



# The Communicator



## **Salutations and welcome back!**

I hope the summer was a time of renewal that will propel you towards a positive new school year. I would like to start by publically thanking Kristi Reyes for her expert leadership of the noncredit ESL department for the last two years. Kristi's devotion to our program was always very evident, and as I humbly take up the mantle, it is my hope to continue the stellar job that she has done. In this issue of *The Communicator*, learn about student and faculty accomplishments and successes and up-coming events. Our EOY data continue to show a decrease in enrollment numbers, but our persistence records hold steady at or around 80% from term to term.

In our feature articles, Kristi Reyes focuses on best practices for teaching and learning vocabulary, Eli Clarke reminds

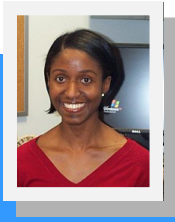
us of the importance of preparing our students technologically, Richard Ma introduces a new reader series that is available through the library, and Denise Stephenson shares an example of the value of the Writing Center at the CLC.

We hope you enjoy this latest edition, and I extend warm wishes for a spectacular fall semester.

-- Ruth Gay,  
Noncredit ESL Department  
Chair

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# CHAIR NEWS

By Ruth Gay, Noncredit ESL Department Chair

## 2012-13 Annual Report

### End of Year Persistence and Promotion Data

Term 1	Promotion %	Persistence %
Morning ESL Classes	30%	83% (8% perfect attendance)
Evening ESL Classes	24%	77% (7% perfect attendance)
Term 2	Promotion %	Persistence %
Morning ESL Classes	35%	86 % (9% perfect attendance)
Evening ESL Classes	30%	83% (9% perfect attendance)
Term 3	Promotion %	Persistence %
Morning ESL Classes	30%	87% (13% perfect attendance)
Evening ESL Classes	42%	86% (7% perfect attendance)
Term 4	Promotion %	Persistence %
Morning ESL Classes	42%	80% (7% perfect attendance)
Evening ESL Classes	53%	78% (7% perfect attendance)

Our overall persistence rate for 2012-2013 was 83% and the promotion rate was 36%. This marks our 10<sup>th</sup> year to attain persistence rates at or very close to 80%, but this year there was a slight dip in our promotion rate. As always, students in the beginning levels are promoted more frequently than students in the higher levels. Additionally, 8% of our students had perfect attendance.

Open-entry classes average an 80+ percentage persistence rate. We no longer have off-site classes. Additionally, 77 students successfully completed our rigorous citizenship program and became United States citizens.

### MORE EOY DATA

#### FTES/CASAS Assessment Benchmark Data over Eight Years

2004-05	2005-06	2006-07	2007-08	2008-09	2009 -10	2010-11	2011-12	2012-13
498	477	506	492	469	482	437	371	337
1651	1637	1616	1888	1723	1711	1566	1328	1115

This year we experienced a 9% decrease in reported hours of attendance compared to 2011 – 2012. As the chart indicates, this is our lowest FTES in nine years, and we continue to experience lower attendance hours since our highest year in 2006 – 2007. There also continues to be a corresponding decrease in benchmarks, but the economy and the availability of jobs seem to be on the rise. This fact coupled with the pending immigration reform could possibly have a positive impact on our numbers. \*As you will see below, the highest reason students drop or stop out of our program is schedule changes, with many students reporting, in these difficult economic times, they must work additional hours to support themselves and their families.

Our data for student persistence and promotions continue to document that we are meeting our students' educational needs and helping them prepare for academic and career success.

### **California 2012 – 2013 Performance Goals Compared to MiraCosta Noncredit ESL Performance Goals**

Levels	California 2012 – 2013 Performance Goals	MiraCosta Noncredit ESL (all enrollees)	MiraCosta Noncredit ESL (against enrollees with pre & post results)
Beginning Literacy (Level 1)	63%	N/A	<b>N/A</b>
ESL Beginning Low (Level 2)	64%	60%	<b>91%</b>
ESL Beginning High (Level 3)	62%	56%	<b>74%</b>
ESL Intermediate Low (Level 4)	54%	48%	<b>65%</b>
ESL Intermediate High (Level 5)	49%	49%	<b>63%</b>
ESL Advanced Low (Levels 6 and 7)	24%	33%	<b>41%</b>

### **Drop out/Stop Out Percentages and Reasons**

Thanks to our instructional aides, we are able to document the reasons our students leave the program.

Scheduling Problems	26%
Unknown	25%
Got a job/better job	19%
Personal	26% (main comment health issues)
Family Problems	4% (main comment child care issues)

### **Demographics**

Female	61%
Male	39%
Spanish-speaking	78%

## SLO DATA: 2009 – 2013 (FOUR-YEAR SUMMARY REPORT)

Student Learning Outcomes	Assessments	2009-10	2010-11	2011-12	2012-13	
		% passed	% passed	% passed	% passed	
<b>LEVEL 1</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Identify a limited range of words and phrases drawn from familiar material.</li> <li>Demonstrate the ability to engage in very limited social conversations using familiar English words and supported by gestures to express basic survival needs.</li> </ul>	Interview	N/A	100%	83%	100%	
	<b>Reading</b> <ul style="list-style-type: none"> <li>Interpret simple sentences from previously learned vocabulary by recognizing and demonstrating understanding of basic vocabulary.</li> </ul>	CASAS Level A	N/A	N/A	N/A*	N/A
	<b>Writing</b> <ul style="list-style-type: none"> <li>Produce simple sentences using a limited number of basic words and phrases and complete very simple forms.</li> </ul>	Chart Application Dictation Goal Paragraph	94%	95%	88%	100%
<b>LEVEL 2</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Recognize frequently used words, phrases and questions in familiar contexts.</li> <li>Demonstrate the ability to engage in limited social conversations to communicate basic survival needs.</li> </ul>	Interview	90%	100%	87%	97%	
	<b>Reading</b> <ul style="list-style-type: none"> <li>Construct meaning from simplified print materials on familiar topics.</li> </ul>	CASAS Level B	66%	59%	95%*	91%
	<b>Writing</b> <ul style="list-style-type: none"> <li>Produce simple sentences in paragraph format and complete simple forms.</li> </ul>	Chart Application Dictation Goal Paragraph Note	85%	95%	97%	96%
<b>LEVEL 3</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Demonstrate comprehension of simplified spoken English and simple conversations.</li> <li>Describe basic needs and relate common activities using clarification strategies when appropriate.</li> </ul>	Interview	89%	92%	78%	83%	

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Construct meaning from simplified print materials on familiar topics.</li> </ul>	CASAS Level B	60%	59%	73%	73%
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Produce sentences to form a paragraph and complete forms requiring some detail.</li> </ul>	Dictation Goal Paragraph Note	93%	87%	83%	86%
<p><b>LEVEL 4</b></p> <p><b>Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>Recognize spoken English containing some unfamiliar words about mostly familiar topics.</li> <li>Demonstrate the ability to engage in conversations beyond survival needs and demonstrate clarification strategies.</li> </ul>	Interview	83%	79%	79%	80%
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Construct meaning from print materials on familiar and unfamiliar topics.</li> </ul>	CASAS Level B	52%	53%	68%	60%
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Produce messages, notes and related sentences in a paragraph format on personal topics and complete increasingly difficult authentic forms.</li> </ul>	Chart Application Dictation Paragraph Letter	74%	85%	90%	86%
<p><b>LEVEL 5</b></p> <p><b>Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>Interpret essential points of discussions or speeches on selected topics.</li> <li>Demonstrate the ability to engage in conversations on a variety of familiar topics.</li> </ul>	Interview	82%	89%	85%	96%
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Use contextual clues to interpret meaning and draw conclusions from authentic materials on everyday subjects.</li> </ul>	CASAS Level C	48%	54%	65%	61%
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Convey meaning by writing a descriptive and/or narrative paragraph, or formal or informal letters and messages and complete a variety of forms with limited assistance.</li> </ul>	Chart Application Dictation Paragraph Letter	83%	89%	91%	91%

<b>LEVEL 6</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Interpret a majority of speech from a variety of sources.</li> <li>Discuss a variety of topics with increasing fluency and control of more complex grammatical patterns.</li> </ul>	Interview	91%	77%	85%	73%	
	<b>Reading</b> <ul style="list-style-type: none"> <li>Infer meaning from various types of authentic materials including fiction narrations and factual matter.</li> </ul>	CASAS Level C	28%	27%	45%	39%
	<b>Writing</b> <ul style="list-style-type: none"> <li>Compose a descriptive, narrative, and/or expository paragraphs, formal and informal letters, and complete authentic forms.</li> </ul>	Chart Application Dictation Portfolio Letter	79%	86%	91%	89%
<b>LEVEL 7</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Identify key information in a variety of formal and informal media presentations.</li> <li>Demonstrate the ability to communicate fluently in informal and formal conversations and presentations.</li> </ul>	Interview	90%	90%	87%	100%	
	<b>Reading</b> <ul style="list-style-type: none"> <li>Interpret meaning from a variety of authentic readings in identified areas of interest.</li> </ul>	CASAS Level D	28%	27%	45%	39%
	<b>Writing</b> <ul style="list-style-type: none"> <li>Compose well organized, coherent paragraph (s) with appropriate detail and sentence variety.</li> </ul>	Application Dictation Portfolio	88%	72%	89%	88%

### Students Win MiraCosta College Scholarships to Support Credit Transitions

During the spring semester this year, the CLC awarded eight scholarships to well-deserving students. Four of those students were from the noncredit ESL program, and I would like to introduce them to you.

First, Uriel Navarro was awarded one of the CLC Transition scholarships. Uriel says that he learned the importance of helping others when he volunteered at his church in Mexico, and it was from that experience that he acquired a love of sociology. Uriel’s short-term goals are to receive an entrepreneurship certificate from MCC and start his own consulting business helping non-profit corporations. He has experience working with non-profits in Mexico and feels that he can use that experience to help such organizations in this country. After achieving these short-term goals, Uriel plans to work on his long-term goal, which is to get a Ph.D. in Sociology. He says that his motivation is his wife and daughter: “They are all to me.”



Scholarship Winner Uriel Navarro



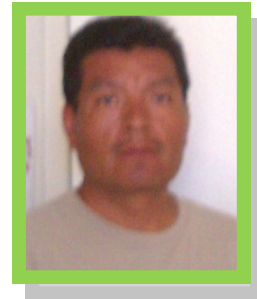


Brooke E. Brummitt Scholar  
Yu-Min Lai

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Next, Yu-Min Lai received the Brooke E. Brummitt scholarship. Her goal is to become a real estate broker, and she has a very clear and well-mapped out plan to achieve this goal. The first step in her plan was to work on her English skills in noncredit classes at MCC, and she has already successfully completed the highest level in noncredit ESL at MiraCosta, and is on to the second phase, which is to continue, working on her English skills by taking credit ESL classes. Next, she plans to enroll in the Real Estate certificate program and then take the exam for the Real Estate Broker license. This area of study interests Yu-Min because this is what she studied in Taiwan, and she worked for two years in this field before moving to the U.S. Yu-Min admits that she has many difficult challenges to face, but believes that she will “overcome all the problems.”

Rey H. Perez was presented with the Read and Write Gold scholarship. He moved to the U.S.A because of the economic situation in his homeland Mexico. Once here, he realized that his main barrier would be the language. Despite this huge obstacle, Rey became a volunteer soccer coach working with boys and girls under the age of 16 and also volunteered in his children’s classrooms. Rey studied Agricultural Engineering in his country, and his main long-term goal is to study something along the lines of agricultural science and then work for an educational institution teaching young people. His short-term goal is to work on improving his English skills and to achieve this, he has enrolled in credit ESL courses at MCC. He believes that with this key improvement, he will have more opportunities to work on his main goal and also be able to better assist others who are in a similar situation as his. Rey is very thankful for this scholarship and says that he will not waste this “great opportunity that can help me to change my life.”



Rey Perez, Read and  
Write Gold scholarship  
winner

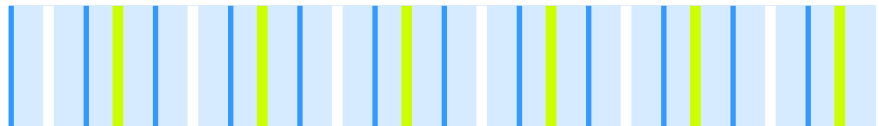
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Elvira Rivas, CLC Transition  
Scholarship Awardee

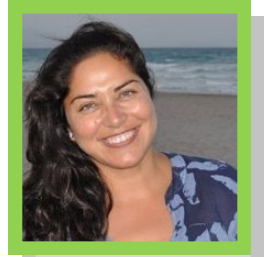
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Finally, Elvira Rivas received a CLC Transition Scholarship. Her long-term goal is to acquire a degree in Human Resources. She studied business administration in Mexico and feels that an HR degree would be a natural continuation of her studies. Elvira’s short-term goal is to continue working on improving her English skills. She is enrolled in credit ESL classes at MiraCosta to reach this goal. Elvira says “learning English is an additional goal to help me get my dream job in human resources.”



## Eli Clarke Tenured Professor

Congratulations to Eli Clarke, who was granted tenure last spring after a four-year tenure review process. We are proud of you, Eli!



## ESL Instructors Represent MiraCosta at Conferences

Department Chair Ruth Gay will present on all the hard work and progress she has facilitated in leading the MiraCosta College noncredit ESL department in our noncredit-to-credit transition efforts for students. She will represent MiraCosta on a panel in the presentation “Bridging the Gap: Developing Effective Transition Programs” at the Annual CATESOL Conference in San Diego in October. Kristi Reyes, who is the program co-chair for the conference, will also make a featured presentation “Engage Students in Grammar Instruction with Technology Tools.” Reyes also represented CATESOL at the national TESOL convention last spring in Dallas in a “Best of Affiliates” presentation, “Enliven Classroom Instruction and Engage Students with Video.”

## Highlights: 2013 Spring and Summer Terms

Twenty-two MiraCosta students from the ABE/HS and ESL classes at the Community Learning Center (CLC) joined ESL instructor Angela Webster in helping to keep our beach and harbor clean. These dedicated volunteers met at the CLC at 8:30 am on July 5 and carpoled to the Oceanside Harbor site where they helped pick up trash from 9 a.m. to 11:00 am. Thank you to all who helped, and to those who were not with us, we hope you will join us in the annual fall beach clean-up that will take place in September.



CLC students volunteer at the Oceanside Harbor Clean-up, "The Day-After Mess," July 5, 2013

## Summer Projects

See [Summer 2013 Projects](#) for summer projects completed by students enrolled in Marcel Castillo's VESL class and Kristi Reyes' Level 7 class, which included newsletters and idioms projects.



## New Citizens Celebrated

In February, the annual Citizenship Celebration was held to honor the students who took the non-credit ESL citizenship course at the CLC, took the federal citizenship test and passed, and became United States citizens. Fifty-five of the 77 students and their families attended, and the event included presentations by student speakers, a keynote address by MiraCosta College President Francisco Rodriguez, and a visit and congratulatory speech by 76th District California State Assemblyman Rocky Chavez. Thanks again to the instructors and instructional aides, led by Citizenship instructor Del Zimmerman, who were a part of helping these students realize their dreams of becoming U.S. citizens... and *Congratulations once again, new citizens!*



New citizen Miguel Reyes congratulated by State Assemblyman Rocky Chavez (MiraCosta President Francisco Rodriguez, Dean of Community Education Alketa Wojcik, and Citizenship instructor Del Zimmerman in background)



MiraCosta College students who became U.S. citizens in 2012-13 at the Citizenship Ceremony at the CLC

## Thanks for volunteering!

Submitted by Angela Webster

I had the privilege of not only having our wonderful aide, Nohemi, working with me this summer, but also had Eva Barr as a volunteer in our class. Eva was a true asset in our program. She worked with small groups, practiced pronunciation with the students and gave lots of one-on-one attention to those who needed it. Eva is originally from the Ukraine. She taught ESL in New Jersey for over 30 years. She and her husband just recently moved to CA. She may be retired, but the passion of teaching, especially of teaching ESL, is still in her. I would like to personally thank Eva for being part of our ESL program, thank her for all the great work she did with the students in the summer term and thank her for volunteering.

## ESL Student Proves It Is Never Too Late to Learn

Submitted by Angela Webster



80-year-old ESL student  
Julie Hsu, "Lifelong Learner"

All our ESL students are great in one way or another, but once in a while a student comes into our program that is greater than great, very special and is one of those exceptional people that everyone loves to talk to and be around. I am talking about Julie Hsu. Julie entered our noncredit ESL program in 2006. She came to us from Taiwan with little education from her country and was non-literate in English. She started in Level 1 and was determined to learn to read, write, and speak in English.

Like many of our students that come to us with no learning skills, no knowledge at all of our language and a very hesitant mindset about being able to learn English, she decided to give it her best try when she found out that many of her classmates "were in the same boat." Oh, and being over 70 years old, according to Julie, made it even more difficult to improve her English skills. Well, she proved herself wrong! She came every day, worked very hard, and practiced writing in English every day.

She not only practiced writing, but also prided herself on trying to learn, at the very least, five new words in English every day. By the end of the term, Julie was able to carry on a simple conversation in English with her classmates, but more importantly, she had learned how to read and write in English a little bit. This was only the beginning for Julie. Julie became an inspiration to all her classmates. She would constantly tell them that it didn't matter how long it took them to learn things as long as they kept trying. She also told them that age did not really matter if they truly wanted to learn. Her favorite words to her fellow classmates were what her teacher always said. "Believe that you can do it, come to class every day, and practice, practice, practice!"

Julie, now 80, continues to improve in her listening, speaking, reading and writing skills in English, is now in level 3 ESL and has even become an American citizen! She shares her story with many of her neighbors, tells them how important it is to learn English, lets them know that if she can do it, they can do it and encourages them to come to ESL classes. Julie is truly an inspiration to all ESL students who don't think they can learn English, especially because they are "older." She is definitely a "lifelong learner!"

### Upcoming Events: CATESOL Conference and Reading Festival

The annual CATESOL Conference has been changed to the fall, and this year the venue is the Town and Country Resort Hotel in San Diego. The conference, a great opportunity for professional development, will be held Oct. 24 - 27. For more information, see the [conference Web site](#).

The 2014 CLC Reading Festival will be held Feb. 19 and 20. Writer of the heart-wrenching autobiography *I Love You are for White People* Lac Su, who escaped will be the visiting author. Watch your email for further information and see the [MiraCosta Library page](#) for information on the topics in the book and additional resources.

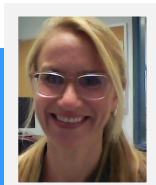
### 2014 CLC READING FESTIVAL



**Author Lac Su**

"*I Love You are for White People* is a testament to the resilience of the human spirit. A breath-taking journey about beauty and love."

- Dave Pelzer, author of *A CHILD CALLED IT*



# ELT BEST PRACTICES

By Kristi Reyes, Noncredit ESL Instructor

## Research-Based Best Practices for Teaching and Learning Vocabulary

In noncredit ESL, we strive to plan instruction that provides students with ample opportunities to improve their abilities to understand and use English by integrating the four skills – listening, speaking, reading, and writing – in our lesson planning. From my observations and discussions with colleagues, grammar is also given a high priority and is often a major focus of instruction, particularly at the higher levels. All this got me to thinking: While grammar is the key to “good English,” words are the foundation of language, so what are the best ways to teach new words? For a summer project, I reviewed research and texts on English Language Teaching (ELT) best practices for vocabulary teaching and learning, and here I share my new insights, which may confirm for you that you are already treating vocabulary instruction well or hopefully provide you with some new ideas and resources about which words to teach and how to teach them.

First, I wondered, how many times does a word need to be repeated and practiced until it is acquired by a language learner? To start, we need a definition of what it means to “know a word.” There is receptive knowledge, which means a language learner can understand the target vocabulary when it is heard or read, and then there is productive knowledge, which means students can use newly-acquired vocabulary when speaking and writing. The research results vary but overall indicate that students need to be exposed to a new word repeatedly for it to move from receptive to productive knowledge. By being exposed to a word only one time, the typical student’s retention rate will be from 5 – 14%, but by recycling the vocabulary instruction to provide students with **5 – 20 repetitions**, the greater the chances of the word being truly acquired.

My second quandary was which words should we teach? At the lower levels of instruction in our program, the answer is easy: basic, thematic, everyday vocabulary (housing, health, transportation, clothing, family, jobs, for example), but at the higher levels, the choices become somewhat more difficult to make.

From my review of the literature, the 2000 most-frequently used words in English (based on corpora) are those which students need to know and should be taught in order to read well, but for listening and speaking, being able to produce the first 1800 of those words should suffice to be considered fairly fluent and to accomplish most tasks and fulfill the majority of needs while living in the USA. The General Service List and the Oxford English Corpus can be useful resources. The words on these lists are worth covering in class, if students do not already know them. At the highest levels of our program, students will undoubtedly already know most of the words on these lists, so the vocabulary on the Academic Word List may be more appropriate for teaching and learning as they come up in course content (readings, lectures, videos, etc.).

Knowing that a productive vocabulary of the most frequently-used words in English will be sufficient for students to comprehend and use for the majority of their day-to-day communicative needs, what methods are the most effective for teaching students these words so that they retain them and are able not only understand but also produce?



No matter the proficiency level of students, to support retention of new vocabulary, it is important recycle the words throughout the term. In addition, the research indicates that forgetting occurs soon after learning session, so reviewing soon after the new words are taught may also help students' retention.

Some other key points that apply to all levels of ESL instruction are the following:

- ◆ If students do not know a high-frequency word, explicitly teach it. When the course content includes lower-frequency words that students do not know, we do not need to explicitly teach these words; learning can be "incidental" through listening and reading.
- ◆ Having students repeat new words aloud can help support better retention, as will instruction that is contextualized and uses a variety of strategies including imagery/pictures, sounds, word webs/map, diagrams, charts, labeling, sentence and dialog writing, memorization, notes, focused practice, and regular review.
- ◆ Students need to develop strategic communicative competence for when they do not know a needed word, so we should teach paraphrasing and helpful expressions such as *What is the word for...?*
- ◆ Present vocabulary in contexts and plan practice activities that start with controlled practice (listen and repeat) and move to activities that allow students to use the target words in meaningful, personalized ways, such as info gaps, survey, questionnaires, oral presentations, sentences, and paragraphs.

Of course, there are some vocabulary teaching techniques that are more appropriate for specific levels. At the beginning levels, the top vocabulary teaching methods include the following:

- ◆ Total Physical Response (listening to and following commands to demonstrate comprehension) is a method that appeals to aural/oral and kinesthetic learners.
- ◆ Visuals, realia, and manipulatives are effective since much of the target vocabulary consists of concrete nouns and action verbs.
- ◆ The early production technique includes much repetition (students listen and repeat new words presented with visuals, respond nonverbally and then verbally to close-ended questions, and progress to open-ended questions, later learning to spell target vocabulary by writing the words and/or composing sentences using the words).

At the higher levels of ESL, vocabulary instruction that is more contextualized is better. We can encourage and assist more proficient students to become independent vocabulary learners by having them do the following:

- ◆ Guess word meanings from context and confirm with dictionary entries
- ◆ Learn and use memory techniques
- ◆ Extensive reading to learn less frequently-used words
- ◆ Keep vocabulary notebooks in which students record each new high-frequency or Academic Word List word from course content (readings, discussions, lectures, videos), its part of speech, derivatives and inflections, dictionary entry, a sample sentence, and an original sentence

Finally, good language learners are those who study target vocabulary and take initiative to learn, practice, and use new words. With that in mind, you may choose to incorporate the following Web resources into your instruction, link on your Blackboard course, or provide as a list to students for supplementary vocabulary practice outside of class.

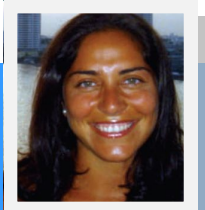
**Flashcards:** [Beginning Level Flashcards](#) and [ESL-Library.com](#)—print for in-class use; find or make your own flashcards at [Brainscape](#), [Flashcard Stash](#), or [Quizlet](#)

**Visual/Picture Dictionaries:** [Merriam-Webster Visual Dictionary](#), [The Visual Dictionary](#), [Language Guide](#), [Photographic Dictionary](#), [ESOL Help Online Picture Dictionary](#), [Internet Picture Dictionary](#), [Learning Chocolate](#), [Madrid Teacher](#), [English Language World](#), [Visual Dictionary](#), [Visuwords Online Graphical Dictionary](#)

**Games and Quizzes:** [Games to Learn English](#), [ESL Games World Vocabulary Games](#), [Interesting Things for ESL Students Vocabulary Games and Quizzes](#), [Quia Shared Vocabulary Games and Exercises](#), [Vocabulary Games](#), [SpellingCity Word Lists](#), [English Vocabulary Exercises](#)

**Dictionaries:** [Wiktionary in Simple English](#), [Merriam Webster's Learner's Dictionary](#) (see especially [Word-of-the-Day](#) and [Perfect Pronunciation Exercises](#)), [Merriam-Webster](#) (see [Top Ten Lists](#) of less-commonly known words based around an interesting theme and [Words for Things You Didn't Know Have Names](#), [Videos](#), [Name That Thing](#) timed visual quiz, [Trend Watch](#), [20 online word games](#)), [Dictionary.com](#) (see [Word Dynamo](#) game, slideshows, and other word games), [OneLook Reverse Dictionary](#) (when a word is on the tip of your tongue, type in the description to find the word)

**Email Subscriptions:** [A.Word.A.Day](#) at [WordSmith.org](#), [Merriam-Webster's Word of the Day](#) and [Word Central Daily Buzzword](#), [L10](#)



# TECH TALK

By Eli Clarke, Noncredit ESL Instructor

## The Digital Generation

How often do you hear people say that it is important to prepare our students for the future of digital technology? What do you think? How has your life been impacted by technology?

Just this week, I have been reminded how fast technology is affecting our lives. First, I bought a *Groupon* (are you familiar with this? I just love them!) to PariLand, an indoor playground in Carlsbad. When I arrived at PariLand, I showed them my paperless Groupon on my iPhone; I was handed an iPad to fill out waiver forms I needed to sign before admitting my child to the play area. I had to type, use my finger to navigate from one box to the next, and find the “@” key. Fortunately, I already own an iPad, so I didn’t have any difficulties with the



tasks. Later in the week, I went to the dentist and everything I had to sign was electronic –again using my finger on an iPad. Toward the end of the week, I ran into a mobile charitable event/store outside the market where I bought a bracelet. When I went to pay, the cashier handed me an iPad and asked me to sign my electronic receipt, and then inquired, “Do you want a paper receipt, or do you prefer an electronic version sent to your email?” I opted for the latter.

Now just think of our students... How many times do they use technology during their daily lives? Do you believe they need it for their current or future jobs? Do you think it is important for them to learn technology so they can better assist their children with school? I believe so!

If we want to prepare our students for the 21<sup>st</sup> Century, we need to start by learning new technologies and later implementing them into our lessons. We can begin with simple ideas and subsequently take bigger steps.

Here is a list of five technologies you can start using in your classroom now to better prepare your students:

1. If you don’t have access to the computer lab, dedicate half a class a week to use the NEOs (portable keyboards located in rooms 111 and 104). If you teach Level 1, demonstrate to your students how to type a list of words, for example, they can type their personal information or the vocabulary for the week. If you teach a higher level, dictate a paragraph, or ask them to type





their paragraphs for the writing portfolios. If you feel that you need a refresher, let me know! I will be happy to go over with you the key functions and lesson plan ideas.

2. If you have access to a computer lab, teach your students how to use email. Who doesn't need an email account these days? You could be the teacher who creates the first email account for "that" student! I can assure you, they will thank you for the rest of their lives for teaching them this necessary skill! I still keep in touch with students from 10 years ago thanks to the email accounts I created for them. Start with something simple: send them a question and ask them to reply to your email. Later, pair students and ask them to introduce each other by emailing five questions and answers. Teaching Level 1? You can ask questions like: What's your name? How old are you? What's your phone number? For higher levels, ask the students to send you an attachment, a picture, a MS Word document, etc.
3. If you teach a higher level, introduce your students to Blackboard. If they continue their studies at a higher learning institution, they will need to learn this skill. In fact, they need to learn how to navigate through SURF to enroll in classes at MiraCosta College. Karen Korstad constantly offers free training, and I also provided a list of her online tutorial videos (take a look at all the tech tips from fall 2011 and spring 2012). If you need this list, feel free to email me.

A good place to start is by teaching your students how to log in and log out. You could also use Blackboard to supplement your teaching by providing external links to take quizzes, learn new vocabulary, read interesting articles, etc. Another option would be to use the Discussion Board to create an online community. Start with something simple, and as you get more familiar with the software, innovate!

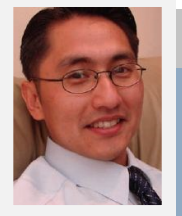
4. Do you still use the overhead projector with transparencies? Start using the ELMO. If you need a quick refresh, let me know. You can provide your students with clear and colorful instant transparencies with this overhead projector. One way to use it is to ask groups of students to write their answers on a piece of paper, collect the papers, and correct them live on the overhead projector; that way, the whole class can review the answers at the same time.



5. Use MS PowerPoint to make your lectures more interactive. Teach your students how to take notes from a presentation. I can also help you with this; just send me an email so we can coordinate a meeting. To help your students learn the skill, you could have them create a three slide presentation about themselves. Your goal can be to teach them PowerPoint and presentation skills. If you have advanced students, give them a research topic to create an additional presentation once they are finished with the first simple task –or even better, pair them with a student where they can share their knowledge. If they are super advanced, ask them to use Movie Maker or Prezi (a cloud-based presentation software) to create a new presentation. You may even be able to learn from them!

Technology is changing our lives, our students' lives, and the ways we can teach. Our ESL students need all the tools we can offer to help them get ahead. So, next time you encounter technology, think of the many ways you can help your students cross this bridge to the new era.





# LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

## CLC Library Resources, Schedule and New Books for ESL Students

As we begin this new academic year, your CLC Librarians (Alexandra, Glorian, and Richard) would like to take this opportunity to encourage you to use our library services and/or to send your students to the CLC Academic Support Center (ASC) for library services/resources. Please keep us in mind: We provide library orientations, mini-workshops on library resources, online access to many databases, and physical materials (audiobooks, DVDs, CDs, and print books) that students can check out.

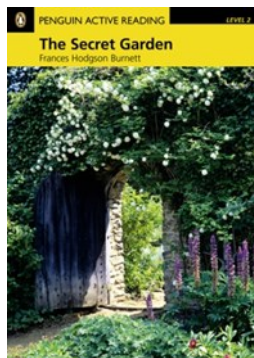
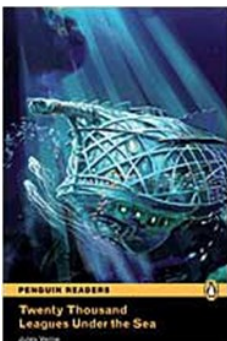
Our hours for Term I are the following:

Monday	9 a.m. to 2:30 p.m. (Richard Ma)
Tuesday mornings	9 a.m. to 12 noon (Glorian Sipman)
Tuesday evenings	5 to 8 p.m. (Alexandra "Alex" Bauer)
Wednesday	9 a.m. to 2:30 p.m. (Richard Ma)

Please keep in mind that our hours are also flexible if you are requesting a library orientation. We can usually adjust our schedule to accommodate your needs.

Also, the library has a new resource for your students:

Check out our new Penguin Readers series! Each book comes with a CD so you can listen to the book as you read along. These books will help improve your students' English reading and speaking skills. These are similar to the Playaways that you are already familiar with, but the books are specifically written and grouped for various ESL levels. This makes it easy to find a book that will work well for your students.





# WRITING CENTER

By Denise Stephenson, MiraCosta College Writing Center Director

## Celebrating Student Success One Student at a Time

The emails flashed across MiraCosta: Chom Miller's success story made the news! In the Writing Center we retold the story among our staff. It was a chance to not only celebrate her success, warranted as it was, but to stop and pat ourselves on the back a bit, something we rarely take the time to do in education because there's always another class, another semester, another student who wants to learn.

One of the things that makes the CLC a special place is the care taken with every student. That's an approach which is central to the Writing Center's operations. Faculty are busy people and their classes are full. Consultants from the Writing Center love to step into the classroom and assist students with learning to write while in-class. As a writing consultant kneels down next to a desk and reads with a student the sentence they are composing or the paragraph they're revising, the consultant has the luxury of taking the time to discover exactly what support each individual needs—vocabulary, verb conjugation, brainstorming to find the precise idea needed to complete the thought. Whatever the need is, the consultant asks questions, prods knowledge, offers possibilities.

*Time to pause and think about the incremental ways we each participate in many student journeys, not all as encompassing, yet all as important because each is unique.*

In the one-to-one session, we watch learning happen. We celebrate it! And then we help build the student's confidence in that knowledge. It's one of the most exciting aspects of the work we do: to watch students shift from uncertainty to knowledge to confidence.

Chom's success provides an opportunity for us to pause and appreciate all of the small steps it takes for that kind of life-altering learning to occur. Time to pause and think about the incremental ways we each participate in many student journeys, not all as encompassing, yet all as important because each is unique. But each student attains the goals they seek when we take the time to listen and respond as needed to the student in front of us. The Writing Center is honored to be one small part of the educational journey.

See the news article referenced: [U-T San Diego article "Oceanside widow conquers English, college."](#)