outrageous idea for another facet of a multiple measure.

Let’s let the prospective ESL student place him or herself!
• The pople ko to hep oters. Heros are for God and peoples all world need hero.

• My name is marseen, my dad bast way 25 yaes ago. I deden’t see him. I love my mome, my mom wokers fo as so she is my heroes, me my sister and boreths.

• I do had two heroes in my life. First my mother, because she gave me the right to live and show me the way to love myself and love the others. Whit respect.

• My first hero: I think my dad is hero for me and sister. He teach us independent person and respect the others. He work very hard for us to come to here. He show us you have to be very good to people to get along. He is hero to us.

The above writings were from your fellow students. They were to explain what a “hero” was for them.
Now answer honestly: which of these writings is most like the one you would do? What level do you think you should be in?

- The person who I am going to talk about is really means something inspiring for me, and has changed my life’s style and motivated me to get the upper level quality of self improvement allways.

- Most individuals have heroes that they admire and try to be like them. My hero is my Father, he is very successful man with his job and Family. I admire him because he was good soccer player and good dendest. Therefore, my target on life to become like him. Moreover, he is a great Father as well as at his work and he always help people around him.
• Main Criteria: The highest placement a student receives will allow the students to entrance into an ESL class
• Self Reported High School GPA used when Available
• “Guided Self-placement/Interviews” will be implemented [working with assessment and counseling now]
• We will also be using the survey [waiting for data to utilize most significant questions]

Anybody Nervous Yet?
“That’s not a moon!”
Umm . . . No. I’m fine with it. After all, I am your father,
Actually – we have more than hope – we have data!

Attempted ESL-2A in Spring 2017 (n=110)
Semesters it took to pass Transfer-level English

- 8% took 5 semesters
- 7% took 4 semesters
- 16% took 3 semesters
- 39% took 2 semesters

Attempted ESL-106 in Fall 2015 (n=63)
Semesters it took to pass Transfer-level English

- 54% took 5 semesters
- 16% took 4 semesters
- 25% took 3 semesters
- 3% took 2 semesters
And more data!

 Attempted ESL-1A in Spring 2017 (n=75)
 Semesters it took to pass Transfer-level English

- 37% attempted ESL-1A
  - 8% took 5 semesters
  - 13% took 4 semesters
  - 16% took 3 semesters

 Attempted ESL 100 in Fall 2015 (n=139)
 Semesters it took to pass Transfer-level English

- 17% attempted ESL 100
  - 12% took 5 semesters
  - 4% took 4 semesters
  - 0% took 3 semesters
And more promising numbers are coming!

81% of the 212 students who attempted ESL-50 in Fall 2018 successfully completed that course (ESL-50).

Successfully Completed ESL-50 in Fall 2018
May the Courses be with you!