



QUINSIGAMOND COMMUNITY COLLEGE

ENGLISH AS A SECOND LANGUAGE

INTERNAL PROGRAM REVIEW

SPRING, 2004

SECTION I: Competitive Analysis and Regional Labor Market Demand

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1. Market Analysis

- A. *Provide a broad definition of this employment sector. List specific knowledge and skill requirements for employment in this field.*

Response: The ability to communicate effectively in standard English is a requirement for most employment sectors in the United States. In addition, most U.S. institutions of higher education expect students to be able to function academically in English. The English as a Second Language (ESL) curriculum at Quinsigamond Community College provides nonnative-English-speaking students with an opportunity to improve their ESL communication for both of these purposes: a) to further their college studies or professional training, and b) to prepare them for communication in the workplace. In college studies, all students need to read textbooks, essays, and research as well as navigate a college's informational publications. Students need to be able to follow an academic lecture, participate in a classroom, give oral presentations, as well as consult with instructors, advisers, and the college bureaucracy. Students also need to write essays, take written exams, respond to oral and written feedback, and produce research reports and term papers. Using academic computing technology also involves the ability to read, write, and ask for assistance in English. In addition, part of college life is social interaction. Students need to be able to form social relationships with fellow students and others through informal communication.

In the world of work, people need to know how to apply and interview for a job, follow directions, read technical manuals, write reports, fill in forms, and interact with fellow workers, supervisors, and customers, often in high-paced work environments,

face-to-face, on the telephone, and over the internet. At higher levels of employment, people need to supervise others, produce memoranda, and participate in meetings and negotiations, among other communicative activities.

According to the Goal 2000 SCANS Competencies, the basic communicative skills needed in the labor market include reading, writing, listening, and speaking. Other SCANS competencies, such as thinking skills, displaying positive personal qualities, managing resources, working with others, acquiring and managing information, understanding complex systems, and working with a variety of technologies all depend to some degree or other on those basic communication skills.

As the SCANS Competencies suggest, employers expect workers to bring to any job a number of required literacies for functioning in today's economy. The National Literacy Act defined literacy as "an individual's ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential." In other words, "literacy" is understood to be far more than mere reading and writing; it encompasses all the linguistic, communication, computing, and thinking skills that people need to function in today's complex world.

To function well in the basic communication skills, a nonnative speaker may especially benefit from explicit instruction in standard English pronunciation, grammar, vocabulary, written genres, informal and formal style, various communicative activities, and aspects of U.S. communication culture. Adult ESL learners, of course, usually already have basic communication skills (and even higher workplace skills) from training and experience in their native languages and cultures. The challenges for an immigrant

in the labor market, however, are not only to be able to transfer what they already know in their native languages and cultures to communicative functioning in English, but also to adapt and expand their second-language communicative functioning for personal, academic, and employment success in their adopted country.

- B. *Using relevant labor statistics, indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years. Please cite the sources that you have used to make these predictions. (Note: It is easier for the Admissions and Marketing Departments to refer to these predictions if they can quote the source.)*

Response: The U.S. continues to attract many immigrants of all ages and socio-economic backgrounds. Many of these immigrants go directly into the workforce, while others pursue higher education, re-certification, and technical training. As the US economy becomes more technological, knowledge- and information-based, service-oriented, and globalized, future employees will need to be able to communicatively function in English in order to elevate themselves beyond low-paying entry-level jobs or to start their own businesses. Immigrant employees with good English communication skills can also play an important role in mediating bilingually between domestic and overseas markets.

The Mass-Inc. study, *New Skills for a New Economy* (Dec., 2000) found that 195,000 immigrants in 1998-99 had limited English abilities, yet are the state's major source of new workers. In the new economy, new employees need higher levels of education than in the manufacturing past, including higher levels of English language skills. Moreover, in contrast to earlier waves of immigration, today's immigrant population comes to the U.S. more highly trained than ever before. Besides company-specific training, many of these trained and educated immigrants lack only an equivalently high level of English communication skills.

The 2000 census showed that Worcester has 41,000 white Hispanics and 20,000 Asian and Pacific Islanders. In 1990 the figures were 29,000 and 10,000 respectively (subtracting for children under 5). The ESL program has also seen an increase in students from Eastern Europe, Albania, Afghanistan, the Middle East, and Africa. While some of these immigrants may arrive in the U.S. with good English skills, many do not speak English well enough to work in an English-speaking environment. Some may have acceptable literacy skills in English (reading and writing) but not oral-aural skills; some may be in the reverse situation. Younger immigrants may acquire the needed skills in K-12, and some immigrants may choose not to study English, whatever their skill level. We estimate that in the Worcester area there are nevertheless tens of thousands of immigrants who could benefit from ESL instruction.

As a multi-cultural society, Worcester, like most U.S. urban areas, has a sizeable immigrant population from numerous countries around the world. These immigrants need good English communication skills to succeed in training and employment in an English-speaking society in which native speakers of English are generally not proficient in other languages, and especially not in the many non-European languages spoken by immigrants today. Moreover, immigrants often work and train with other immigrants from other countries. For these individuals, ESL is the only common language they share to get the job or assignment done.



C. Review and analyze the most recent five years of institutional data to determine whether graduates of this program have found employment in their field and/or transferred to a related four-year program in their field within one year of graduation.

No data available at this time

- D. *Please identify the specific occupations (and job titles, if possible) for which program graduates are prepared for. Identify the types of employers that have hired graduates of this program within the last 5 years.*

No data available at this time.

- E. *Identify the institutions to which students have transferred in the last three years.*

Response: The College did not have  institutional research professional  place to provide this kind of information. Many students who complete the ESL program are successfully placed into QCC's required English course series and continue their studies at QCC in electronics, accounting, early childhood education, engineering, and general studies. Anecdotally we also know that graduates of our program have continued at Worcester State College, WPI, and UMass (Boston and Amherst).

- F. *Summary and Analysis: Market Influences*

Response: Worcester has a large community of immigrants seeking English language improvement for personal and professional reasons, although the ethnic makeup of this population often changes. The ESL program is designed to be responsive to immigrants' communication needs as citizens, future college students, and employees. The communication expectations in today's economy are high, whatever the field, and English has become the lingua franca of globalization, whether for research, business, international relations, technology, or the internet. The basic communication skills of reading, writing, listening, and speaking in standard English are the keys to facilitating immigrants' advanced training and employability, whether they work with English speakers or fellow immigrants from other countries.

2. Programmatic Currency

A. *Describe how the program maintains currency.*

Response: QCC ESL faculty are members in the state-level professional organization, Massachusetts Teachers to Speakers of Other Languages (MATSOL), and in the national/international-level professional organization, Teachers of English to Speakers of Other Languages (TESOL). Members receive the scholarly journal, *TESOL Quarterly*, newsletters of various Special Interest Groups within these organizations, and are subscribed to electronic bulletin boards and online discussion groups for ESL professionals. The organizations also maintain websites which offer many pathways to online professional resources. The QCC Library subscribes to *TESOL Quarterly*. Additional electronic sources keep faculty up to date on developments in ESL theory and practice, including online versions of other ESL-relevant learned journals and the ERIC database.

QCC ESL faculty regularly attend and occasionally present at professional conferences, organized at the state level by MATSOL and at the national level by TESOL. The national conference of TESOL in fact draws thousands of ESL professionals from all over the world, so there is an opportunity to remain current with what is happening in ESL programs outside the U.S. as well. In addition to scholarly reports, these conferences also feature exhibitions and workshops of all major publishers of ESL textbooks and software, as well as theory-oriented and practice-oriented publications at a discount for ESL professional development.

QCC ESL faculty have also contributed to *Visions*, the staff development newsletter. Faculty who attend or present at conferences have been required upon their return to write an article describing new information in the ESL field.

QCC ESL faculty are also instrumental in maintaining a statewide network of ESL teachers from all Massachusetts Community Colleges. QCC faculty regularly attend and occasionally present at meetings of this group and continue contact through online communication. Through this network QCC faculty keep up with what other community college ESL programs are doing.

B. *Explain the existing mechanisms that allow for regular input from local employers or other relevant sources.*

No data available at this time

C. *Describe how this input affects the program. (Note: It is very helpful with our accreditation processes if you can include some specific examples of input that have led to recent changes in the program.)*

Response: Currently, the ESL program has no mechanism for gathering input from local employers and other QCC instructional programs.

In Spring 2003, an outside consultant was contracted to assist the ESL faculty in reconfiguring the curriculum from a communicational outcomes perspective so as to facilitate the production of the ESL IPR. Dr. Sally Jacoby, from the University of New Hampshire, met five times with all full-time and some part-time ESL faculty. This IPR document represents the results of these meetings.

Surveys and focus groups were conducted with former and current students to obtain feedback regarding to what extent the QCC ESL program as a whole served their needs. A number of valuable suggestions emerged from these surveys and discussions. Such a process ought to be done systematically on a regular basis.

D. Describe ways that the College could support program faculty's incorporating more area industry input.

Response: Since graduates of our program may enter into many different business sectors, it would be helpful to undertake a more systematic needs analysis of the communication challenges facing graduates of the QCC ESL program in those QCC programs typically enrolled in by our students and in various types of employment sectors, especially in those workplaces where QCC ESL students have been hired in the past.

An additional direction worth pursuing is to develop ESL courses for particular industry sectors, working closely with industry insiders, trainers, and QCC faculty from other programs to determine what the special-purpose communication needs are in classrooms on campus and on the job. Preliminary discussions have begun with the QCC nursing program, a large percentage of whose students are nonnative speakers. Should such programs be created, the College will have to determine where they fit in relation to the current ESL course offerings and those of other programs—whether they would be an alternative course track of ESL classes, an English for Special Purposes curriculum development, or systematic cross-program collaboration.

In addition to keeping up with the needs of the campus, industry, and business, ESL faculty need to keep up with their field. The holdings of QCC's Library relevant to theory and practice in the ESL field should be reviewed and recommendations should be made for the regular acquisition of new books and additional subscriptions to other major scholarly journals. This will require a regular library budget for the ESL program and a faculty liaison to advise the Library. An idea worth exploring is consolidating the

Library's ESL-relevant holdings and journals in a single location as a sub-library, such as in an ESL faculty lounge, resource room, or common room.

A budget should also be established to assist ESL faculty to attend regional, national, and/or international professional meetings on a yearly basis. Levels of financial support could be linked to whether or not a faculty member is presenting a paper, say, or chairing a session. Community college-level, academic-purpose, workplace, and special-purpose ESL are major sub-fields of the ESL profession. In addition, given the large number of part-time faculty in the ESL program, financial incentives could be put in place so that part-time faculty might more regularly participate in professional development meetings, workshops, and conferences.

E. *Summary and Analysis: Currency*

Response: The ESL program is considering implementing ways to keep abreast of industry and campus-wide expectations for nonnative speakers, including an Advisory Committee and possible special-purpose ESL courses for professional sectors. Release time and research funding could make it possible for ESL faculty to do a more systematic survey of campus-level and local workplace communication competence expectations as well as regularly survey former and current ESL students regarding the fit of the ESL program to their needs. Program currency is now maintained through a combination of professional memberships, meetings and conferences, professional publications, library holdings, consultants, guest speakers, and online resources. However, program currency maintenance could be enhanced by increasing the number of fulltime faculty, involving the faculty in library acquisitions, funding more travel to professional meetings, and

making faculty development more of a systematic priority in the culture of the ESL Program.

3. The Pipeline: QCC Feeders

A. *Identify all feeders, both actual and potential (i.e., sources of applicants) to the program. Please include any potential "customized" feeders the College might be able to develop.*

Response: Students in the ESL Program must be high school graduates (from a U.S. or a foreign high school), and many enter our program following secondary school completion. Older ESL students often come from community adult education ESL programs, whether sponsored by QCC or Worcester public schools.

Current and former students, with the assistance of the Admissions Office, were surveyed to determine how they heard about our ESL program and where they completed high school. Word of mouth has been and continues to be a successful feeder of applicants. 88% of current students and 64% of former students report they heard about our program from a friend. Small numbers of students report learning about our program from a high school teacher, another ESL program, social services, churches, and refugee assistant organizations.

In recent years, more than 75% of our students graduated from foreign high schools or high schools which could not be verified. No more than 1% have come from local high schools. 10% of respondents said they came from QCC's adult education ESL program to our program.

Local organizations assisting newly arrived high school-educated immigrants and refugees, local high schools, and local ESL adult education programs might also be

systematically contacted to recruit students. ESL transfer students from other college programs are also a source of QCC ESL students.

A new direction to explore is designing programs such as intensive immersion weekends, special-purpose work-place-oriented or pre-college courses held on or off campus. QCC thus might develop an income-producing special contract set of course offerings, involving both the ESL Faculty and the Center for Continuing Education (CCE).

- B. *List all articulation agreements currently in place in this program (i.e., agreements with local secondary schools, community-based organizations, proprietary schools, etc.).*

Response: No ESL articulation agreements currently exist with local schools, organizations, or other colleges.

- C. *Do program faculty regularly collaborate with their peers in local high schools, four-year colleges and universities, business and industry, or community-based organizations on such activities as curriculum development, work-based learning, or professional development? Please cite examples from the most recent three-year period. If no active collaboration exists at this time, please comment on how this type of collaboration might enhance the program. In what ways could the College provide faculty support in this area?*

Response: ESL faculty interacts informally with peer colleagues working in various types of ESL programs through Internet discussion groups and the regular meetings of professional organizations, such as TESOL, MATSOL, and MECCA. Several colleagues from elsewhere have given development workshops to the QCC ESL Faculty. There are currently no formal collaboration activities with local high schools or local businesses.

QCC ESL Faculty would like to develop more formal ties with local high schools, especially those that have high enrollments of ESL students, whether recently arrived as

immigrants or long-term residents/citizens with continuing ESL needs. These ties can publicize the ESL Program at QCC to potential students and can contribute to coordination between the high school ESL curriculum and college-level ESL, especially for those high school graduates who would like to go on to college but may still feel hampered by limited English-language skills.

D. *Explain the mechanisms in place within the program to insure that students who have been granted credit through articulation agreement transition smoothly into the QCC program. In what ways could the College increase its support in these areas?*

NA

E. *Explain the program's involvement with the area Tech Prep consortia or other educational collaboratives, if relevant.*

NA

F. *Summary and Analysis: The Pipeline – QCC Feeders*

Response: ESL students come to QCC's program from a variety of feeder sources, primarily by word of mouth from friends or immigrant services, including QCC's own adult education program. There has not been an ongoing, systematic collection of feeder data to date, though such information could be compiled from admissions application forms and/or systematic surveys within the ESL Program each semester. The information collected could in turn help shape the program's pipeline efforts. The ESL program is eager to expand its collaboration with local high schools and community organizations in more formal ways, including an advisory committee. A new direction worth exploring is the design and delivery of customized ESL instruction to local businesses. Transfer articulation for ESL courses does not currently exist, but it is

perhaps worth exploring and rationalizing if it proves a better procedure than proficiency testing upon arrival.

4. Role of the Program Advisory Committee

A. *Is there an active (meets at least once a year) advisory committee for this program?*

Response: Not at present. There is a plan to form one.

B. *If yes, what is the composition of the advisory committee? How are appointments made to the committee?*

C. *Explain the roles and responsibilities of this committee.*

D. *If possible, cite examples of how committee input has had an impact on the program over the last 3-5 years.*

E. *Summary and Analysis: Role of the Program Advisory Committee*

Response: The purpose of the proposed ESL Advisory Committee will be to assist, advise, and inform the ESL Faculty and the Instructional Dean with regard to the relevance and currency of the ESL program. In addition, the Advisory Committee would recommend changes in the program, if change is warranted, and collaborate in the systematic gathering of information regarding QCC's success in preparing its ESL students for the communication challenges in college studies, the workplace, and the community.

The members of the Committee will assist in the following ways:

- Offer input on the currency of the curriculum.
- Support and enhance the credibility of the curriculum in the community and with other academic institutions.
- Employ and recruit students and graduates.
- Provide advice on new technology.

- Provide feedback regarding changes in the curriculum of the feeder or receiving schools and in the skill requirements of the workplace.
- Gather input or data regarding transfer opportunities to specific programs and colleges.
- Act as an independent, unbiased sounding board.

The Advisory Committee shall consist of a maximum of ten voting members with the Deans and Coordinator acting *ex officio*. Members shall be drawn from the following: high school guidance counselors and/or teachers from high schools with large ESL populations, QCC transfer specialist (*ex officio*), a faculty member from one of the other local colleges, a current or former ESL student, and local employers preferably from the Health, Service or Technology industry.

During the initial year, members will be selected by the Dean and Coordinator and thereafter with input from the Advisory Committee.

An Advisory Committee member will serve a three-year term. To enable new people to join, a member can be appointed to a maximum of two consecutive three-year terms, but then must be off the Committee for at least one year before being eligible for an additional one or two terms. To ensure continuity in the Committee's work, terms will be staggered, requiring that on the initial Committee, one-third of the members will serve one-year terms, one-third will serve two-year terms, and one-third will serve three-year terms. One and two-year terms will not be counted in limiting consecutive committee service to two three year terms.

Each Committee member is expected to:

1. Attend a minimum of two meetings per year.

2. Actively participate in the functioning of the Committee.
3. Be available for individual consultation to the Program Coordinator and/or Instructional Deans.

A chairperson and vice chairperson shall be elected by the members of the Advisory Committee. The chairperson shall preside over all meetings of the Advisory committee. The Coordinator shall act as secretary to the Committee.

5. Competition, Marketing Strategies, and Enrollment Projections

A. *Identify the program's primary competitors. Describe the process utilized and/or the rationale to determine the list of competitors.*

Response: Prominent ESL programs in the Worcester area were considered.

- 1) Various adult education ESL programs are offered in and around Worcester, usually at no charge to students. These programs tend to be aimed at fairly low-level English speakers and typically focus on everyday "survival" English, that is, below Level 1 of QCC's ESL Program. Instructors may have ESL training or be community volunteers.
- 2) QCC offers an adult education ESL program also aimed at the general, low-level English speakers, that is, below Level 1 of QCC's ESL Program. Rather than being a competitor, this program is an important feeder of students who want to continue on in the QCC ESL program.
- 3) Holy Cross does not advertise an ESL program. Nonnative speakers of English must take the TOEFL exam prior to admission and pass with a particular score.

4) Clark University also requires nonnative-speaking students to take the TOEFL, but if the minimum score is not met, students are directed to Clark's American Language and Culture Institute (ALCI) to improve their English language skills until they can improve their TOEFL score. The institute offers a full-time intensive ESL program, plus two regularly paced programs: a) for community students and b) for students in the ALCI/Clark integrated UG degree program. TOEFL preparation is also taught. There is an audio/video language lab. ESL courses at Clark carry no academic credit and are relatively expensive.

5) Worcester State College has a fairly new ESL program and is, we believe, a new competitor. They have been experimenting with various courses and methodologies, and have been collaborating with the QCC ESL faculty for academic input and procedural ideas. Their course offerings are mainly non-academic in focus and in status. They report increased enrollment this semester (spring 04). Their program currently has evening classes of 10 weeks of four hours/week at a cost of only \$220 per class. This program has only recently become a competitor, but there might be ways to coordinate their program with ours.

6) WPI offers a Summer ESL Institute, but only minimal instruction during the academic year: Foreign TA training and a seminar for ESL students at WPI who would like an opportunity to review language skills and learn about U.S. culture.

B. Identify QCC's program strengths and market niche with respect to these competitors. In other words, what makes QCC's program the first choice?

Response: QCC's niche in the area's ESL programs is all encompassing. Not only are we relatively inexpensive, but also we are well regarded academically because of our faculty and curriculum, and we grant transferable credit for ESL courses (6 credits are transferable to other QCC programs as humanities credits).

The greatest strength of our program, of course, lies in our faculty. All of the 3.5 full time faculty members have Master's degrees, as do most of the adjunct faculty. Our adjunct faculty are unbelievably loyal. Because we have only four full-time teachers, our creativity would be much more limited than it is if it were not for the continued and continuous commitment of several adjunct faculty who have been with us for many years and who continue to contribute to the department in many ways and to continue to develop professionally themselves.

Tutors who help students with their English is another of our strengths. We hire students who have completed our program to act as tutors. Although some students specifically request native speakers of English to help them, most appreciate that the tutors have undergone the same training they are now in and may be able to help them understand something that mystified them in class.

- A.** *Explain the specific marketing strategies the College has employed with respect to this program over the last three to five years. Please do NOT list general marketing strategies here. Identify targeted marketing efforts relevant to your program specifically.*

Response: For almost 30 years, Francisco Escobar, who was bilingual and bicultural in English and Spanish, worked through the Admissions Office to recruit students for the ESL Program. He also performed many other duties of great benefit to our program, but his primary mission was to find students. He worked with several agencies in Worcester

that distribute benefits and information to immigrants and refugees (Centro Las Americas, Friendly House, etc.) to make sure they knew of our program and its offerings. He also appeared regularly on radio where he “advertised” us and encouraged his listeners in both Spanish and English to contact us for more information. Active in his church, he regularly contacted all churches with immigrant populations to disseminate program information.

Because many students have found our program via word of mouth, they often gravitated to the downtown site where Mr. Escobar was located, and he made it easy for them to then apply for admission, take the placement test and then register, all at one easy stop. Mr. Escobar retired in May, 2002, and the college has not replaced him, requiring all prospective students to come to the main campus for all of those activities previously taken care of at their first stop.

- B.** *Describe how program faculty work with the admissions officers to recruit students into the program. If unknown, outline a recruitment plan with specific activities.*

Response: It is our understanding that since the primary recruiter of non native speakers of English, Francisco Escobar, retired, there is no designated recruiter for this population. In addition we are not aware of a recruitment plan.

- C.** Is the need for this program expected to grow or decline over the next five years? Please base your response on specific data.

Response: The need for ESL programs is largely based on troubles in non-English-speaking countries throughout the world. When Brazil’s economy weakens, we get Brazilian students; when war breaks out in the Balkans, Kosovars come to Worcester and

need English. Those refugees and immigrants who settle down here eventually host other family members who decide to stay and who then often enter our program. Within the last five years, we have seen the ethnicity of the majority of our students change from Hispanic to Vietnamese to Eastern European.

The number of students in our program depends not only upon foreigners coming to this country but on other vagaries as well. Although no official numbers were kept, we believe that the ethnographic change in our students in the mid 90s was largely due to new regulations regarding welfare. Prior to that time, many of our students were Hispanic mothers of small children. Because new welfare regulations made it mandatory for recipients to volunteer if they did not have a paying job, many of our students could no longer budget the time needed to attend classes, let alone do the required homework.

The number of students who have registered in the stand alone certificate program has markedly declined in recent years. This semester, for example, only one student registered in the certificate program. When it was discovered that financial aid was not available for most students registering for a stand alone ESL certificate program (2000-01 academic year), most of our students transferred to General Studies. They were then able to take ESL classes to prepare for courses in their major and still receive financial aid.

The numbers of students taking ESL courses has varied year to year, but we have always had at least 200 students. This school year our numbers fell dramatically (from 321 unduplicated students in Fall, 2003, to 214 students this semester), and we are not sure if the decline is an anomaly or the beginning of a trend.

It is impossible to predict a future need for ESL courses based on past statistics, even if they were available. We do know, however, that immigration does not seem to be

on the decline, and, as MassINC has indicated, the state of Massachusetts depends on this pattern to continue in order to guarantee itself a workforce.

- D.** *Based on analysis of information presented in this section, prepare enrollment projections for the next five years. Please describe what you believe is the optimum program size.*

Response: We cannot accurately predict enrollment in the ESL program, not only because of a lack of reliable statistics, but because the program is not dependent upon future job prospects of a certain kind. Our students go into all fields, trades and professions, and all need to know English in order to succeed.

Considering that we offer classes only during the mornings (some days and semesters until 1:00 p.m.) and evenings, and that we are limited by classroom space that is also needed by other expanding programs, our optimum program size is probably around 350 students. If students were agreeable to attend classes in the afternoon, we could successfully accommodate as many students as were able to attend our classes.

6. Opportunities for Program Expansion

A. Are there other directions this program might evolve in order to sustain currency and quality? Consider the following categories, but feel free to include other categories in your responses:

- *New certificate options within the program*
- *New concentrations within the program*
- *Different career ladder options within the program*
- *New associate degree program possibilities*
- *Development of modularized courses*
- *Continuing/professional education in the field (i.e., CEU's, prep for recertification, etc.)*
- *Distance education course development*
- *More proactive job placement/ support post-graduation*
- *Other...*

Response: Realizing there is no valid need to continue to offer a certificate in ESL, we recommend that it no longer be offered. The student focus groups recommended we

offer ESL courses during Intersession and Summer programs. In the recent past we have offered summer courses, with limited success; we might try additional offerings in the future. We also would like to combine some of our ESL offerings with content-area courses in other programs (allied health, criminal justice, engineering).

An area that definitely needs research and scrutiny is our placement test. Last year we began using a new placement test (the Combined English Language Skills Assessment, or CELSA), but it is too soon to know whether it places students as accurately as we would like in all of the skill areas that we offer. We also believe that requiring a writing sample would help place our students more accurately.

QUINSIGAMOND COMMUNITY COLLEGE

ENGLISH AS A SECOND LANGUAGE

INTERNAL PROGRAM REVIEW

ESL CURRICULUM

SPRING, 2004

ESL IPR Report ESL Curriculum

Introduction

The English as a Second Language (ESL) Program at Quinsigamond Community College (QCC) is a three-level program of study leading to an ESL Certificate. During the fall semester, 2003, 45 sections of the ESL Program's courses were run with a total enrollment of 627 students.

The ESL program's curriculum consists of three levels of ESL instruction with the third level being the highest level offered in the program. There are four, three-credit courses offered at each level: Reading, Writing, Listening and Speaking, and Grammar. Placement into ESL courses is determined by CELSA test scores or completion of the prior course in each skill area, with a "C" grade or better. Faculty advising for students in the program is done by ESL faculty members and additionally through advisors in the College's Assessment Center. The ESL program is delivered by full-time and adjunct faculty who are both highly-qualified in their discipline and dedicated to meeting the needs of the ESL student population.

Below is the current ESL program structure of courses.

Current ESL Program Curriculum

ESL Listening And Speaking 1	ESL Writing 1	ESL Reading 1	ESL Grammar 1
ESL Listening And Speaking 2	ESL Writing 2	ESL Reading 2	ESL Grammar 2
ESL Listening And Speaking 3	ESL Writing 3	ESL Reading 3	ESL Grammar 3

The ESL program at QCC has been developed to meet the needs of the immigrants and refugees of the City of Worcester and greater Central Massachusetts. As is stated in the QCC

College Catalog 2003-2004, the ESL program "...is specifically intended for non-native speakers of English who come from diverse cultural and educational backgrounds and who want to learn English to enter various training programs, to improve their employability, and to satisfy their personal growth." (p. 50)

In addition to the ESL program of study leading to the ESL Certificate, QCC also offers an expansive array of non-credit courses in ESL. The non-credit courses include grant-funded courses that focus on adult literacy in English and courses that provide specialized job training.

During academic year 2002-2003, the ESL faculty members began an internal review and comprehensive evaluation of the three-level ESL Program leading to the ESL Certificate. During this time, the ESL faculty considered the current ESL program's curriculum, assessment procedures, and the institutional resources that support the program.

Next, in the fall of 2003, the ESL faculty administered a survey to the current ESL student population. A total of 254 ESL students responded to the survey which was designed to elicit information on students' prior educational backgrounds, their goals in studying ESL, and their plans for future education. (See Appendix A for the results of the ESL Student Survey).

In addition, the ESL faculty surveyed QCC faculty from all academic programs in the College. Respondents provided their ESL colleagues with feedback regarding the preparedness of the ESL students and their strengths and weaknesses in performing academic work in various subject areas. In summary, QCC faculty comments indicated the need for curriculum revision that would strengthen the preparedness of ESL students prior to entering other college programs of study.

As a result of this process, the ESL faculty members are herein proposing an ESL Program curriculum, which will bring the curriculum into line with the current research in

second language acquisition and the standard pedagogical practices in teaching ESL in post-secondary institutions of higher education. (See Section II of the ESL Internal Program Review for a copy of the revised curriculum). Of course, revisions in the ESL curriculum itself have led to the need to make additional recommendations in the areas of supplemental educational resources and institutional support.

A summary of all of the recommendations being made by the ESL faculty, as well as the rationale for their recommendations, is listed below. The implementation of the revised ESL curriculum along with the additional initiatives to support the curriculum changes will enable the College to offer one of the most comprehensive and state-of-the-art ESL programs in the state of Massachusetts.

Summary of Proposed New Curriculum for ESL

The ESL faculty's proposed new curriculum involves significant changes in the individual ESL courses offered as well as changes at the program level. Additional institutional support will be required to ensure the successful implementation of these proposals. An overview of the proposal is provided in the outline below and is accompanied by the rationale for each proposed course and program implementation.

I. Summary of Proposed ESL Program Changes

The ESL Faculty members recommend that the College move towards integrating the ESL programs so that they have a seamless connection to one another as well as strong links to the College's other academic programs and departments. The implementation of this initiative involves the creation of an Academic ESL program; the development of additional non-credit courses in Basic ESL; the discontinuation of the current ESL Certificate; and the development of ESL/Content based Certificates.

Proposed ESL Integrated Programs

Current Adult Basic ESL programs	New Basic ESL courses	New Academic ESL Program	New ESL/Certificate Programs
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A. Rename and revise the ESL Program to be the Academic ESL Program

Although the current ESL program has excellent course offerings, the program lacks the typical academic standards found in Academic ESL community college curricula. The present ESL program curriculum is one that combines aspects of both basic ESL and academic ESL in the same courses.

The current ESL program curriculum, in its efforts to meet the needs of ESL students of very diverse backgrounds and goals for learning English, has lost a clear focus. The ESL program courses are credit-bearing and meant to prepare ESL students for college level work in other college programs of study. However, in addition to the ESL students in their classes who are prepared for an ESL academic program, faculty have found themselves with many ESL students who are not prepared for ESL academic work and/or are not taking the courses to prepare for other college study.

The College at this time does not have a sufficient non-credit basic English courses to provide ESL instruction for the ESL students who are not ready and/or not interested in an academic program. Thus faculty have students in ESL credit-bearing courses that are not academically prepared for credit bearing ESL along with those students who are academically ready for these courses. This situation has forced instructors to aim for the middle ground when presenting course materials. The result of putting these two groups in the same courses has led to the delivery of a curriculum that is not appropriate to meet the needs of either the prepared or the unprepared ESL students.

Although it is true that all faculty experience this phenomenon to a certain extent when teaching any course, it becomes near to impossible to deliver a coherent curriculum when ESL students who have a strong educational background in their native language are grouped together with ESL students whose educational backgrounds in their native languages leave them underprepared to transition directly into ESL academic work.

It is for this reason that it has become standard for ESL programs in community colleges to designate an Academic ESL program, which is designed to serve students who are sufficiently educationally prepared in their native languages to be able to make progress in two or three semesters of study. Although there is always some diversity of skills among students in any ESL language course, students with good academic preparation in their native language can be expected to make reasonable progress within the time frame of a post-secondary program of ESL based on the research findings in second language acquisition research. (Krashen, S.D. 1981)

On the other hand, widely-accepted second language learning research has shown that students who do not possess strong educational backgrounds in their native languages will NOT be able to matriculate through a typical academic ESL program in the course of two or three semesters. These students will need extra time on task and more individualized attention than is provided in a typical post-secondary classroom setting in order to succeed. (Krashen, S.D. 1981)

In short, without the designation of ESL courses that are designed for students who are academically prepared for college work in their native languages along with separately created courses created for students who are not sufficiently educationally prepared in their native languages to go directly into an academic program, neither group will progress in their overall goal to attain a higher level of English proficiency.

Although most ESL teachers are quite familiar with such research, this concept is sometimes not well-understood by their colleagues in other departments since all ESL is typically viewed as “developmental” in most post-secondary institutions of high education in the US.

In fact, ESL courses are not developmental in the true sense of the word. Whereas the curriculum of developmental courses is geared towards providing students with skills that are normally acquired in high school or prior to assuming college-level work, the majority of ESL students have completed the acquisition of these skills upon the completion of high school in their native languages. While most ESL students have mastered the “high school curriculum,” and in many cases have come to study in the community colleges while already possessing college-level educations in their native languages, they are placed into ESL programs to attain a level of English proficiency that will enable them to do college work in other programs. (The comparable effort to learn a “foreign” language at the college-level in French, Russian, Arabic, etc., is not considered developmental work for native speakers of English.)

Here QCC may be distinguished as part of an enlightened group of colleges who understand the above-mentioned distinction, as the College already allows ESL students to apply some of their ESL courses towards graduation as humanities or foreign language courses. Yet, due to the circumstances already described above, the College’s ESL program is losing its ability to deliver such academic language courses to ESL students.

However, it is true that providing an ESL curriculum at a community college is complicated by the fact that some number of the ESL students who come to the College can also be correctly categorized as developmental or not fully prepared for college level work. Moreover, it can be hard to determine the root cause(s) of ESL students requiring some type of

developmental preparation because their lack of preparedness may be due to: 1) cognitive or learning disabilities; 2) significant gaps in the students' educational background due to war or economic impoverishment; and/or 3) both learning disabilities and interrupted periods of education in their native languages.

Increases in the settling of refugee populations from war torn countries such as Somalia, Ethiopia and Eritrea account for some of the lack of literacy in L1 seen in recent ESL student populations. In addition, US community colleges, colleges and universities in the past decade, have seen a large increase in a group of young ESL students, who have recently graduated from US high schools and who are also not academically prepared for college work. This subgroup of ESL students has become identified as the "Generation 1.5" students in second-language acquisition literature. These students come to post-secondary education with a lack of academic preparation in their native languages as well as low levels of ability in reading and writing in English. These students usually have fluency in listening and speaking in English and converse easily with native speakers of English. However they are at a "...huge disadvantage to other native speakers..." in that they lack the reading and writing skills required to successfully complete college-level programs. (Rodriquez, 2003)

Moreover, the generation 1.5 students who have graduated from US high schools have acculturated to the US but in doing so they have often adopted the negative attitudes they see in some of their high school classmates. In an article on the 1.5 students matriculating in the University System of Georgia, they are described by a university faculty member as having, "... a lot of gaps, information gaps in all kinds of things..." (Rodriquez, 2003).

In summary, QCC's ESL program, although able to deliver a high quality program of instruction to its students, is in need of updating to better serve the needs of all of its student

population. ESL faculty members propose to create an Academic ESL program, and to develop Basic ESL courses, that are non-credit and offered for a modest tuition, for ESL students who are not sufficiently prepared to go directly into academic ESL courses.

Our comprehensive survey administered to a total of 254 of our ESL students in the fall of 2003 has provided us with valuable information about our ESL students and their goals. A total of 172 students, or 68% of those surveyed, have indicated to us that they are taking ESL courses in order to prepare for other college programs of study. Moreover, 182 students, or 72% of the respondents, indicated that they intended to apply for other college programs at QCC upon completion of their ESL studies. An additional 13 students, or 5%, indicated that they planned on transferring to another college or university after completing their ESL courses. (Appendix A)

Our snapshot of the ESL student population is helpful as it indicates that the majority of students have enrolled in the ESL programs to develop the English proficiency that is needed to continue their studies in other disciplines on the post-secondary level. Thus our students' primary goal in taking courses is congruent with the primary mission of an academic ESL program in a community college, which is to prepare students for further study on the post-secondary level. By accurate placement testing and assessment, students can be advised to sign up for the Academic ESL program courses or be advised to sign up for Basic ESL courses to acquire the skills needed to be ready for an Academic ESL program.

B. Create additional non-credit Basic ESL courses, at a low tuition

Additional non-credit Basic ESL courses should be developed to fill a specific gap in the current ESL credit and non-credit courses. New courses should be designed for ESL students who do not score high enough to be placed in the academic ESL program but who also are too high in their English proficiency to be in traditional ESL noncredit programs. Such courses, if

developed, can also serve as the “next step” of ESL study for students who have completed the existing grant-funded ESL/ABE courses but are not ready for the Academic ESL program.

QCC currently offers some non-credit basic ESL courses under grant-funding which are free to students. Thus there is an extensive waiting list made up of people who wish to attend these classes. The creation of new Basic ESL courses should be offered at a minimal cost to the students since they will not be covered by financial aid. Students in the proposed Basic ESL courses will be given more time to master the basic concepts with more individualized instruction and time on task until they are at the level to be able to meet the minimum standard for entering the Academic ESL program. New basic courses will ensure that no ESL student, regardless of his or her abilities, will be left without a place at the table.

It has been standard in other Massachusetts community colleges, such as Bunker Hill Community College, to charge modest tuition for Basic ESL courses. By paying for the non-credit courses, students are able to retain their financial aid for the higher-level ESL courses and to go at their own pace in studying. Students should be allowed to repeat Basic ESL courses that they have not been able to pass. Moreover, Basic ESL students should have access to all college tutoring services and computer resources while taking these courses. As is often the case with these courses, while helping students to improve their general English language skills and prepare them for academic coursework, Basic ESL can also help students build job skills. This added benefit could be designed into the curriculum by including theme-based and task-based instruction pertaining to the workplace.

C. Abolish the QCC ESL (stand-alone) Certificate

It is recommended that the current ESL stand-alone certificate be phased out immediately. Although the justification for abolishing the ESL certificate could rest solely with

the need to comply with new federal financial aid guidelines, it is important to note that a stand-alone ESL certificate does not reflect the current research and pedagogical practices in ESL. We recommend that the stand-alone ESL certificate be replaced with ESL/content certificates.

D. Develop ESL/Content-based Certificates

Widely-accepted second language acquisition research on content/ESL programs has become the theoretical basis for the proliferation of ESL/content paired courses and ESL/content certificates. (Short, 1993; Snow et al, 1989) Numerous configurations of ESL and content-based models can now be found in ESL programs in post-secondary institutions of higher education. These collaborations have become so successful and so commonplace that one can also find advice on how to make these programs work. (Teemant et al, 1997)

ESL/Content-based Certificates have been found to maximize the students' abilities to learn English while minimizing the time it takes to acquire academic content in the students' area of interest. ESL/content-based certificates have been run with success in other Massachusetts state community colleges and are a source for new revenue as well as a proven way to improve ESL student retention.

The success of ESL/Content-based Certificates is due to three factors. The first factor is that rather than isolate ESL students from the rest of the academic institution, ESL/content based courses and certificates help integrate students into the overall institution and specifically in the academic area they wish to pursue.

The psychological value of helping a student make progress towards a certificate or degree program in a specific area of his or her interest is an invaluable asset to increasing a student's confidence and motivation, while also ensuring better rates of retention for the institution. These programs present an alternative to the typical isolation experienced by ESL

students in academic programs, so well-documented in Vivian Zamel's study of ESL students at UMASS/Boston entitled, "Strangers in Academia: The Experiences of Faculty and ESL Students Across the Curriculum." (1995) These pairings not only increase students' ease in taking content-area courses but also improve students' attitudes towards taking ESL courses. Students who often view isolated ESL courses as a barrier to their real study goals can see the benefit of ESL courses that directly apply to a subject area.

Secondly, the combining of language and content helps students acquire concepts in their discipline and the language needed to express them at the same time. Students not only learn the subject matter but they learn the language and the culture that is specific to a particular field of study. Content-area teachers often expect students to be "fixed" by the ESL courses prior to taking content courses. However, the reality is that students will not learn the language and culture of the discipline they are studying in, until they begin to manipulate the language of the subject area. (Teemant et al, 1997)

Thirdly, ESL/content certificate programs bring the same group of students together for several courses and hence create a learning community. A learning community can be defined as any group of students who are together for more than one course and/or that have the same teachers for more than one course. Studies show that in these communities, students build friendships and trust among themselves and develop a greater comfort level with their teachers. These students are more likely to ask for help if they have a problem and to stay in school when they experience difficulties. (Angelo and Cross, 1993).

The College should move quickly in developing and advertising ESL/content certificate programs. Such certificates may enhance enrollment in the ESL day courses, particularly if these programs are geared to allied health, nursing, engineering and other popular majors. These

certificates may take different forms. ESL courses could be paired with credit-bearing courses in majors such as math, business, or psychology, or new courses could be developed such as a Pre-Nursing course for ESL students that could help students prepare to enter the Nursing program.

The College should consider the results of the ESL Student Survey when selecting content programs for ESL/content certificates. This survey revealed the most popular areas of future study as follows: Nursing, 41 students, (16.1% of respondents); Business, 38 students (15.1% of respondents); Computer Programs, 34 students, (13.4% of respondents); General Studies, 24 students, (9.4% of respondents); and Dental Programs, 19 students, (7.5% of respondents). (For a comprehensive list of responses, see Appendix A; ESL Student Survey Results.)

E. Consider the development of English for Specific Purpose (ESP) courses or programs as part of the Accelerated Learning Programs.

Short-term intensive programs that combine the teaching of ESL with a content area may provide a popular offering for non-traditional students, workplace ESL programs, and as a prerequisite to programs in which ESL students have traditionally had difficulties such as, offering a pre-Nursing course or courses at an accelerated pace. Such programs could be offered in the summer as well as during the academic year.

Although there is an overlap between the idea of ESL/Content certificates and ESP, most often an ESP program is short and highly focused. This type of programming may be used to develop an orientation to College program, for example, that could be held in the summer and could be open to all new international students who are planning on going to one of the area colleges in the fall. Another type of ESP program might be an accelerated program undertaken for a company or business with a short-term goal.

II. Summary of Proposed ESL Curriculum

In order to create an Academic ESL program that can best prepare our students for study in other college programs, we propose to replace the current ESL program with a three-level program that includes three levels of ESL Reading, ESL Writing, and ESL Note-taking, with the third level being the highest level offered in the program. In addition, the proposed new curriculum has a “fourth course” for each of the three levels of ESL. The first level includes an optional Speaking Level 1 course for those students who wish to work on their pronunciation and speaking skills. At the second level, it is recommended but not required that all ESL students take the CIS 111 course, “Introduction to Microcomputer Applications” as the fourth course. Although this course will not be required, it will be strongly recommended for students who do not already have proficiency in computer skills. At the third level of the ESL curriculum, all ESL students will be required to take the ORT 110 course, “Strategies for College and Career.” As the ESL students are part of the General Studies program, this course will be required for all ESL students who are continuing their education at QCC.

Proposed ESL Curriculum

ESL Note-taking 1	ESL Writing 1	ESL Reading 1	ESL Speaking 1
ESL Note-taking 2	ESL Writing 2	ESL Reading 2	CIS 111 Introduction to Microcomputer Applications
ESL Note-taking 3	ESL Writing 3	ESL Reading 3	ORT 110 Strategies for College and Career

A. Replace the three Listening and Speaking courses with a Note-taking Course for each of the three levels of ESL.

The current ESL Listening and Speaking courses tend to focus on conversational English and building vocabulary, without very much writing emphasized in the courses. However, ESL students have great difficulty in college courses understanding lectures and taking reliable notes from lectures. As part of the new Academic ESL curriculum, we propose three levels of Note-taking in which students will be expected to develop their skills in: listening to academic lectures, taking notes on academic lectures, and writing up their notes by constructing outlines, summaries, paragraphs, and in the higher levels, essays. As will be the case in their future courses in a variety of disciplines, students in the ESL Note-taking courses will be expected to read assigned materials in preparation for class lectures and to be able to use the new vocabulary and concepts in writing up their notes. By the end of the three semesters, students will have developed a note-taking system that works for them as well as familiarity with listening to lectures and taking notes on the main ideas. In addition, they will have acquired an understanding of the academic vocabulary that is often used in lectures as well as additional specialized vocabulary in some content areas.

B. Discontinue separate grammar courses and teach grammar in all of the ESL courses.

It is not hard to find ESL instructors who hold strong opinions regarding the teaching of grammar. Some believe that the only way to teach grammar is overtly and sequentially within separate courses. Others believe that grammar should only be taught contextually; that is, through student-generated writing or an examination of structures that occur in readings and other course materials.

Our solution is to provide both models for our ESL students. Grammar will be taught in all ESL courses through student-generated writing and through reading activities. In addition, using the 3 + 1 model for all Writing and Note-taking courses, students will be required to spend at least one additional hour a week if enrolled in a Writing course and at least one additional hour a week if enrolled in a Note-taking course working with a tutor or using ESL computer software to learn specific aspects of grammar as recommended by his/her instructor. In this way, we can offer our students both the opportunity to learn grammar through reading and writing activities and the opportunity to learn and practice discrete grammar points through tutoring and ESL computer software that provides feedback and correction. Moreover, each student will get individualized help on the specific weaknesses in his or her understanding of grammatical structures which will maximize his or her learning in the allotted time. In this way, our students will benefit from all aspects of grammar teaching.

C. Stress Reading and Writing in all ESL courses

In order to provide a more academically, rigorous curriculum for our ESL students, reading, writing and grammar will be taught across the curriculum. The focus on writing in all courses has become the standard in ESL curricula. The emphasis on writing is also emphasized in many colleges across the curriculum. For example, UMass/Boston has instituted a mandated writing assessment for students in all majors by the third (junior) year, which must be passed in order to graduate. On the community college level, Bunker Hill Community College is in the process of implementing a Writing Across the Curriculum program.

The ESL Program faculty also recognized their need to require more reading in all of its courses. A study done by the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) found that students' difficulties in entry-level college courses

were often caused by a lack of preparedness in reading. This study indicated that: “Students found the process of reading in college to be very different from reading in high school in terms of both amount and function.” (Chase et al, 1994) As the ESL curriculum is designed to prepare students for other college programs of study, and the majority of our students are coming to the ESL program after the completion of a high school degree, we have added more reading to all courses in the proposed ESL curriculum.

Moreover, our proposed curriculum is informed by the research that substantiates the need for reading and writing assignments to be linked. Thus to enable the ESL students to become better readers and more able to make meaningful connections with new concepts and content, we have required that writing assignments be linked to reading assignments in all of the ESL courses. Zamel, in her article, “Writing One’s Way into Reading,” states the case for linking reading and writing assignments clearly: “In order to give students experiences with reading that demonstrate the ways in which readers engage, contribute to, and make connections with texts, writing needs to be fully integrated with reading.” (1992)

D. Make ESL Writing Level 3 a mandatory course for all ESL students who place into a writing level lower than ENG 100. Students whose placement testing indicates a lower level than ESL Writing 3 will be placed in the appropriate level of ESL.

As it stands today, ESL Writing at the third level of the curriculum is not a required part of the ESL Program. As a result, ESL students often opt to skip the ESL writing course offered at level 3. These students take a placement test and most often place into one of the developmental courses in English writing.

The differences between ESL courses and developmental courses have already been reviewed in Section I. Part A, of this report.

It is our belief that ESL students will be best served by their ESL instructors, prior to the completion of three semesters of writing. Therefore, we recommend that any ESL student who places lower than English 100 on a placement test must complete ESL Writing 3 before taking any developmental course in writing. Moreover, students who place lower than ESL Writing 3 will be placed in the appropriate level of ESL. In making this recommendation, we are seeking to align ourselves with what is customary in ESL programs and ESL departments in community colleges throughout the state.

However, we also anticipate that a significant number of ESL students will place into developmental English courses after having completed ESL Writing 3 with a “C” grade or better as is also the typical pattern in community college ESL. At Bunker Hill Community College approximately 80% of students place into a developmental level English course upon completion of a level 3 ESL writing course with a “C” grade or better. This is to be expected as proficiency in writing takes a long time for non-native speakers of any language. We recognize and appreciate the hard-work and excellent instruction that is provided to the students by faculty in developmental writing courses. However, ESL students will benefit from taking all three levels of ESL writing courses prior to taking additional writing courses offered at the College as these courses provide the second language instruction that will best prepare them for courses geared to native English speakers. It is for this reason that we also recommend that students who do not pass ESL Writing 3 with a “C” or better will be required to repeat the course before moving on to other writing courses.

E. Require all non-native speakers of English, who place into developmental levels of reading and writing on placement testing, to be placed into level-appropriate ESL courses.

In keeping with the widely-accepted and practiced norms of the discipline of ESL, the ESL Department recommends that non-native speakers of English, who place into developmental levels of reading and/or writing on placement testing, be given ESL placement testing and assigned to the appropriate levels of ESL reading and/or writing.

As is explained in an earlier section of this report, non-native speakers of English are not necessarily developmental and do not receive as much benefit from the approach of development instruction as they would from the approach and methodology of ESL courses. A comprehensive ESL assessment program will enable us to place students into the courses that will maximize their progress in English language acquisition.

F. Require the 3 + 1 model for all three Writing courses and Note-taking courses

The structure of the traditional college course, 3 credit hours a week for 15 weeks, is not sufficient for learning a language. In order to encourage our students to spend at least one additional hour per week using individualized computer software or working with a tutor, all Writing courses and all Note-taking courses will require the 3 + 1 model as part of its curriculum. This means that each student will be required to work in the CSC or with a tutor for one hour a week.

An orientation will be given to all ESL students taking a Writing course or a Note-taking course at the beginning of each semester. Students will learn how to use the ESL computer software and to find out how to set up appointments with the tutors. Instructors teaching one of

the Writing courses or one of the Note-taking courses will make recommendations to each student as to areas to work on using the ESL computer software or when working with a tutor. Students will complete a form at the end of their tutoring session or work on the computer software that will indicate the date and time of their visit and what they worked on.

Full-time faculty will spend at least one of their office hours each week in the CSC area to assist students using the computer software. This will encourage students to use the facilities and to ask their teachers for help on areas of confusion.

It is anticipated that the ESL faculty will eventually adopt the 3 + 1 model for all of the Reading courses. However, it was felt that it may be best to pilot the model with only two of the courses. It was also felt that the ESL faculty would develop a different 3 + 1 model for the Reading courses that would require students to use the library facilities instead of the ESL computer software.

G. Develop a comprehensive ESL Tutoring program that supports ESL curriculum.

Research studies in the area of second language acquisition show that reaching fluency in a second language may take as long as 6 to 8 years for an adult learner. (Teemant et al, 1996) To assist with this long process, it is incumbent upon ESL programs to provide as much additional support to the courses offered as possible. Therefore, we have proposed both the adoption of a 3 + 1 model for all Writing and Note-taking courses as well as the proposal of a comprehensive tutoring program to maximize the amount of time on task for ESL students.

We make the following recommendations for expansion of the ESL tutoring services. First, we recommend hiring additional ESL tutors who are graduate students in Masters-degree programs in ESL at local colleges. As ESL graduate students must complete an internship to

attain their Masters degree in ESL, there is an opportunity for QCC to enlist the aid of qualified tutors to help the ESL students. In order to best assist the ESL students, these tutors should attend some of the ESL courses to understand what is being covered in the courses and what is being required of the students. Moreover, these tutors should work with the course instructors to develop a variety of tutoring materials that can supplement their homework assignments and that can review skills areas with the students. The ESL program coordinator should not only organize this process and train the tutors but also develop a tracking system that provides each faculty member with information on the number of tutoring sessions attended by each student and what was worked on in the session.

Further collaborations may be possible. QCC students who are English majors may be enlisted to do some ESL tutoring as part of a Service Learning component of their curriculum. We strongly suggest that all avenues that lead to creative collaborations be looked into as the College now opens up its state-of-the-art building and its expanded tutoring programs.

H. Acquire ESL software that can be utilized by ESL students for supplemental learning and for the 3 + 1 requirement.

The ESL Department recommends the acquisition of two comprehensive software programs for use by the ESL students in the CSC. The first is the “Focus on Grammar” program, a comprehensive program which provides all aspects of grammar in readings, writing activities, and listening activities. This program corrects student errors and gives explanations of grammar. It has three levels, which will complement the three levels of the proposed ESL curriculum: Grammar Basic, Grammar Intermediate and Grammar High Intermediate. The students’ work is scored by the computer, and students have the opportunity to continue to correct their work until

they have a perfect score. Students can print out their work and turn it into their instructors in their courses.

A second program that the ESL faculty members recommend be bought is called “Perfect Copy.” This software provides writing opportunities for students. The exercises will indicate errors, such as run-ons and fragments, and provide tutorials on the grammar points that are being worked on. Students have the opportunity to correct their work until they have a “perfect copy.” This program also has multiple levels of activities. Students can print out their work and hand it into the instructor.

The ESL faculty members recommend that this software be purchased and networked on all of the computer stations in the dedicated area of the new building for student academic support services.

Faculty can view the extensive activities and grammar points that are covered in these programs and make individual recommendations for their students. These programs have been used at Bunker Hill Community College and have worked well for faculty and students. When required to go to the computer lab or tutoring, ESL faculty found that most students found their experiences very helpful and many students were motivated to spend extra time working on these programs.

I. Offer an optional Speaking course at Level 1 only as the fourth course at Level 1 of the ESL curriculum.

In a review of our current ESL program curriculum, it was found that the ESL students’ need for a course dedicated to the skill of speaking varied greatly. In revising our curriculum to best suit the needs of our students to be prepared for academic work, we found that academic note-taking took precedence over conversational skills. However, some students do have

deficiencies in the skill of speaking which can lead to difficulties in college studies. For students who would benefit from work on their speaking skills, we have chosen to offer a three-credit ESL Speaking course at the first level only. After completing the ESL Speaking course at level 1, we will offer students who need to continue working on their speaking skills the opportunity to work with tutors one-on-one as well as in conversational groups held by tutors. Moreover, we will provide ESL software that will be networked on computer stations to provide students more practice on discrete aspects of pronunciation.

J. Offer CIS 111 Introduction to Microcomputer Applications as the fourth course at level 2.

It is important that ESL students are able to meet the minimum requirements of college study including typing papers and doing research on the Internet. As the College already provides excellent courses in this area, the ESL students will be strongly encouraged to take the CIS 111 course at the second level of their three-level ESL curriculum. Generally, by the time the students have advanced to Level 2 they can manage the language requirements that are part of the CIS 111 course, as has been shown by the number of ESL students who have already taken and passed this course at QCC while still in the ESL program. Having CIS 111 as the suggested “fourth course” in the ESL curriculum at level 2, gives ESL students a way to earn credit towards a major and become more integrated into the College. While not making this a mandatory part of the curriculum, we anticipate that most students will take this course.

K. Require that all students take ORT 110 Strategies for College and Career at Level 3.

As part of the General Studies program, all ESL students are required to take the ORT 110 course. The ESL Program faculty members recommend that this course is best placed as

part of the third level of the ESL curriculum, prior to the students' completion of ESL courses.

The ESL Program faculty members also recommend that there be designated sections of ORT for ESL students, and that some ESL faculty members complete the ORT training to teach these ORT sections.

M. Examine all facets of ESL Placement Testing in light of new ESL Curriculum.

The ESL Program currently uses the CELSA test for placement testing. The current scoring of the CELSA test is as follows.

CELSA RAW SCORE	QCC ESL COURSE/LEVEL
0-16	Refer to non-credit ESL program
17-37	Level One Courses: ESL 101, ESL 111, ESL 121, ESL 131
38-52	Level Two Courses: ESL 102, ESL 112, ESL 122, ESL 132
53-75	Level Three Courses: ESL 201, ESL 211, ESL 221, ESL 231
69-75	Recommend students take CPT

We recommend that the CELSA test be reviewed to determine its appropriateness as a placement test for the new curriculum. After review, if the CELSA test continues to be used, the current placement scores should be re-examined and revised, if necessary, to ensure correct placement into the ESL courses. In addition, we recommend the adoption of an assessment tool that measures listening skills as well as the adoption of a writing test that can be holistically scored.

This will be best done with the assistance of a consultant who can make recommendations for the best placement tools to be used with our new curriculum and who can work with the ESL faculty members in adopting a holistic scoring procedure when assessing ESL student writing. It is recommended that this be done after the adoption of the proposed new ESL curriculum in the spring of 2004.

N. ESL Advising

The specialized nature of English as a Second Language creates a need for advisors who can read and interpret ESL assessment tools in different skill areas and make appropriate recommendations for student placement in all skill areas of English. At the current time, ESL Advising is done not only by ESL faculty, who have advanced degrees in the field, but also by the Advising Office of the College, by advisors who do not have training in second language assessment. As a consequence, there are far too many students who have been placed in the wrong courses and/or the wrong level of ESL by advisors who are not familiar with the language assessment tools.

The proposed additional ESL placement testing in writing, reading and listening will require trained ESL faculty to interpret the test scores and make recommendations for the best course placements for each student. Without the proper placement of all ESL students, the benefits of the proposed ESL curriculum will be lost. It is for this reason that the ESL Department recommends that ESL Advising be removed from the College's Advising Center and done solely by trained ESL faculty.

O. ESL Course Descriptions and proposed new ESL Courses

A fully articulated curriculum for all ESL courses in the proposed Academic ESL program is in Section II of this document. In addition, for easy comparison, we have listed the current ESL course descriptions and the proposed new ESL course descriptions below.

ESL Writing Courses

Current: ESL 101: English as a Second Language: Beginning Writing

This course focuses on basic writing strategies necessary for non-native speakers of English in both academic and everyday situations. Students learn strategies for journal writing, brainstorming, free-writing, basic editing and simple revising. (3 credits) *Prerequisites: Non-native speaker of English; High school diploma or GED and appropriate placement score. (3 credits)*

Proposed: ESL 103: ESL Writing 1

This course focuses on paragraph development, including an emphasis on sentence structure and the writing process. Students learn grammar in the context of specific writing activities. Students respond in writing to prompts and short readings. The minimal passing grade for ESL courses is a "C." (3 credits) *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Current: ESL 102: English as a Second Language: Intermediate Writing

Non-native speakers of English study more advanced strategies necessary for written English in academic and everyday situations. Students study the process and techniques necessary to write basic essay forms including descriptive, persuasive, comparison, process, and personal-reflective. (3 credits) *Prerequisites: Non-native speaker of English; High school diploma or GED and ESL 101 passed with a grade of "C" or higher, or appropriate placement score.*

Proposed: ESL 104: ESL Writing 2

This course refines paragraph writing skills while introducing and developing the essay. Students learn more complex grammar and sentence structure. Students write paragraphs and essays, in response to simple prompts and readings. The minimal passing grade for ESL courses is a "C." (3 credits) *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Writing 1 passed with a grade of "C" or higher.*

Current: **ESL 201: English as a Second Language: Advanced Writing**

This course focuses on writing essays for non-native speakers of English. Students learn outlining, editing and revising, supportive bibliographical techniques as they write advanced essays and resumes. (3 credits)

Prerequisites: Non-native speaker of English; High school diploma or GED and ESL 102 passed with a grade of “C” or higher or appropriate placement score.

Proposed: **ESL 105: ESL Writing 3**

This course develops students’ skills in essay writing. Students focus on writing and revising longer pieces using complex structures and appropriate rhetorical modes. The minimal passing grade for ESL courses is a “C.” (3 credits)

Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Writing 2 passed with a grade of “C” or higher.

ESL Reading Courses

Current: **ESL 111:English as a Second Language: Beginning Reading**

This course assists non-native speakers of English to develop reading, vocabulary and study strategies necessary for academic purposes and everyday situations. (3 credits) *Prerequisites: Non-native speaker of English; High school diploma or GED and appropriate placement score.*

Proposed: **ESL 113: ESL Reading 1**

This course focuses on reading skills and vocabulary development. Students develop and demonstrate reading comprehension through class discussions and written responses in complete sentences and short paragraphs. The minimal passing grade for ESL courses is a “C.” (3 credits) *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Current: **ESL 112: English as a Second Language: Intermediate Reading**

Non-native speakers of English develop reading, vocabulary, and study strategies necessary for academic purposes and everyday situations. (3 credits)

Prerequisites: Non-native speaker of English; High school diploma or GED, and ESL 111 passed with a grade of “C” or higher or appropriate placement score.

Proposed: ESL 114: ESL Reading 2

This course emphasizes reading longer passages and increasing academic vocabulary. Students develop and demonstrate comprehension and critical reading skills through class discussions and written responses in paragraphs and short essays. The minimal passing grade for ESL courses is a “C.” (3 credits)
Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Reading 1 passed with a grade of “C” or higher.

Current: ESL 211:English as a Second Language: Advanced Reading

This course helps non-native speakers of English develop reading, vocabulary, and study strategies necessary to succeed in academic programs and everyday situations. (3 credits) *Prerequisites: Non-native speaker of English; High school diploma or GED; and ESL 112 passed with a grade of “C” or higher or appropriate placement score.*

Proposed: ESL 115: ESL Reading 3

This course focuses on the critical reading skills necessary to understand content course readings. Students demonstrate their ability to comprehend, analyze and synthesize information through class discussions and more complex writing assignments. The minimal passing grade for ESL courses is a “C.” (3 credits)
Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Reading 2 passed with a grade of “C” or higher.

ESL Note-taking Courses

Current: ESL 131: English as a Second Language: Beginning Listening/Speaking

This course focuses on spoken American English intonation, stress, and rhythm for non-native speakers of English. Students learn individual sound segments and progress to understand speech as vital process. Topics include popular American slang, basic vocabulary, and spoken English for social and academic interaction. (3 credits) *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Proposed: **ESL 143: ESL Note-taking 1**

In this course, students learn to develop a system of note-taking while listening to short academic lectures. Students use their lecture notes and course readings to complete a variety of academic assignments, such as, responding to comprehension questions in sentence and paragraph form. The minimal passing grade for ESL courses is a “C.” (3 credits) *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Current: **ESL 132: English as a Second Language: Intermediate Listening/Speaking**

Non-native speakers of English learn basic and intermediate spoken English skills necessary for social and academic interaction. The course explores American language customs, practical grammar, and correct pronunciation, including elements of intonation, stress, and rhythm. (3 credits) *Prerequisite: Non-native speakers of English and High School Diploma or GED and ESL 131 passed with a grade of “C” or higher or appropriate placement score.*

Proposed: **ESL 144: ESL Note-taking 2**

In this course, students continue to develop a system of note-taking while listening to academic lectures. Students use their lecture notes and course readings to summarize and synthesize information in paragraphs and short essays. The minimal passing grade for ESL courses is a “C.” (3 credits) *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Note-taking 1 passed with a grade of “C” or higher.*

Current: **ESL 231: English as a Second Language: Advanced Listening/Speaking**

This course helps non-native speakers of English develop the oral language fluency necessary for social and academic interaction. Students gain advanced skills to understand spoken English and to increase their facility in spoken English. The course focuses on assisting students to acquire a larger vocabulary in order to participate more easily in social and academic situations. (3 credits) *Prerequisites: Non-native speakers of English; High School Diploma or GED; and ESL 132 passed with a grade of “C” or higher or appropriate placement score.*

Proposed: ESL 145: ESL Note-taking 3

In this course, students refine their academic note-taking skills in preparation for content area courses. Students use their lecture notes and course readings to summarize, synthesize and evaluate information in paragraphs and essays. The minimal passing grade for ESL courses is a “C.” (3 credits)

Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Note-taking 2 passed with a grade of “C” or higher.

Replacements for Grammar Courses

Current: ESL 121: English as a Second Language: Beginning Grammar

This course helps non-native speakers of English to develop the grammatical structures and skills necessary for academic purposes and everyday situations. (3 credits) *Prerequisites: Non-native speakers of English; High School Diploma or GED and appropriate placement score.*

Proposed: ESL 133: ESL Speaking 1

This course focuses on the speaking and pronunciation skills that are necessary in an academic setting. Students practice speaking by responding to open-ended questions in response to class readings or discussions on a topic. Students prepare and give brief presentations in class using academic vocabulary. The minimal passing grade for ESL courses is a “C.” *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Current: ESL 122: English as a Second Language: Intermediate Grammar

Non-native speakers of English learn how to develop the complex grammatical structures and skills necessary for academic purposes and everyday situations. (3 credits) *Prerequisites: Non-native speaker of English; High school diploma or GED; and ESL 121 passed with a grade of “C” or higher or appropriate placement score.*

Proposed: CIS 111 Introduction to Microcomputer Applications

This course focuses on basic working knowledge and hands-on experiences in word processing, spreadsheet processing, database processing, and presentation software. Students acquire an overview of computer concepts, the most common business office operating systems, the Internet, and the World Wide Web. (3 credits)

Current: ESL 221: English as a Second Language: Advanced Grammar

This course helps non-native speakers of English to develop and reinforce complex grammatical structures and skills necessary for academic purposes and everyday situations. (3 credits) *Prerequisites: Non-native speaker of English; High school diploma or GED and ESL 122 passed with a grade of "C" or higher and appropriate placement score.*

Proposed: ORT 110 Strategies for College and Career

First time college students who want success and direction in their college experience gain practical skills that are directly applied to selection of a college major and future career paths. Students also gain effective learning strategies, and information on how to navigate and use college procedures and resources. Specific topics include promoting self knowledge through assessments, researching and obtaining career information, developing and practicing study and time management skills, and improving communication and decision making skills. Students integrate information about self, careers, and college through the final project in a Career/Life Plan. (3 credits)

III. Need for Additional Institutional Support

The suggested program and curriculum changes that we have proposed in the body of this document require a great deal of support from the institution. In addition, to what we have identified as program changes and curriculum changes, the College must provide its support in the areas of institutional research, advertising and recruitment in order to ensure the success of the ESL Program.

A. Institutional Research

The assessment of the proposed new ESL curriculum and all its features will not be able to be measured without the support of institutional research on the part of the College. Although some of the information that will be needed may involve a great deal of number crunching on the part of the Institutional Research staff, other data may be collected with some easy modifications to systems already in place. As an example of the latter, we would like to recommend that in addition to categorizing ESL students as part of General Studies, it may be helpful to have the ESL students identified as General Studies/ESL. A simple configuration, such as the one just suggested, would enable the ESL Program faculty to collect and analyze data on its student population more easily.

However, ongoing institutional research must be completed each semester, which tracks information on ESL students' initial placement scores and course placements, their grades, their success rate in courses and the number of times they have repeated courses, etc.

It will be important for the ESL Program to be able to track the retention rate of these students not only while they are in the ESL program but also as they enter and matriculate through other programs in the College. This information, in turn, can be used to design and/or modify ESL/Certificate programs so that they can best support student retention.

An overall look at the total enrollment of all the sections of the ESL courses from the fall of 2002 to the fall of 2003 indicates a rather dramatic downturn in the number of ESL students. In the fall of 2002, the ESL program's total enrollment for all sections of the ESL courses was 967. In the spring of 2003, the total enrollment of all sections of the ESL courses was 712. In the fall of 2003, the total enrollment in all sections of the ESL courses was 627. Due to a lack of available data collection, it is not possible to indicate the duplication in the overall counts in order to give the actual total number of ESL students that were in the ESL program in any of these semesters.

Nevertheless, the sharp decrease in numbers does provide a reason for concern. A decrease in the overall enrollment in all ESL sections has decreased by 340 in one year. Thus, in addition to the need for institutional research, there is clearly a need for better advertising and recruitment to reverse the number of billable credit hours that have been lost through the downturn in students.

B. Advertising/Recruitment

In the ESL student survey that was administered in the fall of 2003, 169 students, 67% of the 254 respondents, indicated that they learned about QCC's ESL program through, "a friend or relative." By contrast, a total of 10 students, 4% of the student respondents, indicated that they learned about the ESL programs through "an advertisement." Although word of mouth seems to be filling the evening sections of the ESL courses, the ESL program would benefit from advertising the ESL day courses.

In the short term, the College might consider some last minute advertising for the spring 2004 term and/or offering a few ESL courses in "mini-sessions" from March to June that will make up for lost revenues from the regular day classes. The development of an ESL brochure

may also be a marketing tool. This brochure should show the entire spectrum of ESL courses and programs with the entrance requirements and features of each program. This could be part of a mass mailing to homes, schools, area agencies, public libraries, etc.

It will also be important to advertise new ESL/paired courses that may be developed as the first step towards ESL/content certificates to make sure that new courses and programs will be sufficiently enrolled.

In addition, the College should readdress the issue of recruitment for the ESL Program. The College did employ a person, Francisco Escobar, who recruited students for the ESL program, but he was not replaced after he left his position at the College. His outreach to the greater Worcester community brought a lot of ESL students to the College and the decline in enrollment in the ESL program became significant after he left the College.

C. ESL Assessment

Significant institutional resources will be needed to provide a set of comprehensive assessment tools that will test listening, writing and reading. The current standardized testing used for placement, the CELSA test, in and of itself is not providing sufficient information to accurately place students in the ESL courses. With the advent of the new curriculum, it will be even more important to have detailed information on all of the English skills of students coming into the program. This issue needs to be underscored under institutional resources as there will be a need for a consultant and training to assist in the adoption of a holistic writing placement test and assessment tools for listening and reading. Without the proper ESL assessment tools in place, and the accompanying training of ESL faculty to norm and use the tools appropriately, students will not be able to benefit from the proposed curriculum enhancements.

D. ESL Advising

The specialized nature of English as a Second Language creates a need for advisors who can read and interpret ESL assessment tools in different skill areas and make appropriate recommendations for student placement in all skill areas of English. At the current time, ESL Advising is done not only by ESL faculty, who have advanced degrees in the field, but also by the Advising Office of the College, by advisors who do not have training in second language assessment. As a consequence, there are far too many students who have been placed in the wrong courses and/or the wrong level of ESL by advisors who are not familiar with the language assessment tools. The proposed ESL curriculum will not be able to benefit students or faculty if the College neglects to also ensure proper ESL advising. It is for this reason that the ESL Department recommends that ESL Advising be done solely by trained ESL faculty and not by the Advising Office of the College.

E. Individualized Learning through ESL Computer Software and Tutoring

The shift to an Academic ESL program will provide students with opportunities to access content courses as soon as possible, while also providing ESL instructional support as long as necessary. Adoption of the 3 + 1 model for all ESL Note-taking courses and ESL Writing courses will increase the need for ESL computer software and a comprehensive ESL tutoring program. Tutors will be hired to assist ESL students in using the ESL software, to provide individualized instruction in all English skill areas, and to periodically attend ESL courses to stay abreast of what is being taught in the courses. As mentioned earlier in the document, QCC should hire ESL tutors who have an educational background in ESL, preferably from one of the master's degree programs in ESL.

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Quinsigamond Community College

English as a Second Language Program

Internal Program Review

Section II

Academic ESL Curriculum

Spring, 2004

ESL 143: ESL Note-taking 1 Curriculum

Course Description

In this course, students learn to develop a system of note-taking while listening to short academic lectures. Students use their lecture notes and course readings to complete a variety of academic assignments, such as, responding to comprehension questions in sentence and paragraph form. The minimal passing grade for ESL courses is a "C." *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Course Goal

Upon completion of the course, students will develop a preliminary system for note-taking which enables them to use their notes to answer comprehension questions in complete sentences and paragraphs based on the information from academic lectures presented in class and assigned readings.

Course Objectives

I. Listening/Note-taking

- A. While listening to lectures of varying lengths between 5-15 minutes, students will be able to note:
 - 1. the speaker's agenda if given
 - 2. main ideas
 - 3. supporting details
 - 4. specific information
 - 5. relationships between ideas

- B. Based on their understanding of lectures and the notes the students will be able to:
 - 1. draw inferences
 - 2. use context clues to define new vocabulary
 - 3. answer comprehension questions with at least 75% accuracy
 - 4. summarize main points
 - 5. distinguish facts from opinions

C. Over the course of the semester, students will demonstrate significant improvement in understanding lectures of increasing difficulty by practicing the following skills:

1. note-taking while listening to lectures
2. filling in outlines of the lectures
3. summarizing the lectures in writing
4. reacting to lectures verbally and in written form

II. Reading

A. Prior to listening or after listening to an academic lecture, students will be assigned a reading passage of 350 to 500 words related to the topic. Over the course of the semester, the length and difficulty of the passages should increase incrementally to challenge the students' levels of academic literacy. In class activities and homework assignments over the course of the semester, students will be able to:

1. demonstrate at least 75% comprehension of the assigned readings
2. relate the ideas of the reading passage to the lecture and vice versa

III. Writing

A. After listening to lectures, students will write summaries based on their notes. After reading about topics related to the lectures, students are expected to write personal reactions to the readings. In class activities and homework assignments over the course of the semester, students will demonstrate writing proficiency by doing the following:

1. write summary paragraphs of lectures based on notes for in-class assessments and for homework
2. write reactions to lectures, relating one's own ideas to those of the lecture and reading passages
3. write periodic journal entries on topics related to classroom activities

IV. Grammar/Editing

- A. In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:
1. simple and continuous aspects of present, past, and future tenses
 2. simple quotation marks
 3. gerunds and infinitives
 4. simple and compound sentences
 5. adjectives and adverbs
 6. modals, such as, can, have to, should, could, may, and might
 7. prepositions
 8. definite and indefinite articles

V. Exit Criteria

Students will be able to answer comprehension questions on lectures and summarize class lectures based on reading assignments with at least 75% comprehension.

VI. Grading Scheme

- Note taking portfolio
- Lecture questions and summaries
- Journal
- In-class assessments
- Attendance and participation

VII. Suggested Textbook

- *Contemporary Topics 1: Intermediate Listening and Note-taking Skills*
by Helen Solorzano and Laurie Frazier
Longman, 2002

ESL 144: ESL Note-taking 2 Curriculum

Course Description

In this course, students continue to develop a system of note-taking while listening to academic lectures. Students use their lecture notes and course readings to summarize and synthesize information in paragraphs and short essays. The minimal passing grade for ESL courses is a "C." *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Note-taking 1 passed with a grade of "C" or higher.*

Course Goal

Upon completion of the course, students will have a system for note-taking which enables them to use their notes to answer comprehension questions in complete sentences, paragraphs and short essays based on the information from academic lectures presented in class and assigned readings.

Course Objectives

I. Listening/Note-taking

- A.** While listening to lectures of varying lengths between 10 to 30 minutes, students will be able to note:
 - 1. the speaker's agenda if given
 - 2. main ideas
 - 3. supporting details
 - 4. specific information
 - 5. relationships between ideas

- B.** Based on their understanding of lectures and their notes the students will be able to:
 - 1. draw inferences
 - 2. use context clues to define new vocabulary
 - 3. answer comprehension questions with at least 75% accuracy
 - 4. summarize main points
 - 5. distinguish facts from opinions
 - 6. recognize lecture cues and transition signals

C. Over the course of the semester, students will demonstrate significant improvement in understanding lectures of increasing difficulty by practicing the following skills:

1. note-taking while listening to lectures
2. outlining lectures
3. summarizing the lectures in writing
4. reacting to lectures verbally and in written form

II. Reading

A. Prior to or after listening to an academic lecture, students will be assigned a reading passage of 500 to 750 words related to the topic. Over the course of the semester, the length and difficulty of the readings should increase to challenge the students' levels of academic literacy. In class activities and homework assignments given over the course of the semester, students will be able to:

1. demonstrate at least 75% comprehension of the assigned readings
2. relate the ideas of the reading passage to the lecture and vice versa

III. Writing

A. After listening to lectures, students will write summaries based on their notes. After reading on topics related to the lectures, students are expected to write personal reactions to the readings. In class activities and homework assignments over the course of the semester, students will demonstrate writing proficiency by doing the following:

1. write summaries of lectures based on notes for in-class assessments and for homework
2. write opinion paragraphs in reaction to lectures, by relating one's own ideas to those of the lecture and readings
3. write periodic journal entries on topics related to classroom activities

IV. Grammar/Editing

A. In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:

1. present conditionals
2. reported speech
3. all aspects of present, past, and future tenses, including perfect tenses
4. gerunds and infinitives
5. subordination with adverb, adjective and noun clauses
6. passive voice and participles as adjectives

7. adjectives and adverbs, comparatives and superlatives
8. modals, such as, might, would, supposed to

V. Exit Criteria

Students will be able to answer comprehension questions on lectures and summarize class lectures based on reading assignments with at least 75% comprehension.

VI. Grading Scheme

- Note taking portfolio
- Lecture questions and summaries
- Journal
- In-class assessments
- Attendance and participation

VII. Suggested Textbook

- *Contemporary Topics 2: High Intermediate Listening and Note-taking Skills*
by Ellen Kisslinger
Longman, 2002

ESL 145: ESL Note-taking 3 Curriculum

Course Description

In this course, students refine their academic note-taking skills in preparation for content area courses. Students use their lecture notes and course readings to summarize, synthesize and evaluate information in paragraphs and essays. The minimal passing grade for ESL courses is a "C." *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Note-taking 2 passed with a grade of "C" or higher.*

Course Goal

Upon completion of the course, students will continue to develop a system for academic note-taking and learn how to use their notes to answer comprehension questions and summarize lectures. Students will listen to academic lectures, take notes, and learn how to write essays assimilating the information presented in class lectures and readings, with their own opinions.

Course Objectives

I. Listening/Note-taking

- A.** After being introduced to various techniques and methods of note-taking and after extensive practice with lectures of 20 to 40 minutes, students will be able to:
 - 1. take accurate, concise and organized lecture notes
 - 2. identify main ideas, subtopics, and supporting details in outline form
 - 3. paraphrase main ideas of lectures

- B.** After listening to dialogues and academic lectures, as well as excerpts from movies, TV programs, or radio broadcasts, students will be able to:
 - 1. comprehend at least 75% of the information presented in various formats
 - 2. recognize idioms, slang and humor
 - 3. recognize off-topic comments made by professors

- C.** Over the course of the semester, students will demonstrate significant improvement in understanding lectures of increasing difficulty by practicing the following skills:
 - 1. note-taking while listening to lectures
 - 2. outlining lectures
 - 3. summarizing lectures in writing based on notes
 - 4. critiquing lectures verbally and in written form

II. Reading

- A. Prior to or after listening to an academic lecture, students will be assigned a reading passage of 750 to 1,000 words related to the topic. Over the course of the semester, the length and difficulty of the readings should increase to challenge the students' levels of academic literacy. In class activities and homework assignments given over the course of the semester, students will be able to:
1. demonstrate at least 75% comprehension of the assigned readings
 2. relate the ideas of the reading passage to the lecture and vice versa

III. Writing

- A. After listening to lectures, students will write summaries based on their notes. After reading on topics related to the lectures, students are expected to write personal reactions to the readings. In class activities and homework assignments over the course of the semester, students will demonstrate writing proficiency by doing the following:
1. write summaries of lectures based on notes for in-class assessments and for homework
 2. turn the topic of a lecture into an essay with a topic and controlling idea, body paragraphs with topic sentences and support, and a conclusion
 3. write periodic journal entries on topics related to classroom activities
 4. Cite, quote and document sources correctly

IV. Grammar/Editing

- A. In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:
1. All aspects of present, past and future tenses including perfect tenses
 2. subordination with adverb, adjective and noun clauses
 3. prepositions
 4. past modals
 5. editing errors on drafts

V. Exit Criteria

Students will be able to answer comprehension questions on lectures and summarize class lectures based on reading assignments with at least 75% comprehension.

VI. Grading Scheme

- Note taking portfolio
- Lecture questions and summaries
- Journal
- In-class assessments
- Attendance and participation

VII. Suggested Textbook

- *Contemporary Topics 3: Advanced Listening and Note-taking Skills*
by David Beglar and Neil Murray
Longman, 2002

ESL 103: ESL Writing 1 Curriculum

Course Description

This course focuses on paragraph development, including an emphasis on sentence structure and the writing process. Students learn grammar in the context of specific writing activities. Students respond in writing to prompts and short readings. The minimal passing grade for ESL courses is a “C.” *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Course Goal

Upon completion of this course, students will be able to write paragraphs based on personal experience and in response to readings.

Course Objectives

I. Writing

- A. Students will develop their writing skills by learning to:
 - 1. write in a journal periodically
 - 2. respond to simple prompts in one or more paragraphs
 - 3. write from general to specific, providing details in paragraph form
 - 4. write paragraphs with topic sentences and controlling idea
 - 5. write simple and compound sentences with correct word order
 - 6. support topic sentences with relevant details

- B. Students will develop their mastery of the writing process by completing in-class writing and homework assignments in which they:
 - 1. show improvement in using the five steps of the writing process; brainstorming, organizing, writing, revising, editing
 - 2. write 6 to 10 paragraph-length compositions in at least three of the following modes: narrative, process, comparison, and/or expository
 - 3. write at least 2 in-class, graded assignments.

- C.** Students will develop their abilities in sentence and paragraph production throughout the semester as they:
1. write simple and compound sentences with correct word order and subject/verb agreement
 2. distinguish between independent and dependent clauses
 3. use punctuation correctly
 4. write in paragraph form: topic sentence with controlling idea, adding secondary support to main support and a conclusion
 5. recognize and begin to use transition words
- D.** Students will respond in writing to reading passages of between 350 and 500 words related to a writing topic. Students will develop their abilities to respond to readings as they repeatedly:
1. demonstrate comprehension by responding in writing to reading passages of 350-500 words
 2. relate the ideas of a reading passage or reading in one or more paragraphs
 3. analyze patterns of organization
 4. demonstrate some critical thinking in writing responses to writing prompts designed to elicit an opinion on the topic
 5. identify topics and topic sentences in readings
 6. properly quote from sources when answering questions from a text

II. Grammar/Editing

- A.** In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:
1. simple and continuous aspects of present, past, and future tenses
 2. simple quotation marks
 3. gerunds and infinitives
 4. simple and compound sentences
 5. adjectives and adverbs
 6. modals, such as, can, have to, should, could, may, and might
 7. prepositions
 8. definite and indefinite articles
 9. word order: Subject-Verb-Object
 10. singular and plural forms

III. Exit Criteria

- Complete 6 to 10 final drafts of at least one paragraph long. Each composition should demonstrate competence in writing in one or more of the following modes: narrative, process, comparison, and/or explanatory.
- (ESL Dept. will identify the writing assessment tool and the minimum writing score that must be reached by the student, by the end of the semester).

IV. Grading Scheme

- Writing portfolio
- Journal
- In-class assessments
- Attendance and participation

V. Suggested Textbook

- *First Steps in Academic Writing*
by Ann Hogue
Addison-Wesley Longman, 1996

ESL 104: ESL Writing 2 Curriculum

Course Description

This course refines paragraph writing skills while introducing and developing the essay. Students learn more complex grammar and sentence structure. Students write paragraphs and essays, in response to simple prompts and readings. The minimal passing grade for ESL courses is a “C.” *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Writing 1 passed with a grade of “C” or higher.*

Course Goal

Upon completion of this course, students will be able to write paragraphs and beginning essays based on personal experience and in response to readings.

Course Objectives

I. Writing

- A. Students will develop their writing skills by learning to:
 - 1. write in a journal periodically
 - 2. respond to simple prompts or readings in paragraphs and essays
 - 3. write from general to specific, with specific support and details in paragraph and essay forms
 - 4. support thesis statement, or topic sentence with controlling idea, with main and secondary support
 - 5. write simple, compound and complex sentences
 - 6. write paragraphs and essays that are easily understood by readers

- B. Students will develop their mastery of the writing process by completing in-class writing and homework assignments in which they:
 - 1. show improvement in using the five steps of the writing process; brainstorming, organizing, writing, revising, editing
 - 2. practice peer evaluation of drafts
 - 3. write 4 to 6 compositions, including one essay, in at least 4 of the following modes: narrative, process, comparison, expository, cause/effect and/or argumentative
 - 5. write at least 2 in-class, graded assignments

- C.** Students will develop their abilities in sentence and paragraph production throughout the semester as they:
1. write simple and compound sentences with correct word order and subject/verb agreement
 2. write compound and complex sentences using correct punctuation
 3. recognize independent/dependent clauses
 4. subordinate with adverb and noun clauses
 5. use connectors that fit rhetorical modes
 6. progress from paragraph to essay form: topic sentence to topic with controlling idea to thesis, adding secondary support to main support, using transitional signals, and a conclusion
 7. expand nouns with adjectives and adverb clauses
- D.** Students will respond in writing to reading passages of between 500 and 750 words related to a writing topic. Students will develop their abilities to respond to readings as they repeatedly:
1. demonstrate comprehension by responding in writing to reading passages of 500 - 750 words
 2. relate the ideas of a reading passage in a paragraph, cite source
 3. analyze patterns of organization
 4. demonstrate some critical thinking in writing responses to writing prompts designed to elicit analysis of the topic
 5. identify topics and topic sentences in readings

II. Grammar/Editing

- A.** In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:
1. articles
 2. prepositions
 3. perfect and modal aspects of present, past and future tenses
 4. subordination with adjective, adverb and noun clauses
 5. logical connectors
 6. editing errors in drafts
 7. present real/unreal conditionals
 8. correct run-ons and fragments
 9. correct spelling and punctuation

III. Exit Criteria

- Complete 4 to 6 final drafts of compositions, of more than one paragraph long, and including one essay. Each composition should demonstrate competence in writing in one or more modes: narrative, process, comparison, explanatory, cause/effect, and/or argumentative.
- (ESL Dept. will identify the writing assessment tool and the minimum writing score that must be reached by the student, by the end of the semester).

IV. Grading Scheme

- Writing portfolio
- Journal
- In-class assessments
- Attendance and participation

V. Suggested Textbook

- *Introduction to Academic Writing*
by Alice Oshima & Ann Hogue
Addison-Wesley Longman, 2nd edition, 1997

ESL 105: ESL Writing 3 Curriculum

Course Description

This course develops students' skills in essay writing. Students focus on writing and revising longer pieces using complex structures and appropriate rhetorical modes. The minimal passing grade for ESL courses is a "C." *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Writing 2 passed with a grade of "C" or higher.*

Course Goal

Upon completion of this course, students will be able to write essays based on personal experience and in response to readings.

Objectives

I. Writing

- A. Students will develop their writing skills by learning to:
 - 1. write in a journal periodically
 - 2. respond to simple prompts or readings in essays
 - 3. support thesis statement, or topic sentence with controlling idea, with main and secondary support
 - 5. write simple, compound and complex sentences
 - 6. write essays that are easily understood by readers

- B. Students will develop their mastery of the writing process by completing in-class writing and homework assignments in which they:
 - 1. show improvement in using the five steps of the writing process; brainstorming, organizing, writing, revising, editing
 - 2. practice peer evaluation of drafts
 - 3. write 4 to 6 essays in at least 3 of the following modes: narrative, process, comparison, expository, cause/effect and/or argumentative
 - 4. write at least 2 in-class, graded assignments

- C.** Students will develop their abilities in sentence and paragraph production throughout the semester as they:
1. write simple and compound sentences with correct word order and subject/verb agreement
 2. develop essays with thesis statement, introduction, body and conclusion
 3. develop paragraphs from general to specific with topic sentences and supporting details
 4. use connectors that fit rhetorical modes
- D.** Students will respond in writing to reading passages of between 750 and 1,000 words related to a writing topic. Students will develop their abilities to respond to readings as they repeatedly:
1. demonstrate comprehension by responding in writing to reading passages of between 750 and 1,000 words
 2. relate the ideas of a reading passage in a paragraph, and cite source
 3. analyze patterns of organization
 4. demonstrate critical thinking and the ability to analyze a topic in written responses
 5. identify topics and topic sentences in readings

II. Grammar/Editing

- A.** In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:
1. articles
 2. prepositions
 3. perfect and modal aspects of present, past and future tenses
 4. passive voice
 5. subordination with adjective, adverb and noun clauses
 6. logical connectors
 7. editing errors in drafts
 8. past real/unreal conditionals
 9. correct run-ons and fragments

III. Exit Criteria

- Complete 4 to 6 final drafts of essays. Each composition should demonstrate competence in writing in one or modes: narrative, process, comparison, explanatory, cause/effect, and/or argumentative.
- (ESL Dept. will identify the writing assessment tool and the minimum writing score that must be reached by the student, by the end of the semester).

IV. Grading Scheme

- Writing portfolio
- Journal
- In-class assessments
- Attendance and participation

V. Suggested Textbook

- *Writing Academic English*
by Alice Oshima & Ann Hogue
Addison-Wesley Longman, 2nd edition, 1991

ESL 113: ESL Reading 1 Curriculum

Course Description

This course focuses on reading skills and vocabulary development. Students develop and demonstrate reading comprehension through class discussions and written responses in complete sentences and short paragraphs. The minimal passing grade for ESL courses is a “C.”

Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.

Course Goal

Upon completion of this course, students will be able to read and comprehend low-intermediate level reading materials of 350-500 words and demonstrate an understanding of the reading materials by answering comprehension questions and completing writing assignments.

Course Objectives

I. Reading

- A. Students will be assigned reading passages of 350-500 words related to the topic. Over the course of the semester, the length and difficulty of the reading passages should increase in order to challenge the students’ levels of academic literacy. In class activities and homework assignments over the course of the semester, students will be able to:
 - 1. demonstrate at least 75% comprehension of the assigned readings of 350-500 words
 - 2. relate the ideas of the reading passage to the discussion and vice versa
 - 3. increase reading speed while maintaining comprehension
 - 4. draw on critical and analytical thinking skills

- B. Over the course of the semester, students’ reading comprehension will increase as they learn to:
 - 1. use pre-reading/predicting strategies
 - 2. identify main ideas
 - 3. identify supporting details
 - 4. draw inferences
 - 5. scan for specific information
 - 6. skim for main ideas
 - 7. find resources on specific topics

C. Over the course of the semester, students will increase their vocabulary development as they:

1. use context clues
2. learn basic roots/affixes
3. learn academic vocabulary
4. expand knowledge of word forms
5. recognize uses of punctuation to clarify meaning
6. use an English dictionary
7. learn antonyms and synonyms

III. Writing

A. After reading articles on topics, students will:

1. write summary paragraphs of reading passages of at least 350-500 words
2. write an opinion paragraph in reaction to discussions of readings, relating one's own ideas to those of others and reading passages
3. write periodic journal entries on topics related to classroom activities and readings
4. fill in outlines on readings

IV. Grammar/Editing

A. In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:

1. simple and continuous aspects of present, past, and future tenses
2. simple quotation marks
3. gerunds and infinitives
4. simple and compound sentences
5. adjectives and adverbs
6. modals, such as, can, have to, should, could, may, and might
7. prepositions
8. definite and indefinite articles

V. Exit Criteria

- Students will be able to write a summary of a reading passage of at least 350 words demonstrating at least 75% comprehension
- Students will be able to answer comprehension questions, in complete sentences, showing at least 75% comprehension of a reading passage of at least 350-500 words

VI. Grading Scheme

- Reading skills, vocabulary development and comprehension questions on readings
- Reading summaries
- Journal
- In-class assessments
- Attendance and participation

VII. Suggested Textbook

- *Insights for Today*
by Lorraine Smith and Nancy Nici Mare
Thomson Heinle, 3rd Edition, 2004

ESL 114: ESL Reading 2 Curriculum

Course Description

This course emphasizes reading longer passages and increasing academic vocabulary. Students develop and demonstrate comprehension and critical reading skills through class discussions and written responses in paragraphs and short essays. The minimal passing grade for ESL courses is a “C.” *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Reading 1 passed with a grade of “C” or higher.*

Course Goal

Upon completion of this course, students will be able to read and comprehend high-intermediate level reading materials of 500-750 words and demonstrate an understanding of the reading materials by answering comprehension questions and completing writing assignments.

Course Objectives

I. Reading

- A.** Students will be assigned reading passages of 500-750 words related to the topic. Over the course of the semester, the length and difficulty of the reading passages should increase in order to challenge the students’ levels of academic literacy. In class activities and homework assignments over the course of the semester, students will be able to:
1. demonstrate at least 75% comprehension of the assigned readings of 500-750 words
 2. relate the ideas of the reading passage to the discussion and vice versa
 3. increase reading speed while maintaining comprehension
 4. draw on critical and analytical thinking skills
- B.** Over the course of the semester, students will increase their reading comprehension as they repeatedly:
1. use pre-reading/predicting strategies
 2. identify main ideas
 3. identify supporting details
 4. draw inferences
 5. distinguish fact/opinion
 6. scan for specific information
 7. skim for main ideas
 8. find resources on specific topics

C. Over the course of the semester, students will increase their vocabulary development as they:

1. use context clues
2. learn basic roots/affixes
3. learn academic vocabulary
4. expand knowledge of word forms
5. recognize uses of punctuation to clarify meaning
6. use an English dictionary primarily
7. learn antonyms and synonyms
8. recognize patterns of organization

II. Writing

A. After reading articles on topics, students will:

1. write summary paragraphs of reading passages of at least 500-750 words
2. write opinion paragraphs or essays in reaction to discussions of readings, relating one's own ideas to those of others and reading passages
3. write periodic journal entries on topics related to classroom activities and readings
4. fill in outlines on readings
5. Cite, quote and document sources correctly

III. Grammar/Editing

A. In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:

1. present conditionals
2. reported speech
3. all aspects of present, past, and future tenses, including perfect tenses
4. gerunds and infinitives
5. subordination with adverb, adjective and noun clauses
6. passive voice and participles as adjectives
7. adjectives and adverbs, comparatives and superlatives
8. modals, such as, might, would, supposed to

IV. Exit Criteria

- Students will be able to write a summary of a reading passage of at least 500 words demonstrating at least 75% comprehension
- Students will be able to answer comprehension questions, in complete sentences, showing at least 75% comprehension of a reading passage of at least 500-750 words

V. Grading Scheme

- Reading skills, vocabulary development and comprehension questions on readings
- Reading summaries
- Journal
- In-class assessments
- Attendance and participation

VI. Suggested Textbook

- *Building on Basics; A Thematic Approach to Reading Comprehension*
by Joan Baker-Gonzalez and Eileen K. Blau
Addison Wesley Longman, Inc., 1999

ESL 115: ESL Reading 3 Curriculum

Course Description

This course focuses on the critical reading skills necessary to understand content course readings. Students demonstrate their ability to comprehend, analyze and synthesize information through class discussions and more complex writing assignments. The minimal passing grade for ESL courses is a "C." *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score or ESL Reading 2 passed with a grade of "C" or higher.*

Course Goal

Upon completion of this course, students will be able to read and comprehend advanced level reading materials, including authentic college-level reading materials, of 750-1,000 words. Students will demonstrate an understanding of the reading materials by answering essay-type, comprehension questions and by writing summaries.

Course Objectives

I. Reading

- A. Students will be assigned reading passages of 750-1,000 words related to the topic. Over the course of the semester, the length and difficulty of the reading passages should increase in order to challenge the students' levels of academic literacy. In class activities and homework assignments over the course of the semester, students will be able to:
 - 1. demonstrate at least 75% comprehension of the assigned readings of 750-1,000 words
 - 2. relate the ideas of the reading passage to the discussion and vice versa
 - 3. increase reading speed while maintaining comprehension
 - 4. draw on critical and analytical thinking skills

- B. Over the course of the semester, students will increase their reading comprehension as they repeatedly:
 - 1. pre-reading/predicting strategies
 - 2. identify main ideas
 - 3. identify supporting details
 - 4. draw inferences
 - 5. distinguish fact/opinion
 - 6. scan for specific information
 - 7. skim for main ideas
 - 8. find electronic and paper resources on specific topics

- C. Over the course of the semester, students will increase their vocabulary development as they:
1. expand academic vocabulary
 2. expand knowledge of word forms
 3. recognize patterns of organization
 4. use an English dictionary primarily

II. Writing

- A. After reading articles on topics, students will:
1. write summary paragraphs of reading passages of at least 750-1,000 words
 2. write opinion essays in reaction to discussions of readings, relating one's own ideas to those of others and reading passages
 3. write periodic journal entries on topics related to classroom activities and readings
 4. make outlines on readings
 5. Cite, quote and document sources correctly

III. Grammar/Editing

- A. In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:
1. all aspects of present, past and future tenses including perfect tenses
 2. subordination with adverb, adjective and noun clauses
 3. prepositions
 4. past modals
 5. editing errors on drafts

IV. Exit Criteria

- Students will be able to write a summary of a reading passage of at least 750-1,000 words demonstrating at least 75% comprehension
- Students will be able to answer comprehension questions, in complete sentences, showing at least 75% comprehension of a reading passage of at least 750-1,000 words

V. Grading Scheme

- Reading skills, vocabulary development and comprehension questions on readings
- Reading summaries
- Journal
- In-class assessments
- Attendance and participation

VI. Suggested Textbook

Building Understanding: A Thematic Approach to Reading Comprehension
By Joan Baker-Gonzalez and Eileen K. Blau
Addison Wesley Longman, Inc., 1995

ESL 133: ESL Speaking 1 Curriculum

Course Description

This course focuses on the speaking and pronunciation skills that are necessary in an academic setting. Students practice speaking by responding to open-ended questions in response to class readings or discussions on a topic. Students prepare and give brief presentations in class using academic vocabulary. The minimal passing grade for ESL courses is a “C.” *Prerequisite: Non-native speakers of English and High School Diploma or GED and appropriate placement score.*

Course Goal

Upon completion of the course, students will begin to develop speaking and pronunciation skills that are necessary in an academic setting.

Course Objectives

I. Speaking

- A. Using the pronunciation needed to speak clearly, students will be able to:
 - 1. form and answer questions
 - 2. make introductions
 - 3. give directions, advice and instruction
 - 4. make requests
 - 5. express agreement/disagreement
 - 6. ask for information and clarification

- B. Over the course of the semester, students will demonstrate significant improvement in preparing for and making presentations of at least five minutes by practicing the following skills:
 - 1. state agenda and main ideas
 - 2. support with specific details
 - 3. state conclusion
 - 4. ask/answer questions
 - 5. use visuals, props, etc. to generate discussion
 - 6. speak clearly enough to be understood by audience

- C. Over the course of the semester, students will demonstrate significant improvement in the following areas:
1. distinguish and pronounce word endings, such as, the final “s” and the final “ed”
 2. recognize speech reductions such as gonna, wanna, hafta, didja
 3. distinguish and pronounce the sounds of verb endings with “s” and “ed”
 4. distinguish helping verbs and their reduced forms
 5. recognize academic lecture transition signals

II. Reading

- A. Prior to or after class discussions, students will be assigned a reading passage of 350 to 500 words related to the topic. Over the course of the semester, the length and difficulty of the passages should increase incrementally to challenge the students’ levels of academic literacy. In class activities and homework assignments over the course of the semester, students will be able to:
1. demonstrate at least 75% comprehension of the assigned readings
 2. relate the ideas of the reading passage to discussion

III. Writing

- A. After reading articles on topics related to class discussions, students are expected to write summaries and/or personal reactions to the readings. In class activities and homework assignments over the course of the semester, students will demonstrate proficiency in writing by doing the following:
1. write summary paragraphs of class discussions and/or presentations
 2. write an opinion paragraph in reaction to discussions, relating one’s own ideas to those of the lecture and reading passages
 3. write periodic journal entries on topics related to classroom activities

IV. Grammar/Editing

- A. In the context of class lectures, readings, and student-generated writing, students will learn and/or practice the following structures:
1. simple and continuous aspects of present, past, and future tenses
 2. simple quotation marks
 3. gerunds and infinitives
 4. simple and compound sentences
 5. adjectives and adverbs
 6. modals, such as, can, have to, should, could, may, and might
 7. prepositions
 8. definite and indefinite articles

V. Exit Criteria

- Prepare for and give a 5 minute class presentation, in which at least 75% of the information presented is comprehensible

VI. Grading Scheme

- Presentations
- Written materials for presentations
- Journal
- In-class assessments
- Attendance and participation

VII. Suggested Textbook

- *Talk It Through; Listening, Speaking and Pronunciation 2*
by Joann Kozyrev and Marni Baker
Houghton Mifflin Company, 1999

Appendix A

**Survey Results of
Quinsigamond Community College's ESL Student
Population
Fall Term, 2003**

I. The ESL Student Population

In order to obtain an overall profile of the current ESL students in the QCC's ESL program, a student questionnaire was administered in all ESL courses during the fall semester, 2003. A total of 254 students completed the survey. (See Appendix A for a copy of the questionnaire). The results of this survey are as follows:

1. Gender

Out of 254 respondents, women comprise two-thirds of the ESL student population.

Males:	85 (33%)
Females:	<u>170 (67%)</u>
	254 (100%)

2. Age

There were four categories from which students were asked to indicate their age. Of interest is that 58% of our student population is over the age of 28 while 13 percent is under the age of 21. The specific categories and percentages are listed below.

21 or younger:	34	(13.4%)
22-24	42	(16.5%)
25-27	30	(11.8%)
28 or older	147	(57.9%)
No response	<u>1</u>	(0.4%)
	254	(100%)

3. Level of Education completed

The instructions for this category stated, "indicate the level of education you have completed." The instructions also indicated that the students should choose one category only. However, a few respondents checked more than one category, seeming to check all the education they have completed. In these cases, the highest level of education checked was used in the data collection. In some other cases, it may be the case that some students misunderstood the question and interpreted it to be asking about their current

education, particularly since a total of 32 respondents, or 13% of the total student respondents, reported their highest level of education completed as the “2-year college degree.” A total of 147 students, or 57% of the ESL student respondents, indicated a high school degree as their highest level of education completed. Out of this 57%, a total of 24 students or 9% of these students graduated from high schools in the US and 123 or 48% of the students graduated from high schools in their native countries. The breakdown of this question is listed below.

Question: Indicate the level of education you have completed (choose one)

High school, in the US	24	(9%)
High school, native country	123	(48%)
2-year college degree	32	(13%)
4-year college degree	28	(11%)
Masters degree	6	(2%)
Ph.D.	2	(1%)
Professional degree	11	(4%)
Other	4	(11%)
No response	2	(1%)
	254	(100%)

4. Region of the world

This question asked the students, what region do you come from? In this case, the categories that the students could choose from created some difficulties. Many students who checked their native language as being Albanian in question number five, varied in their answers regarding where they were from. Some, for example, checked “Western Europe” but other with a more precise orientation crossed out Western and wrote in Eastern. Others who spoke Albanian, and also Polish speakers, wrote “Other.” It is unfortunate that the categories on the form that we used did not include “Eastern

Europe.” Although clearly this was an oversight in the construction of the survey, most completed the question. The results are listed below.

Question: What region do you come from? (choose one)

Latin America	121	(47.6%)
Western Europe	64	(25.2%)
East Asia	26	(10.2%)
Southeast Asia	13	(5.1%)
Africa	10	(3.9%)
Eurasia	9	(3.5%)
Near East	4	(1.6%)
Pacific Islands	3	(1.2%)
Indian Subcontinent	1	(0.4%)
No Response	3	(1.2%)
	254	(100%)

5. Native Language

This question created no confusion for the respondents. A total of 78 students or 31% of the respondents speak Spanish as their native language. This is the largest group of native speakers among the ESL population, nearly one-third. The native speakers of Albanian make up the second largest group of language speakers with 55 students, or 22%, of the current ESL student population. The native Portuguese speakers comprise the third largest language group with 44 students, or 17% of the population.

Of the 253 students who specified their native language, there are a total of 16 different languages represented. The results are listed below.

Question: What is your native language? (choose one)

Spanish	78	(30.7%)
Albanian	55	(21.7%)
Portuguese	44	(17.3%)
Vietnamese	14	(5.5%)
Polish	11	(4.3%)
Russian	10	(3.9%)
Chinese	8	(3.1%)
Persian	7	(2.8%)
Arabic	6	(2.4%)
English	5	(2.0%)
Korean	4	(1.6%)
French	4	(1.6%)
Cambodian	3	(1.2%)
Amharic	2	(0.8%)
Thai	1	(0.4%)
Hindi	1	(0.4%)
Other (not specified)	1	(0.4%)
	254	(100%)

6. How students learned about QCC's ESL Program

The students were asked the following question: "How did you learn about this language program?" Their choices are: 1) A friend or relative, 2) the Internet, 3) An advertisement, 4) My school or 5) Other. As can be seen in the results, almost all of the students currently matriculating in the ESL program, 169 students, or 67%, learned about the program from word of mouth, "a friend or a relative." On the other hand, only 10 students, or 4%, learned about the program from an advertisement and only 4 students, or 2%, learned about the program from the Internet. It is frustrating that most students who selected the option, "Other," did not provide the source of their information. The results of the survey are below.

Question: How did you learn about this language program? (choose one)

A friend or relative	169	(67%)
My School	47	(19%)
Other	22	(9%)
An advertisement	10	(4%)
The Internet	4	(2%)
No Response	2	(1%)
	254	(100%)

7. Reasons for taking ESL courses

Students were asked to check responses that indicate why they are taking ESL courses.

The directions stated that they should check any of the reasons listed below that apply to them. For this reason, many students checked more than one answer. The great majority of the students, 172 students, or 68%, plan to apply to other college programs of study.

In addition, 124 students, or 49%, stated they were also studying ESL to understand and communicate better with English speakers. About one fourth of the students, 66 students, indicated that they wanted to improve their English skills for their jobs. Only 5% of the students indicated that they were studying ESL to get a better job in countries of origin.

The results are listed below.

Question: Why are you taking ESL courses? (check any that apply)

To prepare for other college programs of study	172	(68%)
To understand and communicate better with English speakers	124	(49%)
To improve my skills for my job	66	(26%)
To go back to my country and get a better job	13	(5%)
Other	8	(3%)
	254	(100%)

8. Future plans after finishing ESL courses

Here students are asked what are their plans are after completing ESL courses. A total of 182 students, or 72% of the respondents, indicated that they are planning to apply for other college programs at QCC. In addition to this 5% of the respondents, or 13 students, indicated that they planned to transfer to another college or university. A high percentage of students, 10% did not respond to this question; another 33 students, or 13% checked the option, “Other,” in general without specifying their plans. The results are listed below.

Question: After finishing ESL courses, do you plan to:

Apply for other college programs at QCC	182	(72%)
Transfer to another college or university	13	(5%)
Other	33	(13%)
No Response	26	(10%)
	254	(100%)

9. Subjects students plan to study in the future

Students were asked to indicate what subjects they planned to study in the future. In many cases, students checked more than one and in some cases more than two areas of future study. It is likely that some are considering different options for their future study, and checked off the possible areas they had been thinking about. Students chose the areas of business, computers, nursing, and other related allied health fields in the highest concentrations, as could have been predicted. What is striking is how many different areas of study are represented in this survey; moreover, the option, “Other,” is chosen 39 times and 28 students gave no response to this question. The results are listed below.

Question: If you plan to continue your college studies, what subject will you study?

Nursing	41	(16.1%)
Business	38	(15.1%)
Computer Programs	34	(13.4%)
General Studies	24	(9.4%)
Dental Programs	19	(7.5%)
Human Services	18	(7.1%)
Early Childhood Education	17	(6.7%)
Engineering Programs	10	(3.9%)
Criminal Justice	8	(3.1%)
Liberal Arts	7	(2.8%)
Electronic Programs	6	(2.4%)
Occupational Therapy	5	(2.0%)
Hotel/Restaurant Mgmt	4	(1.6%)
Manufacturing Technology	2	(0.8%)
Automotive Technology	1	(0.4%)
Fire Science	1	(0.4%)
Other	39	(15.4%)
No Response	28	(11.0%)

End of Survey

ESL IPR Summary

Introduction

The English as a Second Language (ESL) Program at Quinsigamond Community College (QCC) is a three-level program of study leading to an ESL Certificate. During the fall semester, 2003, 45 sections of the ESL Program's courses were run with a total enrollment of 627 students.

The ESL program's curriculum consists of three levels of ESL instruction with the third level being the highest level offered in the program. There are four, three-credit courses offered at each level: Reading, Writing, Listening and Speaking, and Grammar. Placement into ESL courses is determined by CELSA test scores or completion of the prior course in each skill area, with a "C" grade or better. Faculty advising for students in the program is done by ESL faculty members and additionally through advisors in the College's Assessment Center. The ESL program is delivered by full-time and adjunct faculty who are highly-qualified in their discipline and dedicated to meeting the needs of the ESL student population.

The ESL program at QCC has been developed to meet the needs of the immigrants and refugees of the City of Worcester and greater Central Massachusetts. As is stated in the QCC College Catalog 2003-2004, the ESL program "...is specifically intended for non-native speakers of English who come from diverse cultural and educational backgrounds and who want to learn English to enter various training programs, to improve their employability, and to satisfy their personal growth." (p. 50)

In addition to the ESL program of study leading to the ESL Certificate, QCC also offers an expansive array of non-credit courses in ESL. The non-credit courses include grant-funded courses that focus on adult literacy in English and courses that provide specialized job training.

During academic year 2002-2003, the ESL faculty members began an internal review and comprehensive evaluation of the three-level ESL Program leading to the ESL Certificate.

During this time, the ESL faculty considered the current ESL program's curriculum, assessment procedures, and the institutional resources that support the program.

Next, in the fall of 2003, the ESL faculty administered a survey to the current ESL student population. A total of 254 ESL students responded to the survey which was designed to elicit information on students' prior educational backgrounds, their goals in studying ESL, and their plans for future education. (See Appendix A of Section II of the ESL/IPR report for the results of the ESL Student Survey).

In addition, the ESL faculty surveyed QCC faculty from all academic programs in the College. Respondents provided their ESL colleagues with feedback regarding the preparedness of the ESL students and their strengths and weaknesses in performing academic work in various subject areas. In summary, QCC faculty comments indicated the need for curriculum revision that would strengthen the preparedness of ESL students prior to entering other college programs of study.

As a result of this process, the ESL faculty members are herein proposing an ESL Program curriculum, which will bring the curriculum into line with the current research in second language acquisition and the standard pedagogical practices in teaching ESL in post-secondary institutions of higher education. (See Section II of the ESL Internal Program Review for a copy of the revised curriculum). Of course, revisions in the ESL curriculum itself have led to the need to make additional recommendations in the areas of supplemental educational resources and institutional support.

II. Summary of Recommendations

A summary of all of the recommendations being made by the ESL faculty is listed below. The rationale for these recommendations can be found in the ESL/IPR document. The implementation of the revised ESL curriculum along with the additional initiatives to support the curriculum changes will enable the College to offer one of the most comprehensive and state-of-the-art ESL programs in the state of Massachusetts.

The ESL Faculty members recommend:

1. the closing of the current ESL Certificate (stand-alone certificate)
2. the creation of an Academic ESL program
3. the development of ESL/Content-based Certificates
4. the development of English for Specific Purpose (ESP) courses or programs as part of the Accelerated Learning Programs.
5. the development of additional non-credit courses in Basic ESL
6. the College move towards integrating all its ESL offerings both credit and non-credit so that they have a seamless connection to one another as well as strong links to the College's other academic programs and departments
7. the creation of an ESL Advisory Board
8. the College provide Institutional Research to provide ongoing statistical data for ESL program evaluation
9. the College provide recruitment and advertising to market the ESL programs
10. the College support the acquisition of new ESL assessment tools for placement testing
11. the College's ESL Student Advising be done solely by ESL Faculty
12. the acquisition of ESL software and the hiring of ESL tutors trained in ESL

Analysis of Recommendations

1. Close the QCC ESL (stand-alone) Certificate

It is recommended that the current ESL stand-alone certificate be phased out immediately. Although the justification for abolishing the ESL certificate could rest solely with the need to comply with new federal financial aid guidelines, it is important to note that a stand-alone ESL certificate does not reflect the current research and pedagogical practices in ESL. We recommend that the stand-alone ESL certificate be replaced with ESL/Content Certificates.

2. Rename and revise the ESL Program to be the Academic ESL Program

Although the current ESL program has excellent course offerings, the program lacks the typical academic standards found in Academic ESL community college curricula. The present ESL program curriculum is one that combines aspects of both basic ESL and academic ESL in the same courses.

The current ESL program curriculum, in its efforts to meet the needs of ESL students of very diverse backgrounds and goals for learning English, has lost a clear focus. The ESL program courses are credit-bearing and meant to prepare ESL students for college level work in other college programs of study. However, in addition to the ESL students in their classes who are prepared for an ESL academic program, faculty have found themselves with many ESL students who are not prepared for ESL academic work and/or are not taking the courses to prepare for other college study.

It has become standard for ESL programs in community colleges to designate an Academic ESL program, which is designed to serve students who are sufficiently educationally prepared in their native languages to be able to make progress in two or three semesters of study. Although there is always some diversity of skills among students in any ESL language course,

students with good academic preparation in their native language can be expected to make reasonable progress within the time frame of a post-secondary program of ESL based on the research findings in second language acquisition research. (Krashen, S.D. 1981)

3. Develop ESL/Content-based Certificates

Widely-accepted second language acquisition research on content/ESL programs has become the theoretical basis for the proliferation of ESL/content paired courses and ESL/content certificates. (Short, 1993; Snow et al, 1989) Numerous configurations of ESL and content-based models can now be found in ESL programs in post-secondary institutions of higher education. These collaborations have become so successful and so commonplace that one can also find advice on how to make these programs work. (Teemant et al, 1997)

ESL/Content-based Certificates have been found to maximize the students' abilities to learn English while minimizing the time it takes to acquire academic content in the students' area of interest. ESL/content-based certificates have been run with success in other Massachusetts state community colleges and are a source for new revenue as well as a proven way to improve ESL student retention.

The success of ESL/Content-based Certificates is due to three factors. The first factor is that rather than isolate ESL students from the rest of the academic institution, ESL/content-based courses and certificates help integrate students into the overall institution and specifically in the academic area they wish to pursue. These certificates can be geared to allied health, nursing, engineering and other popular majors and may take different forms. ESL courses could be paired with credit-bearing courses in majors such as math, business, or psychology, or new courses could be developed such as a Pre-Nursing course for ESL students that could help students prepare to enter the Nursing program.

4. Consider the development of English for Specific Purpose (ESP) courses or programs as part of the Accelerated Learning Programs.

Short-term intensive programs that combine the teaching of ESL with a content area may provide a popular offering for non-traditional students, workplace ESL programs, and as a prerequisite to programs in which ESL students have traditionally had difficulties, such as pre-Nursing courses at an accelerated pace. Such programs could be offered in the summer as well as during the academic year.

Although there is an overlap between the idea of ESL/Content certificates and ESP, most often an ESP program is short and highly focused. This type of programming may be used to develop an orientation to College program, for example, that could be held in the summer and could be open to all new international students who are planning on going to one of the area colleges in the fall. Another type of ESP program might be an accelerated program undertaken for a company or business with a short-term goal.

5. Create additional non-credit Basic ESL courses, at a low tuition

Additional non-credit Basic ESL courses should be developed to fill a specific gap in the current ESL credit and non-credit courses. New courses should be designed for ESL students who do not score high enough to be placed in the academic ESL program but who also are too high in their English proficiency to be in traditional ESL noncredit programs. Such courses, if developed, can also serve as the “next step” of ESL study for students who have completed the existing grant-funded ESL/ABE courses but are not ready for the Academic ESL program.

QCC currently offers some non-credit basic ESL courses under grant-funding which are free to students. Thus there is an extensive waiting list made up of people who wish to attend these classes. The creation of new Basic ESL courses should be offered at a minimal cost to the students since they will not be covered by financial aid. Students in the proposed Basic ESL

courses will be given more time to master the basic concepts with more individualized instruction and time on task until they are at the level to be able to meet the minimum standard for entering the Academic ESL program. New basic courses will ensure that no ESL student, regardless of his or her abilities, will be left without a place at the table.

It has been standard in other Massachusetts community colleges, such as Bunker Hill Community College, to charge modest tuition for Basic ESL courses. By paying for the non-credit courses, students are able to retain their financial aid for the higher-level ESL courses and to go at their own pace in studying. Students should be allowed to repeat Basic ESL courses that they have not been able to pass. Moreover, Basic ESL students should have access to all college tutoring services and computer resources while taking these courses. As is often the case with these courses, while helping students to improve their general English language skills and prepare them for academic coursework, Basic ESL can also help students build job skills. This added benefit could be designed into the curriculum by including theme-based and task-based instruction pertaining to the workplace.

III. Summary of Proposed ESL Curriculum

In order to create an Academic ESL program that can best prepare our students for study in other college programs, we propose to replace the current ESL program with a three-level program that includes three levels of ESL Reading, ESL Writing, and ESL Note-taking, with the third level being the highest level offered in the program. In addition, the proposed new curriculum has a “fourth course” for each of the three levels of ESL. The first level includes an optional Speaking Level 1 course for those students who wish to work on their pronunciation and speaking skills. At the second level, it is recommended but not required that all ESL students take the CIS 111 course, “Introduction to Microcomputer Applications” as the fourth course. Although this course will not be required, it will be strongly recommended for students who do not already have proficiency in computer skills. At the third level of the ESL curriculum, all ESL students will be required to take the ORT 110 course, “Strategies for College and Career.” As the ESL students are part of the General Studies program, this course will be required for all ESL students who are continuing their education at QCC.

- 1. Replace the three levels of ESL Listening and Speaking courses with three levels of ESL .**
- 2. Note-taking courses.**
- 3. Discontinue separate ESL grammar courses and teach grammar in all of the ESL courses.**
- 4. Offer an optional Speaking course at Level 1 only as the fourth course at Level 1 of the ESL curriculum.**
- 5. Offer CIS 111 Introduction to Microcomputer Applications as the fourth course at level 2.*
- 6. Require that all students take ORT 110 *Strategies for College and Career* at Level 3.**
- 7. Make ESL Writing Level 3 a mandatory course for all ESL students who place into a writing level lower than ENG 100. Students whose placement testing indicates a lower level than ESL Writing 3 will be placed in the appropriate level of ESL.**
8. Require the 3 + 1 model for all three Writing courses and Note-taking courses

The structure of the traditional college course, 3 credit hours a week for 15 weeks, is not sufficient for learning a language. In order to encourage our students to spend at least one additional hour per week using individualized computer software or working with a tutor, all Writing courses and all Note-taking courses will require the 3 + 1 model as part of its curriculum. This means that each student will be required to work in the CSC or with a tutor for one hour a week.

9. Develop a comprehensive ESL Tutoring program that supports ESL curriculum.

10. Acquire ESL software that can be utilized by ESL students for supplemental learning and for the 3 + 1 requirement.

11. Examine all facets of ESL Placement Testing in light of new ESL Curriculum.

12. Adopt an assessment tool that measures listening skills as well as the adoption of a writing test that can be holistically scored.

IV. Need for Additional Institutional Support

A. Institutional Research

The assessment of the proposed new ESL curriculum and all its features will not be able to be measured without the support of institutional research on the part of the College. The ESL Faculty would like to recommend that in addition to categorizing ESL students as part of General Studies, it would be helpful to have the ESL students identified as General Studies/ESL. A simple configuration, such as the one just suggested, would enable the ESL Program faculty to collect and analyze data on its student population more easily. Ongoing institutional research should be provided to the ESL faculty and Dean each semester, which tracks information on ESL students' initial placement scores and course placements, their grades, their success rate in courses and the number of times they have repeated courses, etc.

It is also important for the ESL Program to be able to track the retention rate of these students not only while they are in the ESL program but also as they enter and matriculate through other programs in the College. This information, in turn, can be used to design and/or modify ESL/Certificate programs so that they can best support student retention.

An overall look at the total enrollment of all the sections of the ESL courses from the fall of 2002 to the fall of 2003 indicates a rather dramatic downturn in the number of ESL students. In the fall of 2002, the ESL program's total enrollment for all sections of the ESL courses was 967. In the spring of 2003, the total enrollment of all sections of the ESL courses was 712. In the fall of 2003, the total enrollment in all sections of the ESL courses was 627. Due to a lack of available data collection, it is not possible to indicate the duplication in the overall counts in order to give the actual total number of ESL students that were in the ESL program in any of these semesters.

Nevertheless, the sharp decrease in numbers does provide a reason for concern. A decrease in the overall enrollment in all ESL sections has decreased by 340 in one year. Thus, in addition to the need for institutional research, there is clearly a need for better advertising and recruitment to reverse the number of billable credit hours that have been lost through the downturn in students.

B. Advertising/Recruitment

In the ESL student survey that was administered in the fall of 2003, 169 students, 67% of the 254 respondents, indicated that they learned about QCC's ESL program through, "a friend or relative." By contrast, a total of 10 students, 4% of the student respondents, indicated that they learned about the ESL programs through "an advertisement." Although word of mouth seems to be filling the evening sections of the ESL courses, the ESL program would benefit from advertising the ESL day courses.

In the short term, the College might consider some last minute advertising for the spring 2004 term and/or offering a few ESL courses in "mini-sessions" from March to June that will make up for lost revenues from the regular day classes. The development of an ESL brochure may also be a marketing tool. This brochure should show the entire spectrum of ESL courses and programs with the entrance requirements and features of each program. This could be part of a mass mailing to homes, schools, area agencies, public libraries, etc.

It will also be important to advertise new ESL/paired courses that may be developed as the first step towards ESL/content certificates to make sure that new courses and programs will be sufficiently enrolled.

In addition, the College should readdress the issue of recruitment for the ESL Program. The College did employ a person, Francisco Escobar, who recruited students for the ESL

program, but he was not replaced after he left his position at the College. His outreach to the greater Worcester community brought a lot of ESL students to the College and the decline in enrollment in the ESL program became significant after he left the College.

C. ESL Assessment

Significant institutional resources will be needed to provide a set of comprehensive assessment tools that will test listening, writing and reading. The current standardized testing used for placement, the CELSA test, in and of itself is not providing sufficient information to accurately place students in the ESL courses. With the advent of the new curriculum, it will be even more important to have detailed information on all of the English skills of students coming into the program. This issue needs to be underscored under institutional resources as there will be a need for a consultant and training to assist in the adoption of a holistic writing placement test and assessment tools for listening and reading. Without the proper ESL assessment tools in place, and the accompanying training of ESL faculty to norm and use the tools appropriately, students will not be able to benefit from the proposed curriculum enhancements.

D. ESL Advising

The specialized nature of English as a Second Language creates a need for advisors who can read and interpret ESL assessment tools in different skill areas and make appropriate recommendations for student placement in all skill areas of English. At the current time, ESL Advising is done not only by ESL faculty, who have advanced degrees in the field, but also by the Advising Office of the College, by advisors who do not have training in second language assessment. As a consequence, there are far too many students who have been placed in the wrong courses and/or the wrong level of ESL by advisors who are not familiar with the language assessment tools. The proposed ESL curriculum will not be able to benefit students or faculty if

the College neglects to also ensure proper ESL advising. It is for this reason that the ESL Department recommends that ESL Advising be done solely by trained ESL faculty and not by the Advising Office of the College.

E. Individualized Learning through ESL Computer Software and Tutoring

The shift to an Academic ESL program will provide students with opportunities to access content courses as soon as possible, while also providing ESL instructional support as long as necessary. Adoption of the 3 + 1 model for all ESL Note-taking courses and ESL Writing courses will increase the need for ESL computer software and a comprehensive ESL tutoring program. Tutors will be hired to assist ESL students in using the ESL software, to provide individualized instruction in all English skill areas, and to periodically attend ESL courses to stay abreast of what is being taught in the courses. As mentioned earlier in the document, QCC should hire ESL tutors who have an educational background in ESL, preferably from one of the master's degree programs in ESL.