We've come a long way in ESL in 100 years.

As we begin to celebrate Continuing Education’s Centennial, it is only fitting that we look back on the history of ESL instruction in our program. In the beginning, ESL classes were called Americanization classes. I found an adult education text in our resource library, published in 1948, called *Your Family and Your Job*. The first lesson is titled “the Pledge of Allegiance,” followed by ones titled “Mrs. Brown Keeps House”, “Mrs. Brown Goes Shopping” and “Mr. Brown Opens a Savings Account,” etc. I found another adult educational reader, published in 1951, titled *From Words to Stories* that was written to develop the reading abilities of “adult illiterates and retarded readers.” The first lesson reads as follows: *This is a man. This is a woman. That is a woman. That is a man.* At least it includes pictures of a man and a woman. Materials like this ultimately led to pattern drills with language that one would rarely encounter in a real life conversation. Some of you may remember the English 900 series or Lado series we used in our classrooms.

In reflecting upon the history of ESL instruction during my tenure with the district, I think the biggest revolution occurred shortly after the influx of Southeast Asian refugees in 1975. In 1976, there was an article in the San Diego Evening Tribune titled “Vietnamese Refugees – A Year Later.” The criticism was made that ESL programs were geared to teaching grammatical English and that we needed programs in survival English. And so the competency based approach to ESL instruction was born. Under the leadership of Autumn Keltner, our district became a leader in the development of competency based instructional materials, which were used in the refugee camp at Camp Pendleton and later published by Pren-
The success of our program has been and continues to be dependent on our ability to meet these student needs in the context of the changing times. 

“Jottings” Continued . . .

tice Hall. Since the late 70’s, it is interesting to note how the historical and political environment has shaped the nature of instruction in our program, and yet how the same themes are recycled depending on the needs of our students.

With the advent of the Amnesty program, that increased our enrollment to a high of 30,000 in 1998, emphasis was on integrating Civics with ESL instruction in order to prepare our students for Citizenship. In the 90’s we also started developing more reading and writing curriculum to serve the needs of refugees and immigrants who had acquired most of the survival competencies but lacked the academic skills to move forward in their jobs or college. The 90’s also brought the development of standards, which solidified our ESL levels and outcomes for each level. In the early 90’s, the VESL program was started at Centre City. With the emphasis on moving students into jobs and job training, the SCANS competencies were developed to give students the soft skills needed to be successful in the workplace. The unexpected outcome of implementing SCANS was increased retention as students were encouraged to take more responsibility for their learning. The late 90’s brought funding for the CBET program which allowed us to open at least 20 classes in elementary schools to teach family literacy. Matriculation funding in 1998 provided for the hiring of 8 additional full time counselors, including hourly counselors devoted primarily to serving ESL students. This prompted the development of goal setting curriculum and orientation programs for our ESL students. Unfortunately, the recession after 2005 ultimately took away our ESL counselors and CBET program; instead it instigated a drive toward more accountability which has driven us to develop a more academic and rigorous program preparing our students for the workplace and /or college. Whereas funding in certain areas has shaped the direction of our program, one theme has always been constant, and that is the demand to meet the needs of the students sitting in our classrooms on a day to day basis. The success of our program has been and continues to be dependent on our ability to meet these students’ needs in the context of the changing times.
How does one respond when losing a student in a tragic accident? No easy answers to this difficult question. On October 11, Minarokh "Mina" Hamzavi was killed in a pedestrian accident returning home from school. The news report said “...a woman was struck and killed by a possible distracted driver....” It is unbelievably sad. I am in shock and disbelief that the ever-present, smiling Mina is not in her chair at the front table in the center of the classroom. The day I found out about Mina’s fatal accident was her first absence from my citizenship class. She had had perfect attendance. Mina loved school.

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Mina’s classmates write . . .

“Mina was always ready to help other people. She wanted to help the teacher, and she smiled every day.”

“She was a smart lady. Mina liked to talk. She was a nice friend.”

“Mina was a beautiful and gentle lady. She always took care of other students. She was our class representative for student government. We will miss her so much!”

“Mina was a very nice person. She always smiled at me every time she saw me. She was wonderful.”

“Mina was telling me always not to miss school.”

“I want to say thanks to Mina for her example she gave to us. She helped me. She talked to everybody and we learned from her.”

That first morning I had to tell the students the tragic news. We talked and wrote about Mina...putting our citizenship lesson aside. We could not focus on our school work when our hearts were breaking. Enclosed are a few of the writings from our class that day.

To honor Mina, we created a remembrance display in the lobby for one week. On a small table we placed her photo with a candle and daisy flowers. Mina’s name in Farsi means Daisy. On the table, we had information about Mina and
placed a binder with empty sheet protectors along with nice stationery and pens for people at Mid-City to respond. People wrote remembrances and placed their notes in the binder. We then presented the filled binder to Mina’s family.

We also purchased red, white and blue flowers for her funeral service. Mina never achieved her goal to become a U.S. citizen, but her photo is among the student photos on the back wall of the classroom that celebrates U.S. citizenship.

Mina’s classes and school activities included morning citizenship with teacher Mechelle Perrott, the computer lab with teachers Elaine Barrett and Cindy Keltner, in the afternoon ESL level 5 with teacher Colleen Fitzmaurice, and volunteering as an ASB (Student Government) Representative with Diana Bandak and Chinazom Iwuaba.

I plan to work with the family to start a scholarship in Mina’s honor. We have started a subcommittee with the Mid-City ASB on student awareness of pedestrian safety and distracted drivers. Mina’s brother, Dr. Vahid Hamzavi, forwarded this information from the government website distrac-tion.gov about the human cost of distracted driving: 3331 people were killed in crashes that involved distracted drivers in 2011, while 387,000 people were injured. At the last ASB meeting, we discussed the need to raise awareness to avoid any more victims of distracted drivers.

Over the last several weeks, Mina’s family has been adopted by our school. We are Mina’s extended family now. Our thoughts and prayers are with Mina’s family. I will conclude with words from Vahid Hamzavi about his beloved sister:

“How do you capture Mina in a few words? It's a bit like trying to capture a moonbeam in a jar. She cast so much light in so many ways, in so many lives. Her life-light went out but she has left sparks of light in all of us -- her love of mankind in general, her family and friends in particular. She was, in her belief and life, a champion of those who were underprivileged. She appreciated beauty, a piece of good music, a good meal, and great childhood memories. Rest, my beloved sister Mina, in peace you so deserve.” Vahid Hamzavi
I suspect I am one of only a few to have been totally involved with the Southeast Asian refugees from the early beginning of the war in Vietnam to developing teachers and curricula to teach English as a Second Language to those displaced folks coming to San Diego.

Flashing back to April, 1964, I was a young Captain in the Marine Corps. At that time, I was a company commander, training on Okinawa. A call came to me while in the northern training area that a helicopter would pick another officer and me up in about 30 minutes. I had absolutely no idea what was ahead for me. Down at Marine headquarters at Naha, I was told I was going to South Vietnam to be an advisor to the Vietnamese Marine Corps. At this juncture, Vietnam was somewhat cloudy and the mission was not clear. Arriving in DaNang a few days later I was then flown to Saigon where I met with the senior Marine advisor, a Lt. Colonel. We were briefed on our mission and then, via helicopter, flown down to the Delta region where we met up with our Vietnamese counterparts. It was rather amusing, as we asked how we could get to Ton Son Nhut (Saigon’s airport) and we were advised to take a taxi. So off we went to war with helmet, pistol, canteens, ammo, etc. in a taxi. Getting into the Huey chopper, I tapped the two pilots on the shoulder and when they turned around, I noted two very young Army Warrant officers not over 20 who had finished flight training in Alabama. So, off to war in a taxi in a helicopter with two pilots who probably had just started to shave. For the next year we were on "search and clear" missions. Quite a bit of nasty combat and, for me, the first taste of a real war.

After several more tours in Vietnam, I returned to an assignment in Los Angeles. The USMC put a Lt Colonel in LA and New York to coordinate public affairs, recruiting and reserve training. Although not my primary assignment, I had to make a number of Casualty Assistance Calls. This was difficult as I was the first responder to a family to be told their Marine was killed, wounded or captured. I had to make far too many of these calls. The most notable was one Sunday afternoon, I drove up to Beverly Hills and had to tell Jimmy Stewart his son had been killed. So here I am, fresh out of chasing Viet Cong around in Vietnam recruiting Marines to go to Vietnam and then assisting families with the dreaded news that their loved one had been killed. I was also responsible for the burial and related services. This was a very draining assignment, and I still recall with clarity, many of the families that I had
to call on and helped them deal with grief. Often times, I was asked why we had this war? I had a hard time with those questions, as I too, had misgivings about US involvement in a hopeless conflict.

After a posting to graduate school, I was assigned to MCRD here in San Diego. As a Lt. Colonel, I was assigned as assistant chief of staff for Human Affairs. In April, 1975, I was awakened at 2am by a call from the general telling me to immediately come to the Depot. Arriving quickly and without a clue as to why, the staff were called together and told that a decision had been made for refugees to be relocated at a yet developed tent camp on Camp Pendleton. I was dispatched to the base and a miracle was borne as we put together a sprawling tent camp overnight.

The first refugees arrived at El Corps Marine Corps Air Station in 24 hours. Many of these poor folks were displaced, scared, and many with just the clothes on their backs. Some had no shoes. Many were sick. Some had extensive valuables which included money, gold and jewelry. We put together a massive effort on behalf of the refugees. We had to provide a mess tent for feeding, a hospital, legal assistance, etc.

Initially, the State Department thought they were in charge. After a bit of a skirmish with one of these State guys, the general in charge quickly put this to rest with me as the number two and the state folks, subordinate. This went down hard but with all we had to accomplish, this quickly became moot. Between April and October of 1975, 50,000 refugees were processed. The ultimate goal was to find sponsors. I can recall after two full days with no sleep, I found a cot someplace and slept like a rock for 10 hours.

Back at MCRD, things slowed down a bit. I had met a number of San Diego Community College staff and instructors with the remedial reading program. I had enough years in the Corps and decided to take early retirement. Fortunately for me, I was offered a job in the District. Initially, it was a teacher on special assignment, coordinating curriculum. Almost immediately I was involved in developing curriculum for the ESL program. Moving along through the ranks, I became a dean and was assigned to the then Kearny Adult School on the Kearny High School campus. At that time, we were opening ESL classes and hiring teachers as fast as we could find those with the necessary qualifications. We also had massive in-service training for the instructional staff. I believe with that assignment and eventually being assigned to Mid City and ECC, I probably had a hand in hiring many of the ESL teachers with the program today.

And so, I come full circle. From 1964 fighting the Viet Cong, to recruiting Marines to go to Vietnam, to making casualty calls, to developing a refugee tent camp, and working with the ESL program. My experiences have been some of the most important and rewarding in my life.

Rod Smith  President Emeritus Cont Ed, SDCCD
Lt. Col USMC (Ret)
To many of us, Sandie Linn is an iconic representative of the best of SDCE ESL teaching. She’s one of the most dedicated of teachers any of us has ever met, so dedicated that when she was encouraged to attend the Hail and Farewell ceremony in 2009, Sandie chose to skip it and teach her class instead. Nobody bothered to tell her she was the recipient of Dr. Beebe’s Distinguished Leadership Award that year. Now, after 30 years of dedicated teaching, I’m sad to say she is leaving us.

Sandie started teaching for SDCE in 1983. She started out as a substitute teacher at 902 12th St. until Catherine Stoll offered her a job at the Golden Hill Church teaching Southeast Asians. In 1985, the class moved to Golden Hill Recreation Center. The class grew quickly and was split between Sandie and Jan Jarrell. Working together, they teamed up to start the VESL program with a VATEA grant used to write curriculum and purchase materials. The lessons were designed to instruct students using several learning modalities, which at the time was an innovative approach to vocational instruction. She also wrote parts of the Vocational English curriculum in Auto Mechanics (1995, 1997) and Electronic Tester (1998/99) for the San Diego Community College District. The VESL program split into two parts, office systems and heavy trades. The program moved to Centre City. Sandie taught heavy trades, English and Math, and Jan Jarrell taught Office Systems. Sandie started teaching half hour math classes because heavy trades students needed math skills. VESL modules became popular, and other sites started using the VESL modules. Sandie and Jan became the VESL queens.

In 2005, deaf students became a part of Sandie’s class. She continued teaching VESL for 3 years, then switched to ESL Level 6 and Adult Basic Education. She taught English, and Math to ESL Level 6 students. In 2010, she began teaching the ESL Transition to College class. In another innovation, Sandie made the class paperless. Students had to go to her blog for handouts, assignments and updates. Students sent daily homework via e-mail and received their graded and corrected work electronically. She also started a book project, having students read a memoir cover to cover during the entire semester, and continued to assign a book to students every spring semester from 2007 to 2012. From 2011 to 2013, she taught Transition to College ESL students, and started the ESL College Transition Facebook page as a collaborative effort with Christine Stone, ESL College Transition teacher at Mid-City Campus.

Sandie is not resting on the couch eating bonbons all day. She has found lots of ways to keep herself busy and creative. She is an Awesome Stories Teacher Leader, creating lessons for the Awesome Stories visual vocabulary builder. [www.awesomestories.com](http://www.awesomestories.com) Currently, she’s taking watercolor painting classes from Annette Paquett through Continuing Education, and yoga at the La Jolla Community Center. She tutors 1 day a week for Deaf Community Services and privately tutors college algebra 2 days a week.


Sandie says, “It has been a privilege to work with and learn from so many fine individuals at the San Diego Community College District. The support, friendship and encouragement I received from my colleagues and supervisors made it feel like I was spending time with an extended family. Each semester, I was blessed with the opportunity to teach ESL, ABE, and BIT students who truly wanted to learn. I feel I have been profoundly enriched as a result of the interactions I have had with my students over the thirty years I taught for CE.”
Postscript on the Retirement of Sandie Linn

By Gretchen Bitterlin

Sandie Linn will be truly missed. We all come across unique and highly talented teachers in our lives, and Sandie Linn is one of those. How many teachers could effectively meet the needs of hearing impaired ABE and ESL students in the same classroom? Only Sandie could do this. What I will always remember about Sandie is how dedicated and hardworking she was – spending many hours over and above her 5-hour teaching day, preparing for the next day’s class. Another thing I will always remember is her dedication to causes outside the classroom, e.g. walking 60 miles in the Susan Komen Breast Cancer Walk a few years ago in memory of one of our most beloved ESL leaders, Nancy Bachman. We wish Sandie the best and hope that one of her new projects will be returning to CE to teach math for VESL a few hours a week. Yes, we are definitely in denial that she is permanently retired.
After a 6 year drought, Continuing Education is finally offering full time instructional contracts again. By the end of this fall semester, 11 contracts will be awarded, with two going to ESL. Of course, we are thrilled to be getting these two contract positions, but we feel it is a drop in the bucket toward what we really need to move our program forward. Below is the justification for more contracts that we presented at the shared governance meetings where voting took place to assign which disciplines would receive contracts.

Number of 100% ESL contracts needed within the next 5 years: 11-15

Out of approximately 138 instructors in the ESL program, which generates 43% of Continuing Education’s FTEs, only 17% have full time contracts. The following facts and trends within our program require the hiring of more full time contracts if we are to expand our program and maintain and advance the high quality of instruction that our program is known for.

1. Increased accountability requirements for course and program completion:

Since ESL has been designated a CDCP program, there are increased accountability requirements and expectations to demonstrate student outcomes and matriculation through our program to careers and higher education. To document these outcomes we have instituted requirements for course and program completion, which will be mandated starting the spring of 2014. This increased rigor in each course requires more writing instruction and the documentation of learning results, which requires more dedication and preparation hours on the part of the instructor. Having a 100% assignment facilitates meeting these expectations.

2. Expansion of Transition to College ESL courses:

To help prepare our ESL students for attending credit community college courses, we have created special courses that include more writing requirements and assume coordination by the instructor with the colleges to set up classroom visitations and counseling presentations. This all takes additional time outside the classroom and is best handled by a contract instructor. Since the FTEs for advanced level courses have increased 20% in the last 5 years while FTEs have declined in the other levels, it is clear that there will be an increased demand for these transition to college courses and contract instructors to teach them.

3. Development of an English for Careers Program:

As we re-vamp our VESL program, we are adopting new curriculum and developing special courses to focus on developing students’ abilities to identify career path-
ways for themselves and the skills to transition to job training programs or new careers. The instructors for these new courses need to become familiar with new curriculum to support these new objectives and write their own materials to support instruction. In addition, the new requirements to qualify for Federal funding from the Re-authorized Workforce Investment Act are likely to include providing programs that focus on career pathways and workplace preparation.

4. Need for more leadership positions:
Two of our ESL campuses currently are being coordinated by adjunct instructors, who have an insufficient number of hours to coordinate their campuses as Assistant Program Chairs. Not only that, but these two campuses – CE Mesa and Miramar - are experiencing tremendous growth in our program. There are long waiting lists at each campus. In order to expand the number of classes, which we are allowed to do now, a tremendous amount of coordination is needed to set up those classes and support the program. These APC positions need to be 100% contract positions. In addition, within 5 years, more current leadership positions in ESL will be vacated due to retirements and will need to be filled.

5. Need for more diversified ESL courses:
100% assignments allow for the opportunity to set up special 1 or 2 hours classes in addition to the core 15-hour classes. It is difficult attracting an adjunct instructor to come and teach only a one-hour or two hour course. Special topics that could be addressed are English for Math, Job Interviewing, Writing, Pronunciation, etc.

6. Impending Immigration Legislation:
When immigration legislation is passed, the requirement to demonstrate English proficiency will have a huge impact on our program, leading to program expansion, the development of new curriculum, and assessment procedures to document English proficiency levels. 100% instructors will be vital to making this program successful.

Finally, the main reason to hire more 100% contracts is to attract and keep quality instructors in our program who are dedicated to building our program in the future. Recently, we received a call from a student living in the Chula Vista area who wanted to enroll in our ESL program. When we asked why he would not attend classes closer to his home, he said that they did not have teachers like we do. In the last 5 years, the ESL program has lost 7 contract positions due to retirements. Hiring contract instructors is integral to maintaining the quality of our program and moving it forward.

Although ESL was not chosen to receive additional contracts in the next round, we will continue to fight for more contract positions for our program.
Every year we can follow trends in our program through the following data sources: CASAS testing data and the annual Saber report on enrollment. Below are the highlights:

**Enrollment:**
- We enrolled 17,946 students (includes ABE) in 2012-13. This was a 1.2% decline from the previous year, but less than the 6% decline from 2 years ago.
- For the first time since 2007, we had an increase in enrollment from Mexico.
- More than 13,000 came through our ESL placement offices. 49% were new students and 51% were returning students, a big increase in returning students since last year. It is very encouraging to see returning students coming back to continue their journey of learning more English.
- Enrollment could have been higher if we had more space for classes, especially at impacted sites, such as Miramar, Mid City, and CE Mesa where there were large waiting lists all year.

**Attendance:**
- Despite the 1.2% decline in enrollment, we had a .5% increase in total attendance hours - another sign of good persistence.
- Our average class size was 26.12.

**CASAS Test Results:**
- We earned 9,783 paypoints through gains on CASAS tests – a 1% increase despite the decline in the number of students testing. 66% of our students made a significant gain. 71% of all students tested had paired scores.
- Three ESL teachers had classes where 100% of the students had paired scores: Marina Vera, Colleen Fitzmaurice, and Jim Huffman. When I asked Jim how he achieved this outcome, he said that he used Facebook to encourage students to return to take their post tests. Great strategy.
- Thanks to the above results (in part due to additional paypoints earned by the ASE program), we have received the largest 231 grant award ever - $1.7 million.

A big thank you to all our teachers who diligently complete all the paperwork related to CASAS testing, which brings in the paypoints to produce this grant award.
Who said 13 is not a lucky number? And if you add a 100 to that, it’s even luckier. That’s the new room number, 113, for the new ESL office at ECC. The ESL office has not only moved upstairs, down the hall from ECC’s new Student Services office, 128, but the office now displays an architectural feature heretofore unknown in the previous 30 years of the ECC ESL placement office --- windows! Curious, I googled the history of that sophisticated sand-based architectural element and found out that crude looking windows were originally produced in first century Roman Egypt in Alexandria (In comparison, archeologists claim that door keys are estimated to have been around twice as long ,or about 4,000 years, the earliest ones having been unearthed in ancient Persia).

New Personnel

This fall, ECC said welcome back to Iryna Scharer-Filatova. She is splitting a high intermediate evening class on Monday and Tuesday with Bob Johnston, our Wednesday and Thursday night teacher.

To accommodate, our 60 + waiting list for a beginning level classes in the morning, we have recently opened a level 2/3 class with a new instructor, Roberto Reyes. He has a Master’s in Education with an emphasis in TESOL and has been an instructor for over fifteen years, having taught ESL, VESL, as well as Citizenship classes. Most impressively, Roberto is a former ESL student who never thought of teaching until he took his first ESL classes in San Diego in the late 80’s.

We are also welcoming a new morning and evening aide, Alma Corona (We call her Lu-pita so that we don’t confuse her with that other Alma, although we believe that she has the stuff to make it to the top, too). Alma is a child development student at City College. Carmen Martinez is another welcome addition to our evening placement staff and a City College classmate of Alma’s. She’s studying accounting. Speaking of our great ESL aides, you can forgot about rain, heat, and the gloom of night keeping certain government workers from doing their work; our morning aide, Eva Duenas and her daughter, Student Service’s aide Carly, hit a mattress on the freeway on their way to work.
recently, rolled their car twice, and were back to work the next day in 113! Whoa! This, of course, was the second miracle by ESL placement staff, as they packed, unpacked, and opened the ESL office for business in one week’s time this past August, the week before school started.

The Friday night citizenship class has passed 10 students since the start of the Fall Semester and 9 students have already had their citizenship oath ceremony and are now United States citizens. Or, as our Citizenship teacher, Leslie Tate, put it when asked about her class, “Just regular, normal and great, nothing spectacular.” That sounds pretty spectacular to me. Enjoy the holidays, everyone.

Centre City and Chavez Campus Updates  by Barbara Raifsnider

Centre City has made a few changes and added new teachers this semester. Ingrid Greenberg has joined us and is teaching a new early morning reading class along with a Transition ESL class. We have new teachers at two offsite classes; Edyth (Dee Dee) Ade teaches at Kimbrough Elementary which is a CBET type class with childcare, and Laura Como teaches at King Elementary.

It seems like the September rush is never ending. Even this late in November we have mostly full classes with new students arriving every week. Unfortunately, we have no classroom space to add classes in our morning program, but we have been able to add a class in the evening. Diana Vera Alba is teaching a new multi-level class on Monday and Wednesday evenings.

Several Centre City teachers presented at CATESOL. Donna Price and Ann Marie Holzknecht presented “Easy Ways to Integrate Workplace Readiness in ESL Classes.” Ingrid Greenberg presented two workshops, “Games and Competitions,” and “Peer Editing.”

Five of Donna Price’s former Personal Care Assistant students are in the CNA program and doing well. They have all passed the Theory portion of the class and are now doing their clinicals. In addition, five other former students are currently working as Caregivers.

Chavez Update for fall 2013

Chavez has added one new instructor and one new class to its slate. Neda Orban is teaching a computer lab class which is thriving. Many of the students are from Marina Vera’s class which meets in the Chavez computer lab in the morning. Marina and Neda are cooperating on a field testing of the new online Burlington program with additional help from Amy Goeltzenleuchter, the Burlington rep. The Chavez students have really taken to the course and are anxious to upgrade their job skills.
West City Campus Update  

Prior to the fall semester, West City campus only offered three ESL classes in the morning. Because of the thriving program there taught by Mozhdeh Fadavizad, Liz Flynn, and Toni Fernandes, each class has consistently had long waiting lists. Due to space limitations, we have been unable to add classes in the morning, but starting this fall, we started an ESL lab on Friday mornings and an intermediate/advanced evening class. Taught by one of our new teachers, Neda Orban, the evening class is also thriving. In the spring, we plan to expand the class to three evenings a week. Despite this growth, there is still a waiting list to enroll in morning classes. We are all extremely grateful for the outstanding support that our instructional assistant, Nga La, provides the program. Prior to our teachers’ CASAS meeting last month, one of the Brazilian students who was preparing to return to Brazil played the guitar and serenaded us with some beautiful love songs. Just another perk of being an ESL teacher! He also profusely expressed his appreciation for the opportunity to learn English and make so many international friends.

CE Mesa Campus Update  

Earlier this year, CE Mesa College Campus opened its doors to welcome students, faculty, and staff. The excitement of coming to a new campus was in the air; however, change was different and challenging for many of us. We came to CE Mesa in January (at the end of fall 2012 semester), and the ESL program faculty feared that our students would find it too difficult to follow us from LVPC and Clairemont Campuses. By spring semester, not only did our returning students find their way to CE Mesa via their new transportation routes, but new students from surrounding neighborhoods joined us. Change was in the air again, but with a positive anticipation that teachers from different programs, students, and campus staff would all be working together at a new campus. Congratulations to all who survived spring semester and thank you for a job well done!

Summer session demonstrated more program growth. Not only was summer session extended to seven weeks, but the campus student population grew. The ESL program flourished with new students in many classes at all levels. Word was out and our ESL program showed signs of growth. Before the end of summer session, students were encouraged to obtain their CSID cards so that they could participate in online registration. A computer lab schedule accommodated classes from all campus programs (ESL, Parenting, and Emeritus) to participate in online pre-registration for fall semester. Both morning and evening ESL classes reported high numbers by the end of summer. By the time pre-registration in August ended, many ESL classes already had wait lists. Fall semester began with full classes and classes have remained full since then.

Fall semester started off with many changes. A major change was the movement of our Resident Dean, Leslie Shimazaki, and ESL Assistant Program Chair, Barbara Pongsrikul. Leslie took on an Acting Dean assignment at Mesa College and Barbara’s role for fall semester is Acting Resident Dean and Dean of Parent Education and Emeritus. My role this semester as the CE Mesa ESL APC has been a rapid, motivating, and rewarding learning experience. I have been able to interact more with ESL instructors, meet
other program teachers, and work closely with ESL placement aides, office staff, and students.

The changes also brought new teachers and new classes. We welcome Anagit Traganza, who is teaming with Stephanie Thomas in level 2 and teaching a new Grammar/Writing class, Nonna Sadoudi, who is teaching level 3, and Emma Nazzaro who is teaching level 5 in the evening. In the placement office, we welcome Brandon Smith as one of our recently trained instructional aides. We will miss Brandon come spring semester, since he plans to move to Japan to continue his studies. Congratulations to Stephanie Thomas who is working with Jan Forstrom in the EL Civics office as Assistant EL Civics Coordinator.

Our Mid-City ESL Program continues to provide a full offering of classes in the morning, afternoon and evening. In an attempt to expedite the online enrollment process for the fall semester, we offered our students an opportunity to pre-register for classes during the weeks of August 22 and August 29. Pre-registration was accomplished with the help of our ESL instructional assistants, other classified staff and instructors who graciously volunteered to assist with the process.

Our ESL instructional assistants play such an important role in our program, both in Assessment and in the classroom. We continue to have a wonderful group of warm and welcoming daytime ESL instructional assistants: Albina Velazco, Zakia Nassrat, Lily Gonzalez, Evarist Khareliman, Edilberto Mendoza, Maribel Diaz and our two newest instructional assistants, Monique Bernard and Nadia Mohammed. Monique, who also works for our DSPS Program at CE Mesa, has been working as an instructional assistant in Mechelle Perrott’s ESL Citizenship class where she plays an important role in helping prepare our students for the Citizenship interview. In addition to working in the classroom, Monique graciously offers her assistance with online registration. Monique is currently a student in the Accounting Clerk Program at Centre City and in the Human Resources Management Program offered through SDSU’s Extended Studies. Nadia works in Assessment as well as in Stacy Castaneda’s Level B Literacy Class. She has been an ESL and BIT student at Mid-City as well as an active leader in our ASB. We are very proud that Nadia served as a student representative at the SDCCD Participatory Governance and Planning Conference on October 11 at USD. We extend a warm welcome to both Monique and Nadia!

I’d also like to acknowledge our new Accounting Technician, Danielle Williams, who is in charge of our Bookstore. We are very appreciative of the hard work and patience Danielle has demonstrated in responding to the concerns and requests of our large ESL Program.

We’ve had a few changes in faculty assignments this semester. In the morning program, we welcome back Elissa Claar, who is currently teaching the Level 1 class that had been taught by Eileen Schmitz for many years. Carolyn McGavock
Fall semester started with an enrollment flurry as new and returning students eagerly lined up outside our assessment office to register in a new class. Pre-registration efforts helped alleviate some of the traffic lined along our halls. Still, at times it resembled a holiday sale outside Best Buy, though much better mannered. Our Instructional Assistants, nevertheless, rose to the occasion and processed everyone. I salute their diligence and skill at working under pressure. Thanks go out to Hector Salazar, Alan Lam, Erick Villa, Noel Puga and Yonathan Tesfahun. I appreciate their efforts which often go unnoticed. Big thanks to the staff at the front desk for churning out attendance cards and helping facilitate the online registration process.

Teachers, too, got a quick start out of the blocks now that they do not have to spend valuable instructional time registering everyone. I am happy to report most levels are full in the evenings. We had a few changes as Kara Valenzuela returned to teach our ESL Level A/B class, and Elaine Barrett moved up and over to the Level 2 is currently teaching a level 2 class in the morning, and Lynn Graver is team-teaching in the VESL classroom with Corinne Layton in the morning and Steve Gwynne in the evening. In terms of our one-hour special subject classes, Jane Cranston is teaching a challenging early morning grammar class. During the noontime hour, Lynn Francis is teaching a popular intermediate/advanced Level conversation class, and Cindy Keltnner is team-teaching with Elaine Barrett in the ESL Computer Lab. In the afternoon program, we welcome back Thelma Moore who has returned to her assignment in the Level A Literacy class.

In terms of program offerings, mention should also be made about a change that has come about due to the recommendation of the VESL Committee. We have been piloting the Burlington English “Career Pathways” software in the morning and evening VESL Classes since the end of the spring semester. This software offers a wide variety of career pathways such as Administrative Assistant, Nursing Assistant, Pharmacy Technician and Dental Assistant. A decision was made to adopt the software and extend the usage to several other campuses. In the spring we hope to offer an ESL computer lab in our afternoon program that focuses on the Burlington English Career Pathways software. We are proud to say that we continue to offer both open entry and managed enrollment in our ESL Program at Mid-City Campus. As the first campus to pilot managed enrollment in 2006, our managed enrollment program remains strong. The Institutional Research and Planning Office (in collaboration with the ESL Learner Persistence Committee) has been conducting comparative research on attendance of ESL students in managed and open entry enrollment classes for a number of years. The most recent findings indicate that overall the attendance rate is 12% higher in managed enrollment classes than in open entry enrollment classes, and the persistence rate (from fall semester to spring semester) is 4% higher in managed enrollment classes than in open entry enrollment classes. Term to term persistence was based on students attending at least 20% of the total possible hours in at least one ESL course in the fall and at least 20% of the total possible hours in at least one ESL course in the spring. The complete “CE ESL Student Attendance Patterns Report,” can be viewed on the IRP website http://research.sdccd.edu/.
managed enrollment class. Francisco Guevara is now teaching a level 3 managed class.

I would also like to welcome Joyce Thompson to our evening crew of talented instructors. Previously of Linda Vista/North City and Mesa fame, she now brings her enthusiasm and experience to our level 3 class. Joyce taught at the university level in South Korea for three years and also spent three years in Turkey learning Turkish while working on her Master’s Degree—just one of her several Master’s Degrees, I should mention. One reason she likes Mid City, she reports, is the challenge of working with students who are coming to school in the U.S. for the first time.

On a technology note, we were able to purchase three portable AV carts. Currently, we are in the process of installing them in classrooms and having them in use for our morning, afternoon, and evening programs. I should mention, too, that Mid City now sports wireless Internet connectivity that reaches the lobby and second floor. In addition to the students using their laptops in the foyer, I have noticed students using tablets and smart phones in the classroom as well (and not just for texting their friends). I commend this and hope our wireless connectivity will someday reach the third floor where it would be a welcome solution to our VESL program’s need to provide access to digital curriculum that has replaced older forms of technology, i.e., tapes and language master cards.

I would like to mention one of our talented instructors, Eric Miller, who teaches a multi-level class off site at our extension on 54th Street. Eric has worked hard to group students and create materials and activities to meet their diverse needs. He also made an interesting short video documenting how he uses these materials to prompt discourse in the classroom. Click on the link below to view the video.

Two thumbs up, Eric!

Thanks go out to officer Benedetto for establishing a security presence at Mid City in the evenings. We appreciate it and hope it continues.

I am very grateful to all the evening teachers for their ongoing efforts to help make Mid City the center of excellence! Pictured below in a moment of cool camaraderie and restrained revelry, evening instructors share some pre-Thanksgiving turkey and vegetarian cuisine.

Happy Holidays!
M is for many magnificent students. We continue to get many brand-new students, especially from China, Iran, and Vietnam. Although we have opened four additional classes in the last year, we have waiting lists longer than ever for classes at Miramar, and could easily fill three additional classrooms.

I is for incredible instructors. Cristina Abell, Deedee Ade, Jae Cardon, Georgette Daggett, and Aldamay Rudisuhli have joined our faculty and jumped in enthusiastically and done a great job. It is inspiring to all of us to have them here.

R is for rip-roaring registration. In the month of September, our aides completed over 1,000 class registrations. In October, Laura Burgess came to Miramar to distribute student attendance cards to students who didn’t have one, and 3 days later, she had helped 600 students get their cards!

A is for amazing aides. We are so fortunate to have three new hourly aides, Elena Garcia, Patricia Lopez, and Fariba Rohani, who have joined Abdullah Abdullah in our office. They, without a contract aide, and without any CE office staff, do all the placement testing and registration of students as well as all the functions of a front desk, answering the phone and helping students with every possible question. The most frequently asked question is a tough one- “When will I get into a class?”

M is for meetings to collaborate with Miramar College. Recent meetings with Sheryl Gobble (English, Communication, and World Languages Chair), Mark Manasse (BSI Coordinator) and MaryAnn Guevarra (counselor) have been very productive. Our Transition students have visited Mark’s ESOL 40 class, and MaryAnn has come to speak to the transition class and answered their questions about the college. Sonny Nguyen (Outreach Coordinator) is planning two different events for CE students, one an orientation, and the other a repeat of a very successful workshop on financial aid which our students have attended for the last two years.

A is for an awesome addition, our new English for Careers class. Ola Steenhagen’s students are writing resumes, giving oral presentations about their job experiences, doing practice interviews, and listening to guest speakers in addition to using the Burlington software for their individual career fields. The students are engaged and enthusiastic about the program, and already seeing great improvements in their pronunciation and readiness for jobs.

R is for riddles, those perplexing questions that keep us always challenged:
How can we open enough classes to serve all the students who need English?
How can we help our students get access to the services they need?
Every student that becomes a naturalized citizen this year will be invited to a special event to celebrate "100 New Citizens for 100 Years of CE" for Constitution Day/Citizenship Day on September 17, 2014. This is a big task and will take a collaborative effort. To help 100 or more students become new citizens is the easy part -- to keep in contact with 100 of them is the challenge! Once passing the citizenship exam, students move on to their next goal, and we lose track of them. We have developed a form to help us stay in contact. Citizenship teachers will promote participation in this special event during this school year and distribute the form as each student prepares for the naturalization interview. Our citizenship classes are going strong, so let's hope we can stay in touch and reach our goal! The event will be at or near Mid-City Campus. Formal invitations will be sent out next summer.

We need assistance from our ESL and other district instructors. If you have naturalized citizens in your current class, please invite them to participate. Contact me for forms. You can then send the completed forms back to me. With your help, more students will be reached to participate in this celebration of their achievement. We hope many of you will attend as well. We want all of CE to watch as 100 naturalized citizens from our school district re-enact the oath ceremony.

You can help us further. If you know of a naturalized citizen who has worked in our school district, perhaps currently or even years ago, invite that person to contact me. If you know a community leader or an individual with an inspiring story, I'd like to include a few special people for our program. Do you know a retired citizenship instructor? All these people will be invited to our event. This is a celebration of the naturalized citizens in our community, and also a tribute to the history and legacy of our years of citizenship instruction.

Next fall, I look forward to seeing you and all the smiling faces of 100 (or more!) success stories celebrating our awesome citizenship program and 100 years of CE!

Citizenship Staff Development

On September 27, we held our fall citizenship teacher meeting with 100% attendance. It's great to get together because we learn from each other and learn from our guest presenters. Leslie Tate teaches citizenship in two school districts and shared that the other district now charges students $40 a year for citizenship classes. We are glad our classes remain free! Donna Huchel provided us with a packet of vocabulary practice materials she updated for our more advanced level ESL students in citizenship.

Our guest presenters from the immigration services of Catholic Charities shared their intake procedures. Catholic Charities is just one of many qualified organizations we recommend to assist our students with legal issues. It is on the U.S. Citizenship and Immigration Services (USCIS) accredited legal representative list meaning this organization can legally accompany an applicant to a naturalization interview. We learned that Catholic Charities, though accredited, does not provide this service. Why not? -- financial limitations. The legal staff can help with issues which do not require a lawyer at the interview. Good to know. If a student has a more serious legal issue and needs a lawyer at the interview, the case is referred to another agency. It is an important point to explain to our students, so students don't feel like they are getting the run around when they go to Catholic Charities and get referred to another agency. We are working on updating the intake procedures with all our agencies so we can better prepare our students for what to expect.

USCIS Updates

The fee waiver, USCIS form I-912, is still a welcome reprieve from the $680 fee for naturalization for those earning up to 150% of the national poverty level. If the only reason someone is not a citizen is because of the money, this is useful information. Started in November 2011, the fee waiver form is fairly straightforward and easy to fill out. Many of our students are capable of filling
How do you study for the 100 Questions? By Lesley Robin

Part of the naturalization interview is an oral test on U.S. History and Government. There are 100 questions and answers provided by the USCIS as a study guide. Students must reply to a set of 10 computer-generated randomly selected questions from the list of 100. A passing score is six correct out of ten. Students can borrow a classroom CD to copy. Many make cards to replicate the teacher’s set of illustrated study cards provided by USCIS.

The evening students shared their study styles:

“I'm a taxi driver from the airport to downtown hotels. I play the CD in the cab. My passengers help me practice the questions.” (Eritrea)

“I made index cards with all the questions and answers. When there is one that is hard for me to remember, I write it in my notebook with the answer about 15 times.” (Mexico)

“A classmate gave me their set of study cards they purchased from USCIS. I keep it in my purse and study them whenever I can. Plus I listen to the CD.” (Somalia)

“I make paper cards with the questions we learned in class that week. I add to it with each week. That way I'm not studying all of the questions at one time. That really helps.” (Mexico)

“My daughter is in 8th grade and studying Civics. At home, she asks me the questions and I answer them. She asked me how long is the class. She couldn't believe I study the same subject for three hours at a time. When I come home at night she asks me what we studied. I told her 'the three branches of government,' and she said, 'We studied that today too!'” (Mexico)

“I write a translation on some of the questions and answers on the paper we use in class. That helps me understand them better.” (Vietnam)

“I put the CD on the stereo at home and listen. My little boy wants to watch TV but I make him turn the sound off so I can listen to the CD. He said, 'Mommy, the words don't match their faces.’” (Mexico)
Video Demo for #33 Ready to Go

Teachers can now show video demonstrations of the #33 job interview assessment task to their students. Steve Gwynne has done both the videotaping and the closed captioning for job interviews that include students from Mid-City classes taught by Corinne Layton/Lynn Graver, Colleen Fitzmaurice and Cindi Hartman. One teacher recently reported, “I estimate I spent 30 hours teaching #33. If an instructor has a DVD to show the students, I’m sure it can be done in less time.” You can check out the demonstrations by clicking below.

EL Civics Supports Transition to College

The highest level of our ESL program is getting new EL Civics curriculum. Transition to College classes are currently field-testing new lessons related to Objective #14- research educational opportunities to reach a personal goal. The curriculum focuses on writing personal statement essays for entrance into universities or for financial aid purposes and it also guides students to research and compare the three higher educational systems in California. Magda Kwiatkowski wrote the lessons with input from Carolyn McGavock, Chris Stone, Susan Morgan, and Stephanie Thomas. The curriculum serves not only the EL Civics mission to help newcomers find success in their new communities but also provides lessons specifically geared to the ESL Transition to College course outline. Both the oral and written tasks are suitable for level completion assessment. Chris Stone, ESL Transition to College instructor at Mid City, reports, “This is what the students need to focus on opportunities to advance their education. It’s rewarding to hear them talking about the various educational systems in California outside of class time.”

EL Civics Helps Students Eat Well

In spring semester, Beginning Low and Beginning High morning classes will have new EL Civics lessons on nutrition written by Laurie Cozzolino with input from Colleen Fitzmaurice and Lee Mosteller. The lessons provide instruction on the various food groups, healthy food choices and appropriate serving sizes. Beginning Low students will write a simple recipe and Beginning High students will write a paragraph about their plan for healthy eating. Both levels of students will participate in an oral interview about food groups and healthy food choices.

Visit the EL Civics Website to view video demonstrations on many of the objectives and access additional online activities.
My name is Huichu Hsu. My family moved to America in 2007 because my husband was transferred by the company he worked for. I had attended the Continuing Education ESL program at the Clairemont Campus since then. Continuing Education not only helped me achieve my educational goals, but also enriched my life. I met dedicated educators and made some lifelong friends there. The Clairemont Campus was like my second home. Even though it has been torn down, it remains in my memory. Now I am studying for my master's degree in Educational Psychology at the College of Saint Rose in New York. My family has just moved here in the summer because of my husband's career. I am grateful to my ESL Instructor, Magdalena Kwiatkowski, who sent a letter of recommendation to the program at such a short notice.

I graduated from college 20 years ago in Taiwan. Marriage and children came within a short time after graduation. As time passed, I assumed that I would not reach graduate school. However, ESL classes not only improved my English, but also pushed me to define and pursue my goals. In retrospect, I first mentioned that I wanted to study psychology in an essay I wrote for the West City Campus Associated Student Body Essay Contest in 2011. Rereading this essay recently, I realized that I have closely followed the plan I described in this essay.

To be honest, at that time I did not have a specific educational goal because America was a brand new country for me and I did not know what I could do. My intention was simply to improve my English. However, when the ASB announced this essay contest, my teacher asked us to work on it in class for three weeks every Friday after the break. Staring at the ceiling and rolling the pen in my hand trying to picture my future, I began to think about what I could do, what my talents were, and where my passion was. I tried to understand myself more and more and I realized that I wanted to study psychology. I knew it would not be easy, especially with my English level. Therefore, I made a plan, and I followed it. After finishing ESL level 7 at Continuing Education, I took English 49, Introduction to Academic Writing at MiraCosta College. Surprisingly, I got the highest score in this class, which boosted my confidence and encouraged me to apply for graduate study when I moved to New York. The ESL classes I took in San Diego gave me a good foundation in academic writing skills. In San Diego, I also got a chance to teach Chinese. As I was teaching children at San Diego Chinese Academy and the San Marcos School District 2012 StarTalk Program, I discovered...
that I have a passion for teaching and I love to help children to become motivated and successful learners. Putting the two together, I decided to study Educational Psychology. Luckily, I got accepted into the Fall 2013 program right after moving to New York.

At the age of 43, going back to school to get a higher degree seems not easy. However, with the help and the push from Continuing Education, I not only created a dream, but am on my way to make it come true.

**Gloria Galvan: A CE Success Story** by Donna Price

Gloria Galvan graduated from the VESL Personal Care Assistant class in June 2013. Before my class, Gloria attended ESL classes at ECC in Levels 4-7, with Toan Humphrey, Jim Brice, Wes Popham and Beth Bogage. About three days after she graduated from the VESL PCA class, she got a part-time job at the Neighborhood House Adult Day Care Center. Gloria is really thriving there. In her country, Panama, she was a health educator, so she's extremely happy to be doing something in her field.

Patty Stottlemyer, RN and Home Health Aide instructor takes her Home Health Aide students to the Neighborhood House Adult Day Care Center for clinical practice. Here is what Patty said about Gloria: "Gloria is doing such a magnificent job there, she is so sweet and cheerful with all the clients, and some are not so easy to be that sweet with! And that she can also speak Spanish to the Spanish speakers is such a plus. She is really a 'class act'!" Gloria continues to study with Beth in Level 7 at ECC. She is a great success story and role model for all.
The 2013 State CATESOL Conference got off to a soaring start with an inspiring presentation by undocumented immigrant turned award winning author, Reyna Grande. And even before the speaker came to the podium, a mood of inspiration and hope was sparked by our own inspiring Sandie Linn in her introduction to the evening.

Sandie reported, “The first time I read Reyna Grande’s book, The Distance Between Us, I couldn’t put it down. After a second reading, I knew my students would feel the same excitement that I felt and would relate to her struggles and achievements. I read it a third time and began to work on the questions for the book project I planned for them last spring.”

Sandie went on to share student reactions to the book and messages they emailed to the author.

“The Distance Between Us is the first book I read in English. Beautiful book with a great message for a person like me, an immigrant and living in the shadows as you say. But omg! What a wonderful book. On my part, I can tell you that you accomplished your purpose by giving an immigrant like me the motivation to take advantage of the opportunities this country gives you.”

And from another student:

“The Distance Between Us is not only an interesting literary piece but it is also a window into Mexican culture. It helped me learn more about Mexican folklore (the story about La Llorona), history and the mentality of Mexican people in general. Thank you for sharing your story with us and for being so honest!”

Reyna Grande quickly demonstrated why Sandie’s students were so excited about her auto-biographical story in The Distance Between Us. She vividly, with touches of humor and without self-pity, recounted her tumultuous journey from her young childhood in Mexico while her parents lived in Los Angeles to the dangerous trek across the Mexican border at age nine to her heartbreaking experiences as an undocumented immigrant trying to learn English amidst a family torn apart by betrayal, abuse and alcoholism. She talked about her painful first days of school in a Los Angeles elementary classroom, her feelings of not belonging, her shame of not knowing English, and her fear of being discovered.

Reyna’s innate love of reading brought her both comfort and knowledge of the English language. Reading also advanced her passion for writing, and finally, at City College in Los Angeles, a teacher recognized her writing skills, introduced her to books by many Latina authors, and encouraged her to seriously start to write her story. Finally, after years of rejection and self-doubt, Reyna learned that her story mattered, and she began to write from the pain and fear within her as a means to moving on. Her message to ESL instructors and students alike is that immigrants need to go beyond language learning and understand that their stories matter.
Imagine yourself as a small child and your parents leave. You are too young to know what is going on – to envision the bigger picture. You wonder if they will ever come back. You experience fear without understanding. And this fear, these early experiences affect you greatly in adulthood as well. This was the experience of the plenary speaker on Thursday night at the CATESOL 2013 conference in San Diego who so eloquently and inspirationally told her story, not just the facts but her inner life experience.

Her name is Reyna Grande and her book is *The Distance Between Us* or in Spanish *La Distancia Entre Nosotros*.

I am inspired by, enchanted with and drawn toward the deeper encounters and expressions of those profound experiences in both our students and colleagues. I can’t help but wonder where are those opportunities within our profession, our workshops, our conferences, for that kind of exposure and understanding of our students and for that kind of sharing about our own experiences. They are not separate from who we are and what we and our students bring to the classroom.

We all have students and colleagues who have overcome difficulties, challenges, war, deaths and tremendous fear to make it to this country. Reyna’s story as she shared with us, expressed these trials and tribulations. Her father came to the U.S. when she was 2 and her mother when she was 4. She knew that her parents, subsequently, had another child and she felt replaced. Her father returned when she was 9 and she hardly knew him. Her father was going to take the other siblings to the U.S. but leave her behind because she was too young to run across the border. She begged him not to leave her. They tried 3 times to cross and twice they were sent back. The third time they succeeded.

She talked about the shame of not knowing English and the shame induced by an unknowing teacher and other students. The kids in the bungalow learning ESL were ridiculed. Her parents divorced, her father became an alcoholic and there were other trials and tribulations to overcome. However, there was a teacher who believed in her and mirrored back to her her abilities and worth, especially in writing. Reyna said that she felt more comfortable expressing herself in writing because ‘there was no accent.’

Reyna currently teaches creative writing at UCLA extension. She was the first person to graduate from University in her family. And she is still working through the psychological and emotional affects of her early experiences. Without that early mirroring for one’s goodness, one’s talents, one’s abilities, it is difficult for children to believe in themselves. It is no different as adults when we take up new tasks and when we feel triggered. Our past affects our present as well. We all need support and encouragement to heal, grow and thrive.

One way that I learn more about my students is to have them write journals. I learn so much about their inner lives, what troubles them and the challenges they face. For the quiet ones, the introverted ones…the medium to be more vulnerable and express themselves more deeply. Many want to share themselves, their stories – in English.

I was honored to hear an honest, deep, vulnerable portrayal of family life from Reyna Grande. And I still wonder, where are those conversations in our conferences and workshops…

P.S. Sandie Linn introduced Reyna. Sandie’s students had read the book and she spoke so eloquently and authentically.
CATESOL Conference Feedback

For years we’ve been hearing about SCANS skills and workplace skills and many of us probably think they are skills that are appropriate to teach in VESL and workplace classes only. I attended a workshop by Dave Coleman at the state CATESOL conference and he convinced me that actually these are skills that all of us should be teaching in all of our classes. The presenter started out with this prediction:

Fact or fiction? I don’t know, but it made me think about it. I thought that our current focus was getting students ready to transfer to the credit side of community college, right? But realistically those students will have to work in addition to attending college and certainly their goals for when they finish college is to find employment. So SCANS and workplace skills really are important for them to succeed too.

Here is another quote from the National Commission on Adult Literacy (2009):

He continued with another quote from Linda Hammond:

So, if this is true, how can we help our students prepare for future jobs when we don’t even know the future job market? I’m sure you answered the question! We can teach SCANS skills and workplace skills, the soft skills that all workers need in all places for every job.

Here is a list of soft skills that the presenter provided. We usually simplify them for our ESL students.
The problem isn’t new. Employers have been asking for workers with soft skills for a long time. See the quote below from 1913.

This has been an ongoing problem: The National Career Competency Association said that what they most needed from their employees was soft skills. (1913)

Surveyed employers said that an employee needs 87.5% soft skills to 12.5% hard skills to have career success. They say they can teach them the work skills needed for the job, but they can’t teach the soft skills. (Cross, D.)

"You can have all the technical expertise in the world, but if you can't sell your ideas, get along with others, or turn your work in on time, you'll be going nowhere fast." (Peggy Klaus, author of The Hard Truth)

The good news is that WE can teach those skills to our students in ESL classes. The skills need to be taught explicitly. Students will not learn punctuality by witnessing your punctuality. And they won’t learn taking initiative by watching you take initiative. It will not transfer by osmosis. They will learn if we teach these skills to them explicitly in class and give them a lot of opportunities to practice them in the classroom. And they need to be able to talk about their skills, define them and give examples of how they practice them. If they can do this in class, they can do it in a job interview or a college interview or on a scholarship application and they will have an advantage.

We have access to a lot of good materials developed by our colleagues such as Donna Price and Ronna Magy. If you want to get started by viewing some of these materials go to these CALPRO Training Modules:

“Flipping the ESL Classroom”, A Community College Level Workshop presented by Susan Gaer, Santa Ana College School of Continuing Education and Loretta Davis, Coastline Community College

Susan Gaer presented a brief history of the ideas behind the term “flipped classroom” and Loretta Davis reflected on the amount of time instructors spend standing in front of the classroom in ‘presentation mode’ versus moving around the classroom to support students as they practice and apply target language. We were encouraged to reduce “teacher talk” time and increase the amount of class time spent on student participation. One goal of a ‘flipped’ classroom is to maximize use of classroom time for teacher-student interaction and student-student interaction by assigning lectures to listen to outside of the class meeting time. In a ‘flipped classroom’, instructors provide online presentations of content for students to access on their own.

The graphic and quote below are good summaries of the workshop’s main idea.

“The Flipped Classroom focuses on what is happening during the live interaction with the facilitator. What level of Bloom’s Taxonomy is being addressed while you’re with the facilitator? I would argue that the majority of the time, facilitator time is focused on the bottom layers of the triangle. In the Flipped model, facilitator time is primarily used in the top layers like application, synthesis, evaluation, analysis.”

*Leigh Anne Lankford*


Check out this webpage to learn more about the what, why and how of flipped classrooms.

[www.miscositas.com/flipped.html](http://www.miscositas.com/flipped.html)
On November 2, Laurel Slater hosted our 6th annual fundraiser to raise money for book vouchers for our students who cannot afford to buy books. Our fundraiser was a huge success this year. We not only had a lot of attendees. We had some really good gifts to raffle off such as a $50 Nordstrom gift card, a $25 Starbucks card, a W-D 40 gift basket, fresh fish, a black pearl necklace, a hair salon gift bag, and much, much more. In fact, I don’t think we’ve ever had so many raffle prizes! Perhaps better than the raffle prizes was the amazing spread of food provided by the ESL Textbook Committee and ESL Chairs. Susan Morgan’s fresh caught fish was again a huge hit. Our fundraiser brought in an equally large amount of money for our textbook fund. We raised a total of $1700 that night, plus we anticipate a $500 check from the AFT Guild. A few additional checks have trickled in since then, bringing our balance up to almost $4000. Many thanks to all those who have contributed to this fund.
Fall 2013 Staff Development Survey Results

86 ESL instructors completed our online annual staff development survey. Many thanks to Cindy Wislofsky who created the online survey and tallied the results for us. Below are the results and comments that will guide our planning for staff development this year.

What technology training would you like? The top choices are as follows:

- How to use the new classroom equipment, eg. Smart cart, podium, document camera, etc.- 12%
- How to use the computer lab to support instruction – 11%
- How to make class webpages/blogs – 10%
- PowerPoint/Electronic rollbook/ ESL computer software or websites – 9%

Additional technology training needs or comments:

- “If I had more technology in my classroom, I would want more technology training.”
- Ipads/tablets and Apps for ESL instruction
- Using CCC Confer for workshops and teleconferences
- Mid City needs more smart carts.

What face to face workshops sponsored by OTAN are you interested in? The 3 top choices are as follows:

- Internet resources for ESL teachers – 16%
- Creating a Free Website (Using Google Sites or Wix) – 15%
- Google Tools and Drive – 14%

Do you plan to implement level completion in your classroom this fall?

- Yes – 59%
- No – 22%
- Not sure – 19%

In which type of staff development training are you most likely to participate?

- One-to-one or small group sessions – 45%
- Face to face workshops – 42%
- Online training – 13%

One of our priorities again this year is to capture effective teaching strategies among our very experienced faculty through making You tube videos. 17% of our teachers stated they would be interested in being taped to share a strategy.

Our goal this year is to make 3 more videos focused on the following:

- Pronunciation strategies (Rolly Fanton, Linda Kozin, and Barbara Raifsnider)
- Phonics instruction with beginning literacy students (Thelma Moore)
- Warm-up activities (Jean All and Ann Marie Holzknecht)
Faculty also suggested other ideas for program improvement:

- *Have computers put in ALL CE classrooms and/or at least a TV that works!*
- *Hire more aides to get students registered into classes before school starts.*
- *We should offer computer basics for English learners.*
- *I think the registration process could be improved somehow.*
- *We need voice training for language teachers – how to avoid voice strain.*
- *More workshops for teachers from the same level and those above and below them to share info and ideas.*
- *I would like to learn how to obtain grants to enhance our program.*
- *I loved attending the Diane Larsen-Freeman talk. I’d like other speakers to come and provide lectures. I also liked the collaboration between our district and the CATESOL local chapter.*

ESL Transition to College Activities

An important part of our ESL Transition to College classes is familiarizing our ESL students with the expectations and practicalities of going to college. Both Christine Stone and Susan Morgan have worked on this by arranging field trips to credit classes and inviting college counselors to come and speak to our students. They report their progress below.

Field Trip to City College

By Christine Stone, ESL Transition to College Instructor at Mid City

The field trip to City College for my class went very well today.

After a campus tour, the students observed an English 101 class and an ESOL 30 class. Then Counselor Rudy Zamora gave a presentation tailor-made for CE students.

Afterwards, the students said they felt more comfortable knowing now where all the important buildings are. The guide took them to the LRC (library), admissions office, financial aid, cafeteria, etc. It was great that one of the tour guides was a former student of mine. She answered students’ questions afterward.

This is the first time we have been in an English 101 class. Seeing the class gave them confidence, and one student said to me, "I want to be in this class." Students saw that a student doesn't have to be completely fluent to attend college, and they saw that classes there are similar to mine.

Also, three of my former students were in this class, and they spoke to my current students about what to expect at City College. That was wonderful.

So the three college activities made them familiar with the campus, reduced their fears about going
Building College Working Relationships to Support CE Transition Students

By Susan Morgan, Transition to College Instructor at Miramar College

Our ESL Transition to College Class at Miramar has been a long time in the making and has evolved much since the first class. When we offered the first class almost 5 years ago we did a class needs' assessment to find out what broad curriculum would give students the best opportunity to successfully transfer to the college. Much of the written curriculum needed to be developed, e.g. oral presentation rubric, and comparison of the three-tier college system which was written based on questions and concerns which students raised in our class. Students identified two areas that we were already addressing, e.g. counseling and financial aid, and they identified one new area that we needed to develop, visiting a college English class like ESOL 30 or ESOL 40 and interviewing the college students. When we visit ESOL 30 or 40, my students interview the college students and address questions about class requirements, type of and number of tests, and the grading system.

Another important activity of the class has been inviting the college counselors to speak to our ESL transition to college students. Some of the students' counseling questions cover areas regarding assessment tests, transcript evaluation, and career counseling. Students’ questions about financial aid deal with concerns about the FAFSA application, understanding the differences among scholarships, grants, work study and a loan, and financial issues about a public or private college. Successfully developing the areas of counseling, financial aid, and visiting college English classes is based on building collegial relationships with college faculty and staff at the college. Over the course of several years, we have worked closely with several key individuals at Miramar College and with the new state and national emphasis on transitioning students, we are continuing to build working relationships with individuals at the college that provide much support for our continuing education students. Both sides see the advantages to our working closely together for the students. In addition, with our joint discussions, the English college faculty have given us much insight into the issues that they are dealing with, e.g. assessment issues, class requirements, classroom space, waiting lists, etc.

There are still areas where we need to develop new curriculum, e.g. academic word list, etc. The transition class is continuing to evolve and should be viewed as a flexible curriculum which makes changes based on students' identified needs. As students continue to identify areas of need we will respond by providing curriculum or experiences that give them the best chances for success in college and in their careers.
Ever find yourself looking for questions to pose to your students in different themes (e.g. Getting to Know Each Other, Science and Technology, Privacy, or Famous People)? Check out this Internet TESL Journal website for tons of ideas: http://iteslj.org/questions

There are also lessons, techniques, articles, games, and more. Click on the headings for these.

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Two More Tech Workshops this Semester!
Both on Flex Calendar

Using Advanced Word Techniques to Make Classroom Resources
December 10, 1-3 p.m. or 3-5 p.m.

Part two of Word 2010. Hands-on practice taking screen shots, making a template, using Smart Art, adding hyperlinks, doing a mail merge to make certificates, and more.

Creating and Working with the Electronic Rollbook
January 9, 1-3 p.m. or 3-5 p.m.

Learn how to get started using the district’s electronic rollbook (in Excel) to keep student attendance records. Hands-on practice to add names, sort, print a single student’s attendance, hide columns, as well as how to add more sheets to the e-rollbook to keep track of test scores or other student records.
Compassion and Self-Compassion

Home. I think most of us from time to time experience a longing, a yearning to be home, to feel at home in our own being, and feel a sense of belonging to be with others in a meaningful way. That longing doesn’t stop at the workplace door. It is part of our essence as educators with our students and our colleagues. That journey - our life’s journey – of ups and downs, trials and tribulations, sometimes leaves us lacking in the very thing that would be helpful – self-compassion for ourselves and compassion for others.

There is so much interest at this time on compassion, generally defined as feeling the suffering of another with action to help alleviate that suffering. It is not just in spiritual domains, but also in research (just google it) and conferences (FACES conference last year in San Diego) and even a free series called “The Compassionate Heart” that you can find on www.soundstrue.com. Research points to the neuroplasticity of the brain throughout our life time. The brain changes in response to experiences. The brain seeks a balance to be able to stay open to the suffering of others and yet to not get flooded. How many times have we taken home the suffering of our students or colleagues, many whom have experienced immense torment and distress? How many times will we show up for students and colleagues – an almost primordial need in all of us. We also need to see and hear ourselves. Taking responsibility for our own well-being, we can remember to open the doors of compassion for ourselves and compassion for others. Dr. Christopher Gerner, a clinical psychologist, says: “Self-compassion says, “Be kind to yourself in the midst of suffering and it will change.” The first step is to pause and notice.

In my own journey as an educator, my youth, my natural enthusiasm, my natural compassion carried me for many years seemingly effortlessly. And as life circumstances charted my course in unexpected ways - child, divorces, deaths - I had to dig deeper and clear aware emotional, psychological debris that covered over my natural tendencies. If I had known about the importance of self-compassion then, I think it might have eased my way. As our society seems to speed up in so many ways, with a myriad of distractions and ‘things to do’, I know that I need to stay in contact with my inner world and my own center. Being in tune with my own rhythms helps me to ward off burn-out, not get overwhelmed and feed compassion.

Studies show that training can help to become the self we want to be. Being present for what is happening and taking responsibility for one’s own thoughts, feelings and inner world without blame. We have mirrors around us daily – students, colleagues, workplace antics – that point us back to our own thoughts and feelings. Being present, we can really see and hear our students and colleagues – an almost primordial need in all of us. We also need to see and hear ourselves. Taking responsibility for our own well-being, we can remember to open the doors of compassion for ourselves and compassion for others. Dr. Christopher Gerner, a clinical psychologist, says: “Self-compassion says, “Be kind to yourself in the midst of suffering and it will change.” The first step is to pause and notice.

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Another finding is that we have an innate capacity for compassion. “Being kind and compassionate emerges from well-being”, states Dr. Dan Siegel a researcher and professor of psychology at UCLA. The only challenge is we forget. Our life experiences of family, culture, experiences have increased or decreased our ability to be compassionate. How we have been programmed is not our fault, and our well-being is our own responsibility.

I listen to this song frequently (Home by Philip Philips) going to work as it inspires me and reminds me that the truth is, I am a being of compassion (though I don’t always feel it) and as Thich Nhat Hanh says: “I have arrived. I am home.”

The trouble it might drag you down
If you get lost, you can always be found
Just know you’re not alone
Cause I’m going to make this place your home.
Born in Buenos Aries, Argentina, Ondine Massot lived in the famous Recoleta neighborhood known for its European style architecture and also its caberets featuring tango music and dance. Her mother was a glamorous singer with her own music show on the radio and her father, a lawyer, who spoke English and eventually moved the family to the U.S. when Ondine was around nine. She learned English quickly, in four months, according to her mother, as a defense mechanism for the children who were mean to her. Later on, she became fluent in French. She definitely had a gift for language and words, both eloquent and ‘salty.’

Ondine finished her University studies in Michigan and got her first job teaching at Rochester High School, where she befriended a young student who later became the famous pop star, Madonna. Ondine was particularly fond of this relationship and was even interviewed on TV where she revealed some of the letters Madonna had written her.

After coming to California, Ondine taught Spanish for a number of years at La Jolla Country Day. Her first assignment with our district was in 1989. Before coming to the evening program at Mid City in 2007 to teach a Level 3 class, Ondine taught Multi Level ESL at our extension.

You could say that ‘you can take the girl out of Buenos Aires, but you can’t take Buenos Aires out of the girl,’ and this was true about Ondine. Argentina and its ‘Porteño’ ways were always close to Ondine’s spirit. She loved the old songs her mother used to sing, and spoke passionately about the literature of Borges, the old architecture, and of course, the tango. Her endearing Latin catch phrase ended each sentence with, “mi amor.” Yes, Ondine was sassy, but she was also a caring teacher. She helped several of us with our Spanish and was always eager to assist with complicated translations. She had a compassionate side, too, as evidenced by her friendship with Henry Acejo, our evening teacher who was murdered in Tijuana. Like most of us, she was devastated upon hearing the news; nevertheless, she rallied above her grief to speak eloquently about his life to the news media and at his memorial.

The community of Mid City teachers came together in different ways to help Ondine as she struggled with cancer; whether it was taking her to an appointment, bringing her small items of favorite foods, or just sending her a message to let her know they were thinking of her. On December 6, 2013, Ondine passed away peacefully in the Hospice with a colleague at her side; not alone. Nor will she be soon forgotten. She is survived by her beloved son, Alex.

“Estar contigo y no estar contigo es la medida de mi tiempo.”

from Jorge Luis Borges’ collection of poems, *El Amenezado*
Happy Holidays from our ESL Community

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