Supporting the Success of ESOL Students:
Reform Approaches in California

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Overview of Presentation

- Context on ESL/ESOL Landscape in Community Colleges

- Curricular Reform at Berkeley City College

- Case Studies of ESOL Reform Approaches

About CCRC

CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.
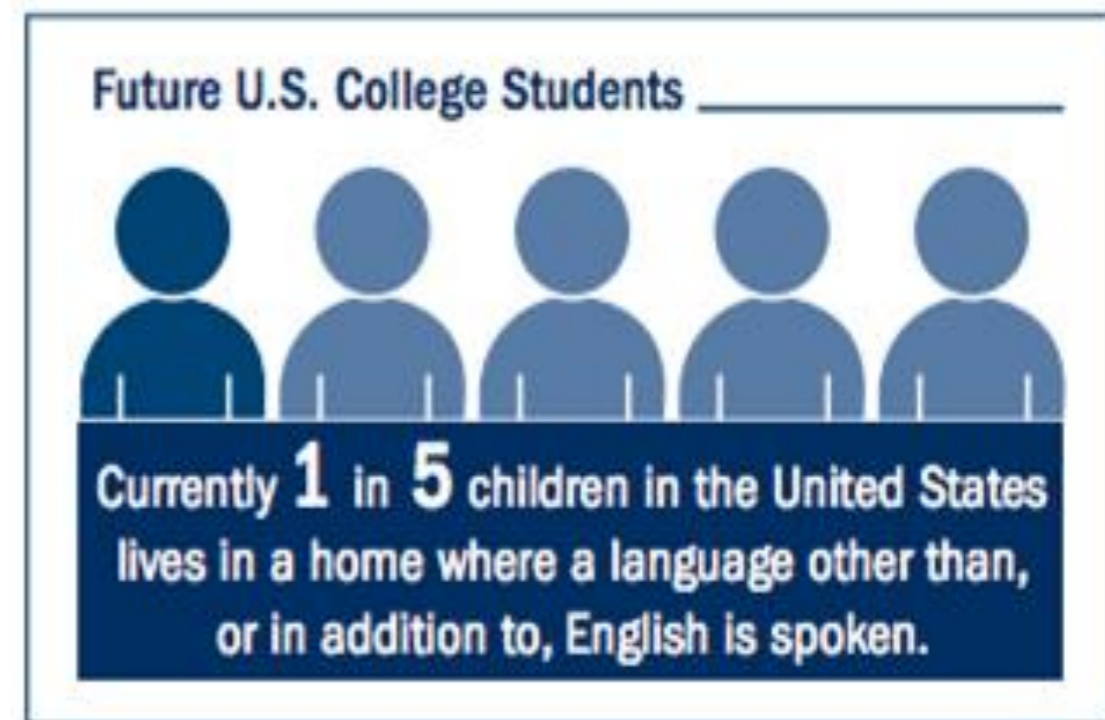
Our areas of research include:

- College readiness and dual enrollment programs, and the transition from high school to college
- Developmental education and adult basic skills
- Non-academic support services, financial aid, and student engagement
- Online education and instructional technology
- Student persistence and completion, and transfer to four-year colleges
- Guided pathways, institutional reform, and performance funding
- Workforce education and training and the economic returns to higher education

ESL Landscape in Community Colleges

Postsecondary Enrollment Patterns Suggest a Growing Proportion are English Learners

- Immigrant and language minority students make up an estimated 25% of the 2.6 million community college students in California (Llosa & Bunch, 2011).

- An estimated 46% of the 91,000 students enrolled in the City University of New York's community colleges are not native English speakers (City University of New York, 2011).

Future U.S. College Students _____

Currently **1** in **5** children in the United States lives in a home where a language other than, or in addition to, English is spoken.

(Bergey, Movit, Baird, & Faria, 2018)

- As the United States gets more racially and ethnically diverse, the proportion of students who speak English as a second language is likely to increase.

Limited Research on ESL Enrollees in Community Colleges Suggests Poor Outcomes

- First and second generation students who enroll in English as a Second Language (ESL) courses accumulate significantly fewer college credits compared to their peers who enroll in developmental English (Hodara, 2015).

- 62.5 percent of a sample enrolled in a large CA community college do not advance beyond the ESL course in which they first enrolled (Razfar & Simon, 2011).

- Approximately 8 percent of students who enroll in non-credit ESL courses transition to credit level courses within 7 years of their initial enrollment (Spurling et al., 2008).

CCRC

Methodology

- Interviews with experts in the field of ESL from K-16 levels

- Literature identification
  - Search terms
  - Date limits
  - Databases
  - Journals

- Selection criteria
  - Date limits
  - Peer reviewed
  - Types of research
    - Descriptive work
    - Correlational studies
    - Rigorous outcomes studies

Topic	Number of Articles Found	Number of Articles used for Review
Assessment and placement of ELs	21	10
EL Identity	4	3
ESL institutional practice and policy	42	6
ESL outcomes	28	25
ESL policy	24	15
ESL student experience	8	8
ESL theories of action	18	17
High school context	18	16
Identification and labeling of ELs	14	13
Instructional Delivery/Course Structure/ Pedagogy	37	18
Learning processes	15	4
Transition to college	8	4
Grand Total	237	139

Traditional ESL Course Sequences in Community Colleges
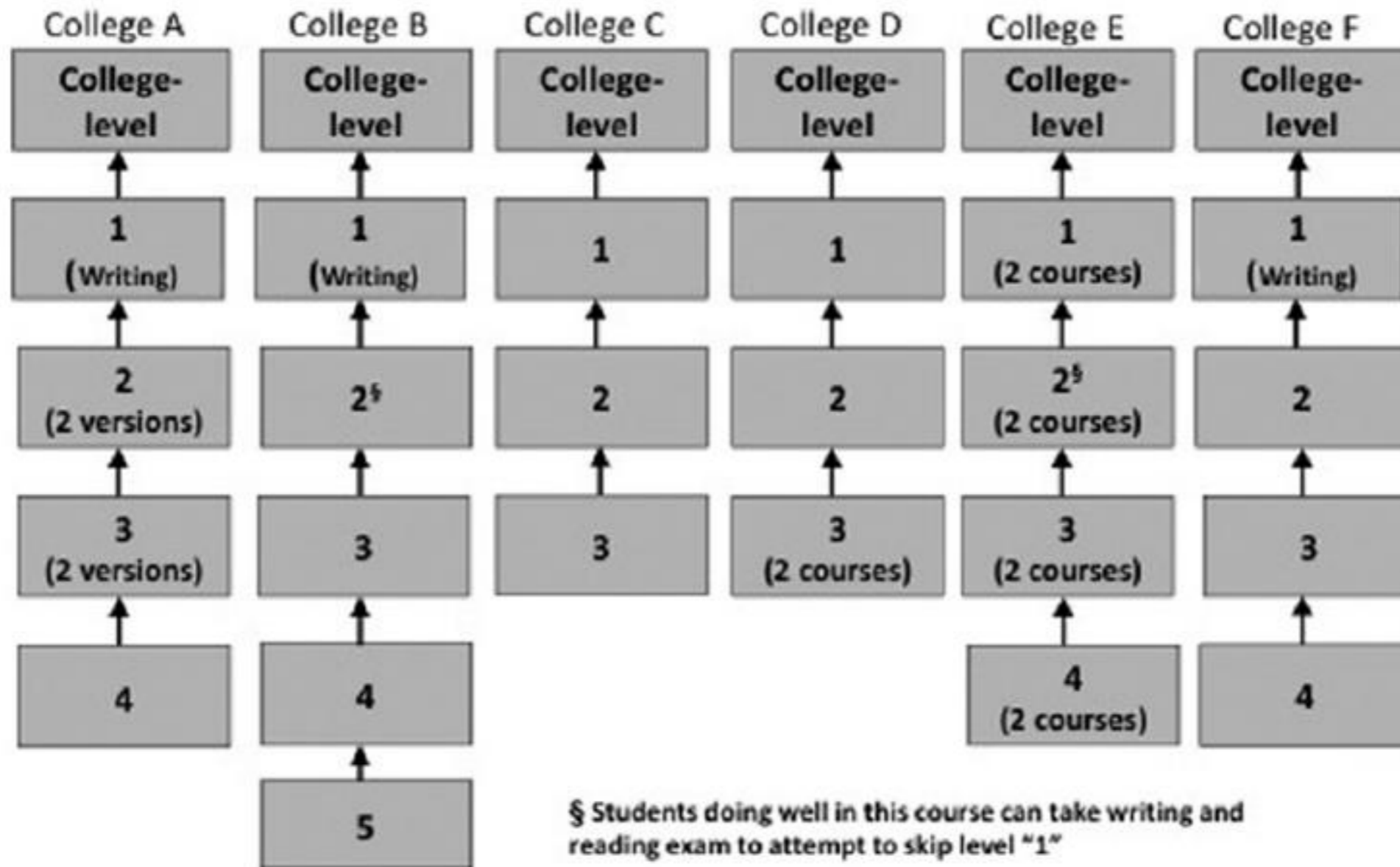
FIGURE 4. *English as a second language sequences.*

Source: Hodara, 2015

Curriculum and Instruction in Traditional ESL Courses

- Use of "remedial pedagogy" in traditional ESL classrooms (Grubb, 2013)
  - ➢ vs. multi-layered view of language and literacy (Ivanič, 2004).

- Curricular depictions of international student rather than U.S.-educated linguistic minority student (Harklau, 2000).
  - ➢ vs. materials from which students can draw personal connections (Harklau, 2000).

- Need for English language instructional support outside of ESL (Bunch, forthcoming).

"Resource-Oriented Frameworks" in Community College ESL Programs

- Four areas of practice that move from deficit to resource-oriented approaches (Bunch & Kibler, 2015):
  - ➢ Support for academic transitions in college
  - ➢ Integration of language and academic content
  - ➢ Accelerated access to mainstream, credit-bearing academic curricula and coursework
  - ➢ Promotion of informed student decision-making

- Instructors and lower-level ESL students experienced challenges with accelerated ESL courses (Scordaras, 2009).

EL Identity in Community College

- Dimensions of institutional culture can have negative impacts on EL student identity:

  ➢ Multilingualism is perceived as a liability, not an asset.
  ➢ Students resist being grouped into a homogenized ESL student category.
  ➢ Institutional labels and representations impact how ELs negotiate their identity as learners.

ESOL Acceleration
at Berkeley City College

BERKELEY CITY COLLEGE

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Level Changes: ⬇ # of exit points

pre-2012	2012	2017
		CAP 1A
6	advanced	4
5	high intermediate	3
4		
3	intermediate	2
2	high beginning	1
1		

3 Core Skill Areas, 4 Levels

6 Units	Reading & Writing 1A/B	Reading & Writing 2A/B	Reading & Writing 3A/B	Advanced Reading & Writing 4A/B
4 Units	Listening & Speaking 1A/B	Listening & Speaking 2A/B	Listening & Speaking 3A/B	Advanced Listening & Speaking 4A/B
4 Units	Grammar 1A/B	Grammar 2A/B	Grammar 3A/B	Grammar 4A/B

4-8 level A/B system for flexible acceleration

Student Advancing Fast
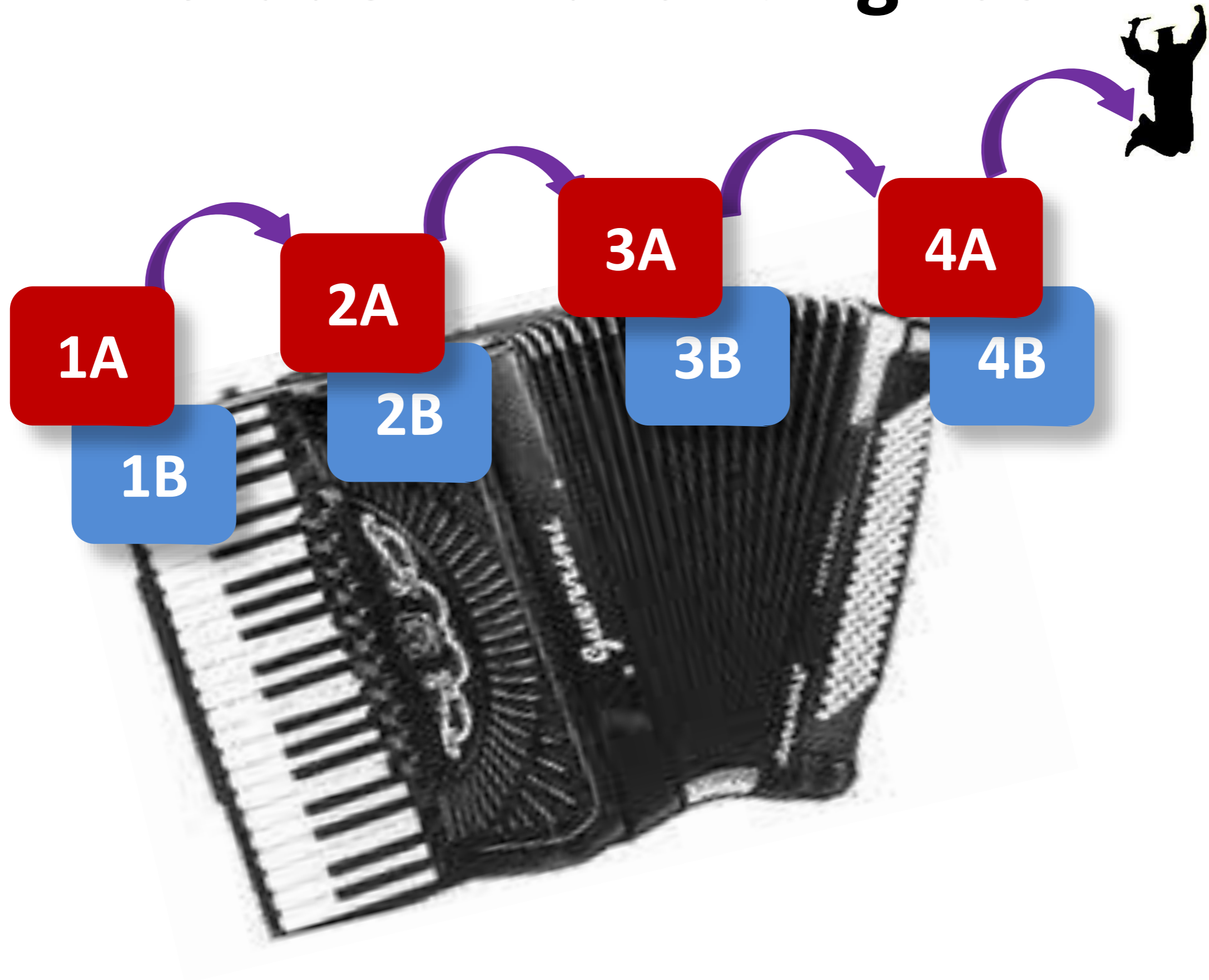
Student Advancing Slower
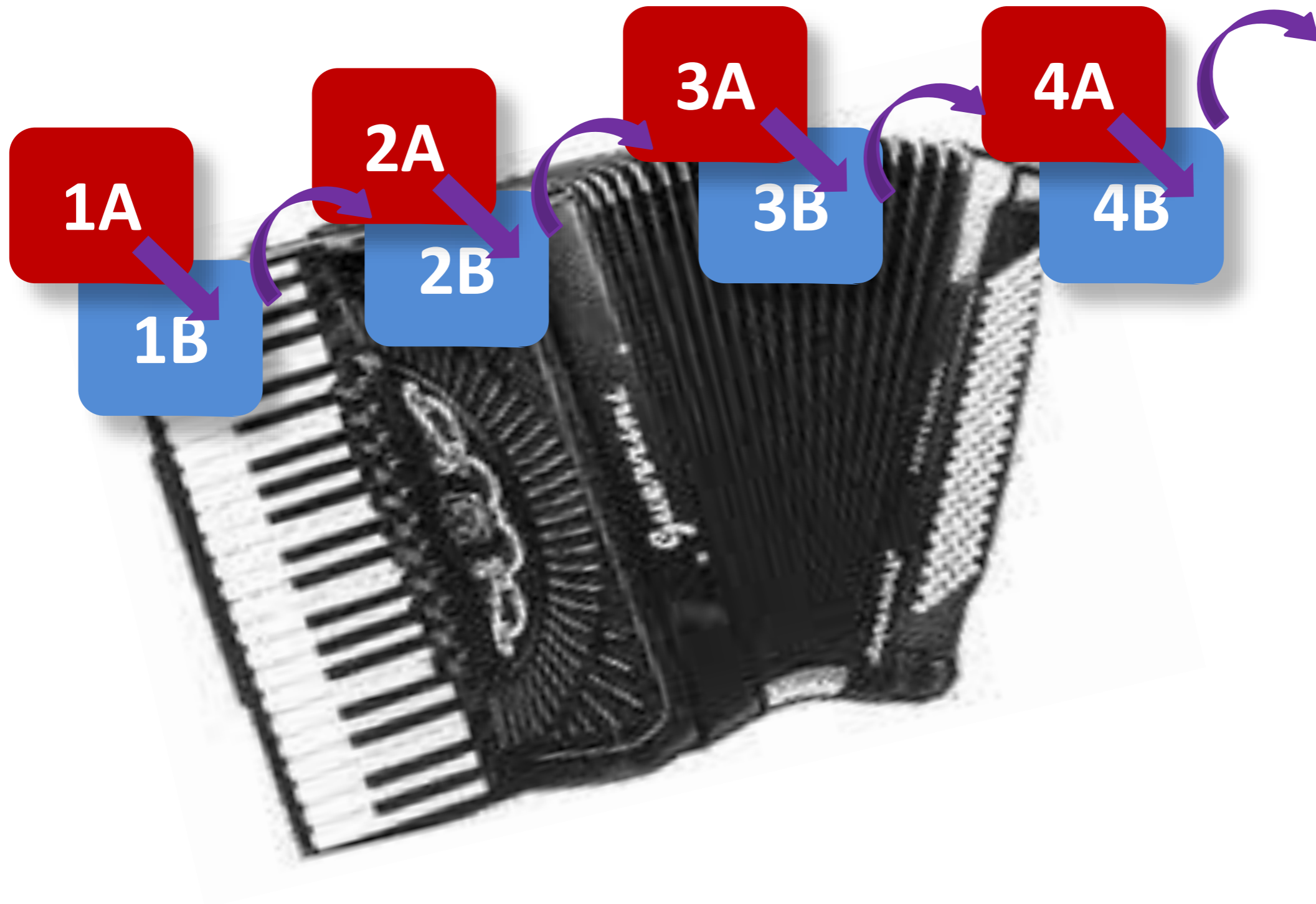
Student Adjusting to Progress
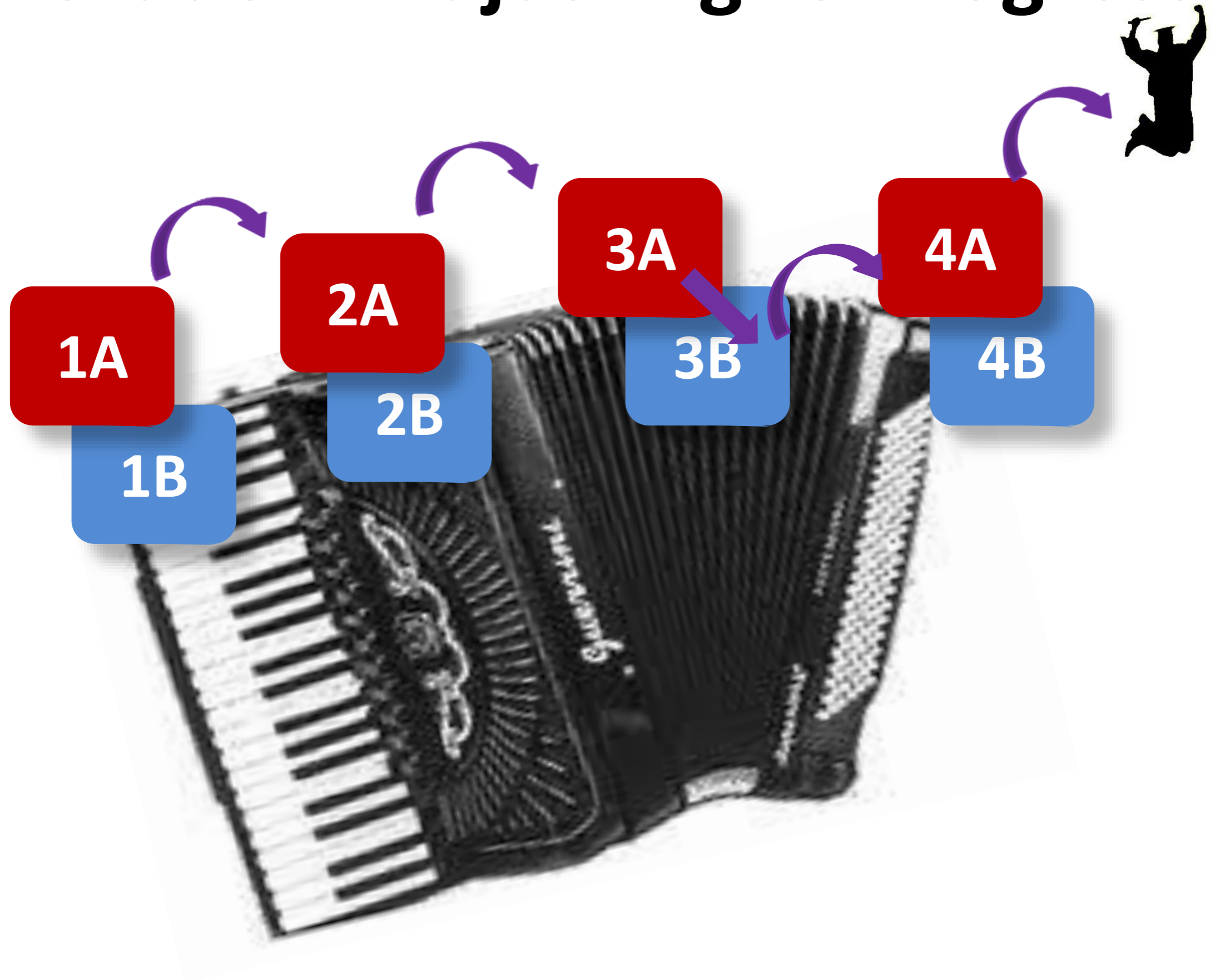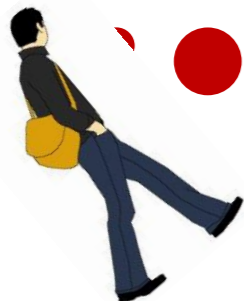
How many students use the B option?

Census Enrollment and Success: Hi Int and Adv A and B, BCC ESOL 2014-2018
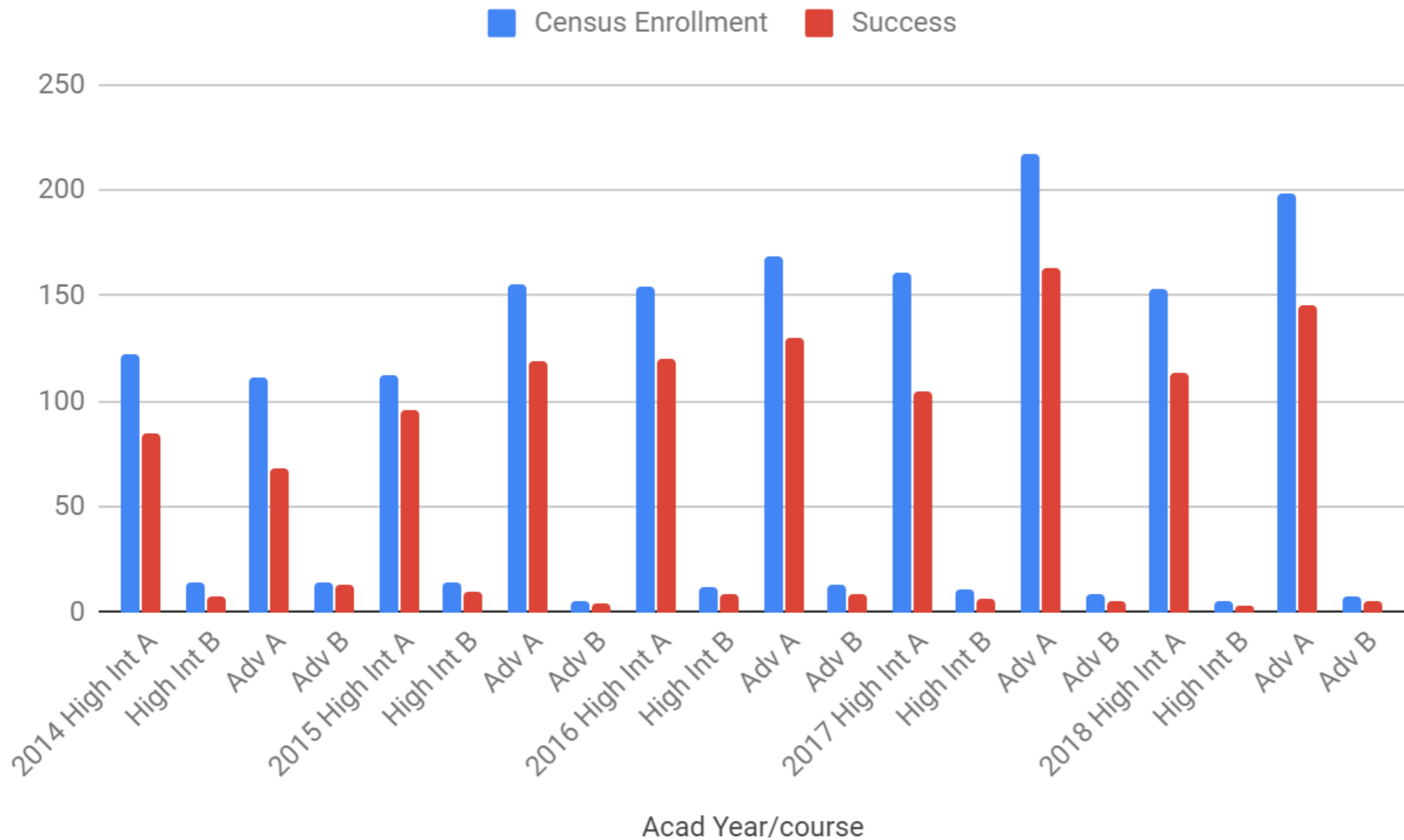
Fall 2012 New Curriculum Features

- Offers flexible, accelerated progression: 4 levels a/b
- **Responds strategically to program cuts:** changes unit values to prioritize core classes
- **Combines reading and writing**
- **Scaffolds U.S. college/career skills** at all levels
- Placement changes: Guided Self-Placement, 1-on-1 interviews

6 skill strands

- Critical Thinking

- Information Literacy

- Intercultural Communication/U.S. Culture

- US Academic/Classroom Culture

- Sentence Level Accuracy

- Comprehension and Production

ESOL vs. ENGLISH Reading/Writing Sequences

ENGL 1B
Literature

ENGL 5
Critical Thinking

CAP ENGL 1A
ESOL Alumni only 1A
with non-credit support
4 units

ENGL 1A
Composition and Reading
4 units

CAP ENGL 1A
264 Alumni only 1A
with non-credit support
4 units
4 units

ESOL
Adv Reading and Writing
6 units
UC Transferable (elective)

ESOL
Reading and Writing 3
6 Units

ENGL 264A/B
Preparation for
Composition, Reading,
and Research
embedded tutors/lab
5 Units

Coordination with English Department

Common portfolio assessment since 2011 (all comp classes)

- Short argumentative research paper
- In-class timed summary/response to common reading
- Normed scoring with all comp instructors
- Dead week to make scoring possible

Coordination with English Department

CAP 1A since 2017: Special ENGL 1A sections for ESOL alumni

- Cohort model: ESOL teacher with dual FSA
- Direct enrollment
- Builds on skills; individualized from portfolio results
- Previews
  - ENGL 5 (critical thinking)
  - ENGL 1B (literature)
  - Reading/Writing for other disciplines
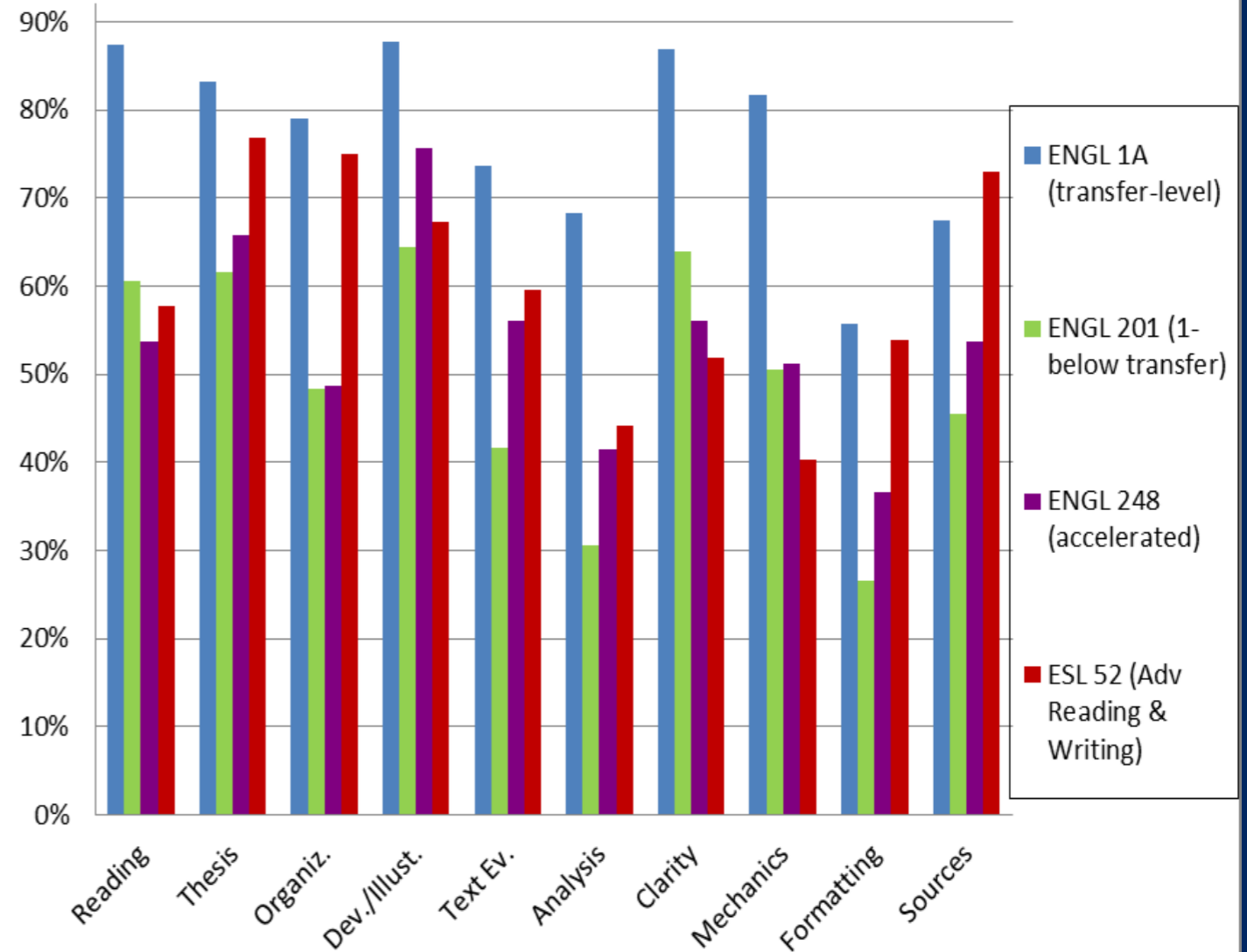- Linked with noncredit tutoring

English/ESOL Common Portfolio Assessment S 11 vs. S 13
% of students scoring Acceptable +

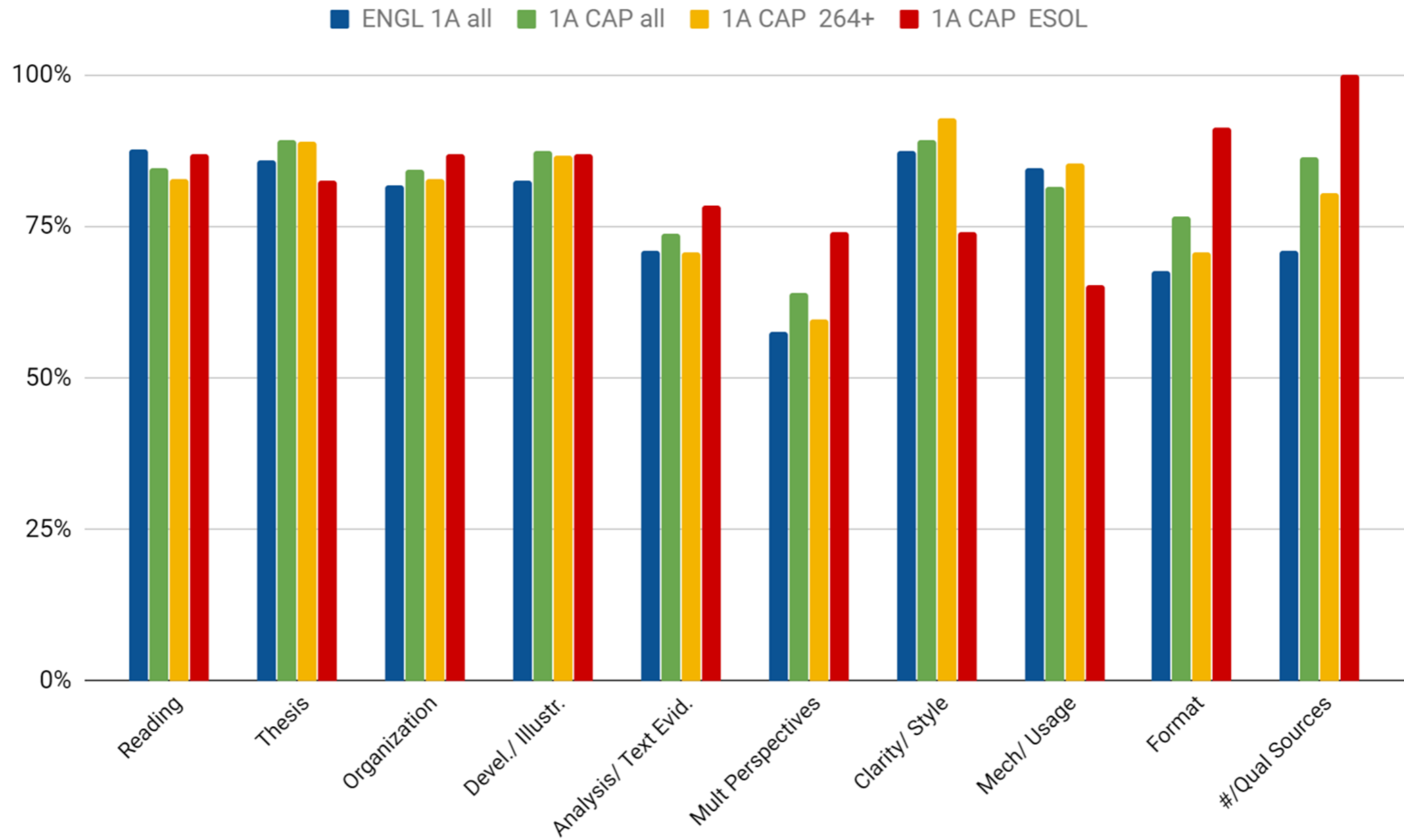Spring 2011
% of Students Scoring 7+ in Each Skill Area
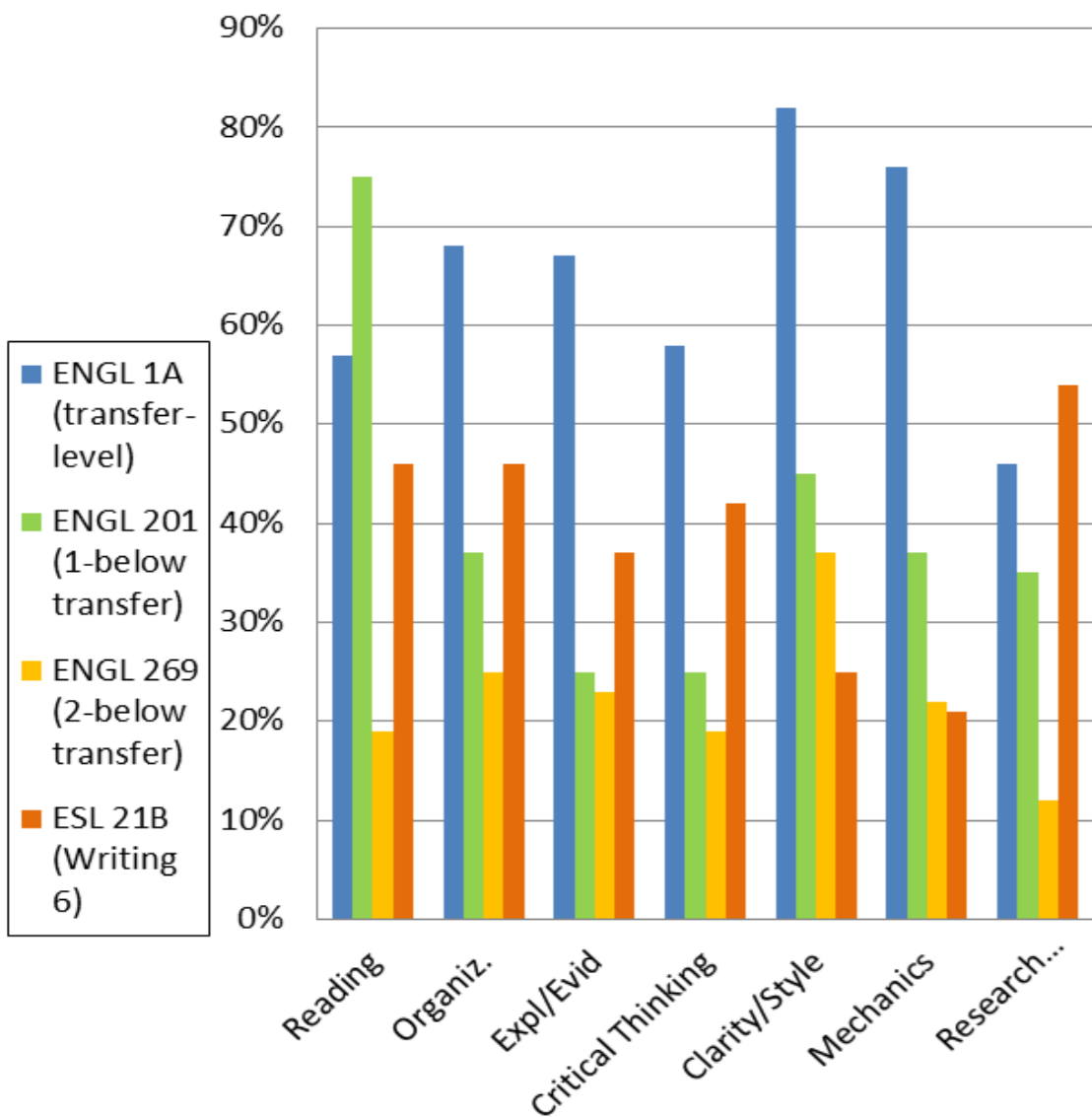
Spring 2013
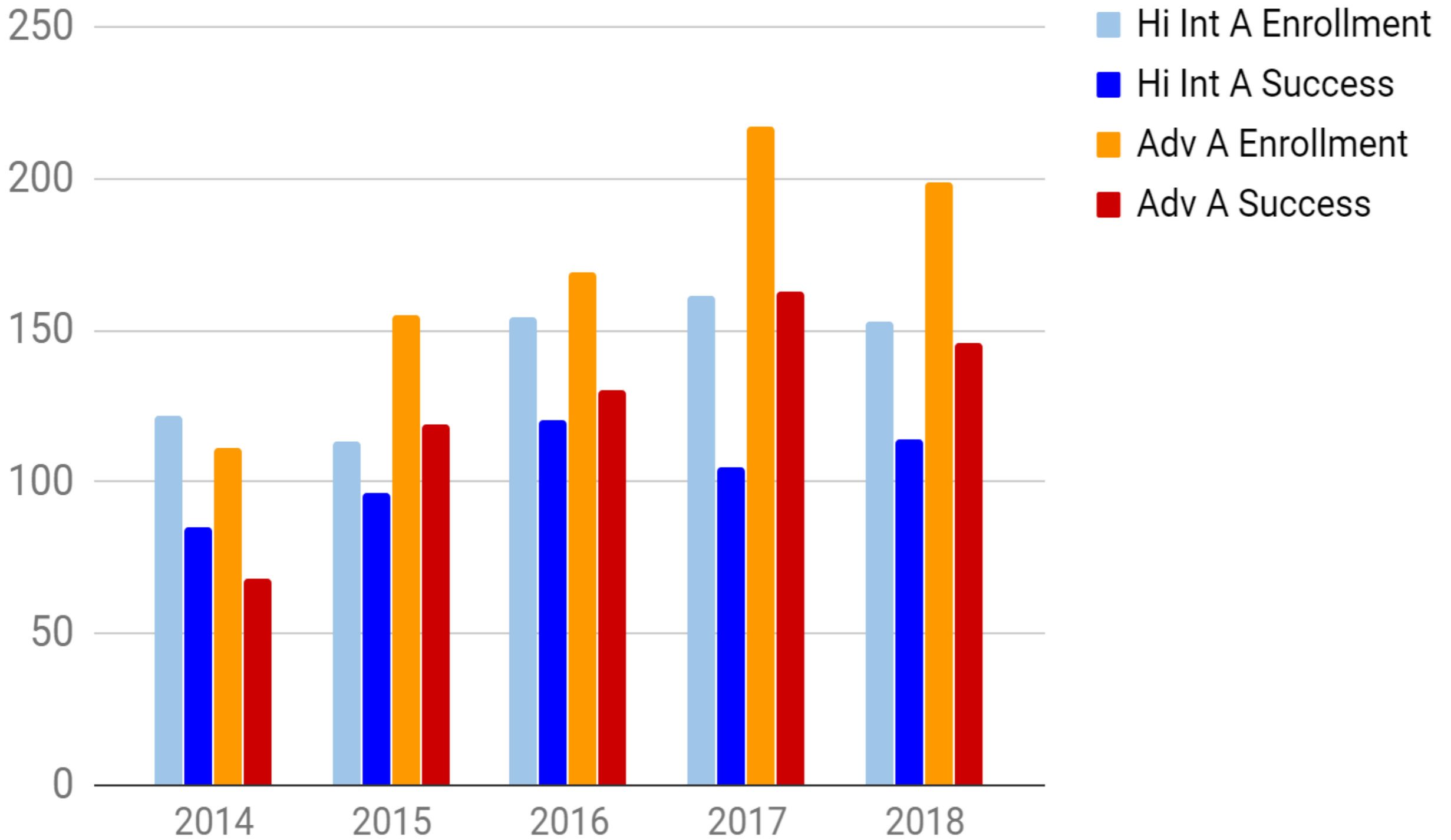% of Students Scoring 7+ in Each Skill Area

English/ESOL Common Portfolio Assessment Fall 2018
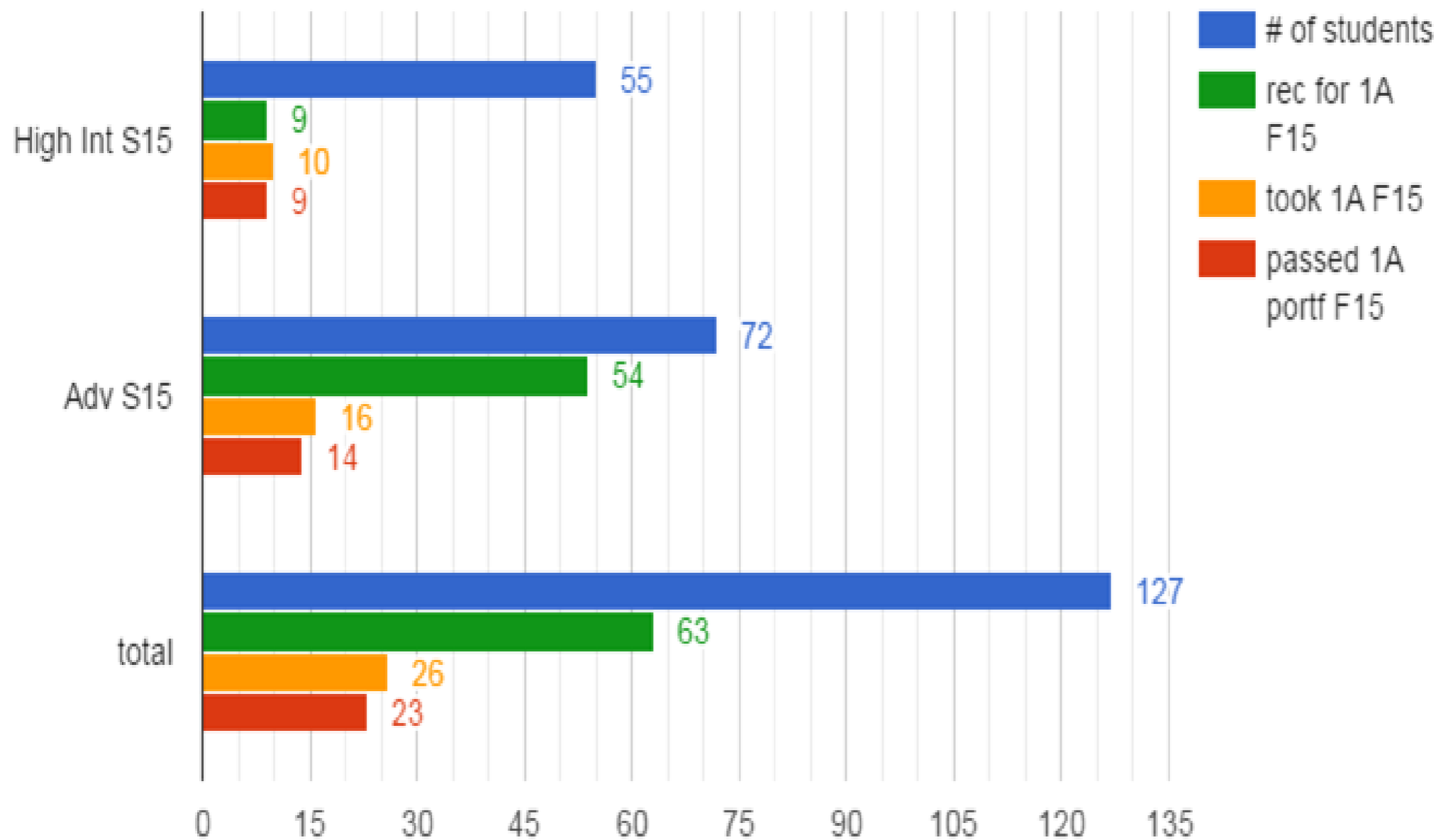% of students scoring Acceptable +

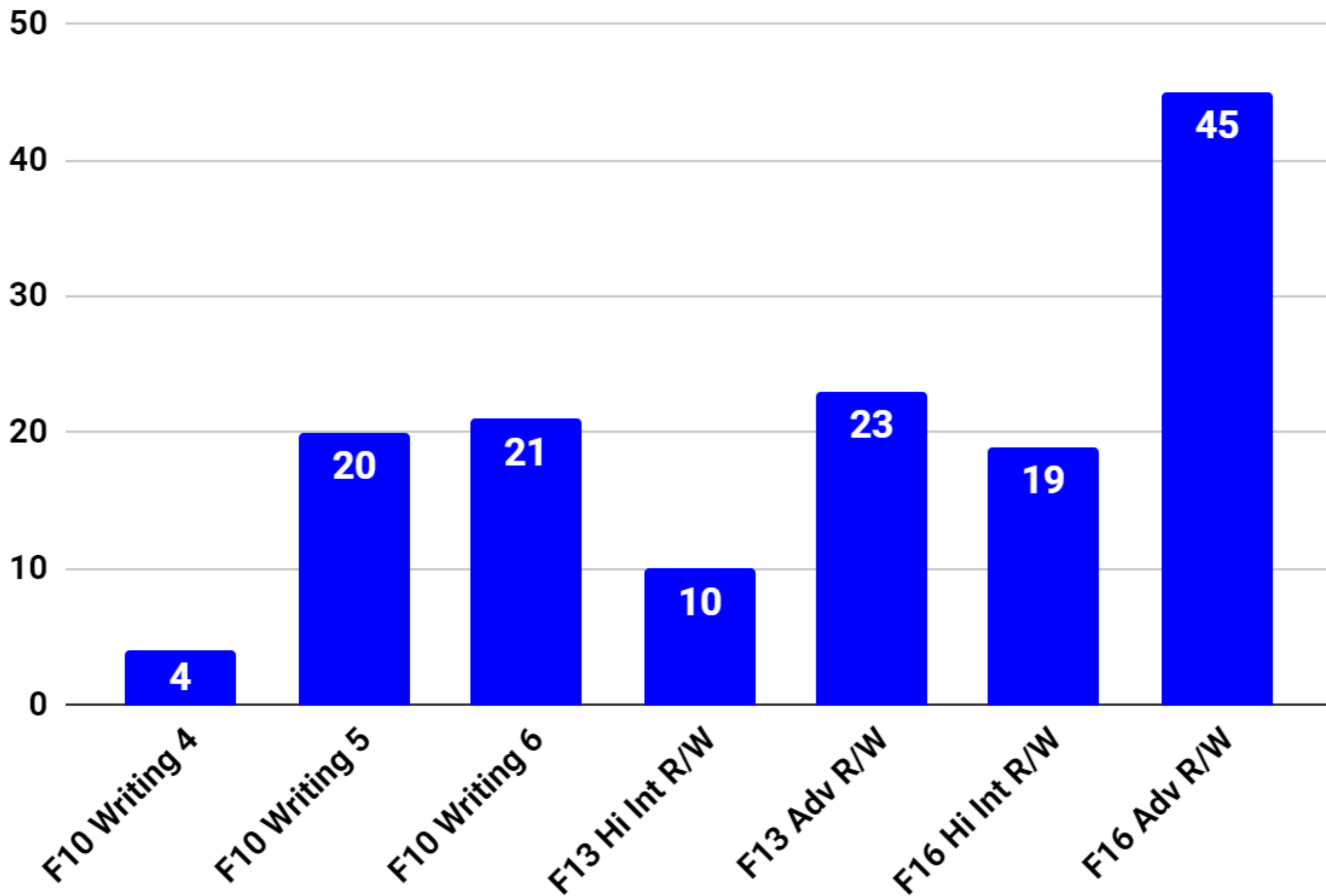Enrollment and Success: BCC ESOL Reading/Writing Classes 2014-18

Findings (Portfolio Assessment Data Analysis)

Student Momentum from ESL Reading/Writing to English 1A, S15-F15

Compared to 2013: Of students who took Adv ESL in S13, only 12 took English 1A in F13. Of those 12, 11 (91%) passed.

Students Enrolled in BCC ESOL Courses Passing ENGL1A within 2 Years

Case Studies of ESOL Reform Approaches

Methodology for Qualitative Analysis

- Site visits at two colleges in CA

Interviews with administrators, ESOL and English faculty, and college staff

Student focus groups and classroom observations of ESOL, developmental English, and college-level English courses

Survey administered to students enrolled in advanced ESOL courses

ESOL Reforms in Peralta District

College 1

- 11,500 total students enrolled at college
- 96% of survey respondents born outside of U.S.
- Survey data shows most students had intention of earning an Associate's degree.

BERKELEY
CITY COLLEGE
1974

- 7,000 total students enrolled at college
- 90% of survey respondents born outside of U.S.
- Survey data shows most students had intention of transferring to a four-year college.

"

Assessment and Placement

Student perspective

"I think it was pretty easy. My friend told me that if you insist you are confident you can go to the one English 1A but the counselor told me it's your first semester and then so really it's hard to start with English 1A - hard to adjust here. So I chose ESL and actually I haven't studied English like seriously and the writing scale I want improve so that's why I choose."

Assessment and Placement

Student perspective

"Sometimes they put you in a higher level because they feel that you're good at speaking. But, sometimes you're the person who knows exactly what's going on with your language...instead of advanced level because then I know I still have to fix something. And like in writing."

Assessment and Placement

Challenges

"and then the students are required to make an appointment with a counselor after they get the results of their tests.

And that's where I think that that interface between the counselors and the teachers I think is really critical because I don't think the counselors are trained to - I mean sometimes I think they are seduced by a student who is fluent but they are fluently wrong. And so frequently I have - so often a student comes to class and they say well, this is where the counselor told me to go. But they are just so misplaced."

Activities for Discussion

Questions for Discussion

- How is your institution currently serving the needs of its ELs? How effectively?

- How do these reforms compare to what is being implemented at your own colleges?

- What challenges could arise in reforming your college's ESL programming?

Thank you!

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