



The Communicator



Beautiful landscaping on the grounds of MiraCosta College Community Learning Center, photo courtesy of Svetlana Mukhovatova, noncredit ESL student

Welcome back for the Spring semester!

In this issue of *The Communicator*, get ideas for technology integration that capitalizes on our students' growing access to computers, cellphones, and mobile devices; learn from Ruth Gay's column about proposed statewide changes in funding for adult ESL; read about how Eli Clarke is using a Web site to increase her students' reading fluency; get inspired by Mary Gross as she reiterates of the importance of ESL instruction in the mission of our community college; and, as always, get caught up on the support services provided to our students at the CLC — library, writing, and tutoring — so that you can refer students to all the invaluable resources available to them.

Thank you, teachers and instructional aides, for your passion and dedication, and may this springtime find you re-energized to continue our important work in helping our students gain the English they need to fulfill their educational, family, and employment goals, for, as William Butler Yeats wrote,

Education is not the filling of a pail, but the lighting of a fire.

☀ Kristi Reyes,
Noncredit ESL Department
Chair

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CHAIR NEWS

By Kristi Reyes, Noncredit ESL Department Chair

Fall 2012 Terms I and II Persistence and Promotion Rates

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	32%	85 % (9 % perfect attendance)

The promotion and persistence data in the chart are for the managed-enrollment courses, which meet Monday-Thursday during the two eight-week terms. Open-entry classes (ESL Learning Lab, noon classes, Conversation, and Citizenship) and specialty classes (Vocational ESL) had an average persistence rate of 81%. These are courses which do not follow our managed enrollment system and which students can join anytime throughout a term. The Citizenship classes, as usual, had a high persistence rate in the fall, averaging 89% for the two terms. This course helps students prepare for the USCIS interview and test, and students who enroll in the course and thus gain all the preparation they need consistently have excellent results in gaining their U.S. Citizenship.

Noncredit ESL to Celebrate Students' U.S. Citizenship at CLC February 2

The annual Citizenship Celebration will be held Saturday, Feb. 2, 10 to 11:30 a.m. at the Community Learning Center for the 55 students who took our Citizenship class, passed the test, and have become or are in the final stages of becoming U.S. citizens. Students and guests will enjoy refreshments, a guest speaker, and student presentations. Congratulations to the new citizens! Thank you to their teachers and instructional aides: Del Zimmerman, Aubri Almendariz, Shannon Ilas, Eli Clarke, Rosa Villegas, and Anais Torrecilla.

Learn about ESL Software Pronunciation Power

Mark your calendars for Thursday, April 4, for a 12 to 1 p.m. or 5—6 p.m. flex workshop to be led by Ruth Gay and Jose Lopez-Mercedes on the software program Pronunciation Power and how it can be used by students to improve their oral skills.

Reading Festival to Feature Award-Winning Author, Poet Gary Soto in February



GET CAUGHT, 6!



Join us for the sixth annual
MiraCosta College's Continuing Education
READING FESTIVAL

Tuesday, February 26th &
Wednesday, February 27th, 2013

The Reading Festival is a wonderful opportunity for students, faculty and staff to celebrate reading in fun and creative ways.

In addition to a variety of events, Mr. Gary Soto will present workshops on Tuesday, 2/26, and Wednesday, 2/27, in the Community Room.]

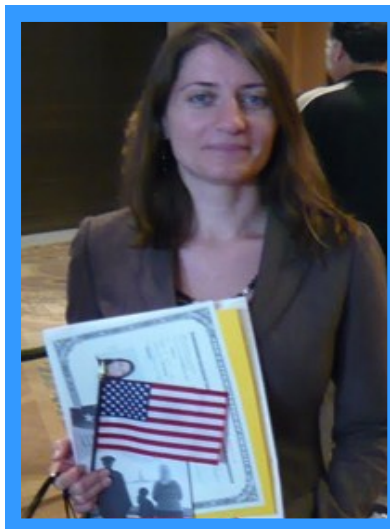
Gary Soto's Website

<http://www.garysoto.com/catalog.html>



Mexican-American writer Gary Soto, born April 12, 1952, was raised in Fresno, California. He is the author of eleven poetry collections for adults, most notably *New and Selected Poems*, a 1995 finalist for both the *Los Angeles Times Book Award* and the *National Book Award*.

Congratulations to Instructional Aide Mariana Trif on Achieving Goals in 2012



Mariana Trif sworn in as a U.S. citizen

Mariana Trif had quite a year in 2012! She completed her master's degree program, a TESOL teaching certificate, and got her United States citizenship. Mariana came to the USA five years ago from Romania, where she taught high school English. While working in the hotel industry, Mariana kept her skills sharp by working as a Spanish tutor at MiraCosta's San Elijo campus.

When a temporary instructional aide position became available in the noncredit ESL department, Mariana applied and got the job. Since then she has worked with several teachers and students in our ESL classrooms and in the Community Learning Lab. On Nov. 29, she was sworn in as a new citizen. This spring, Mariana returns to her profession: She is teaching Level 3 in the evening as a longterm substitute for Julia Cantu while Julia is on maternity leave.

Mariana is an excellent model for our students by showing that with hard work, dedication, and a positive attitude, immigrants can realize educational, career, and citizenship goals.

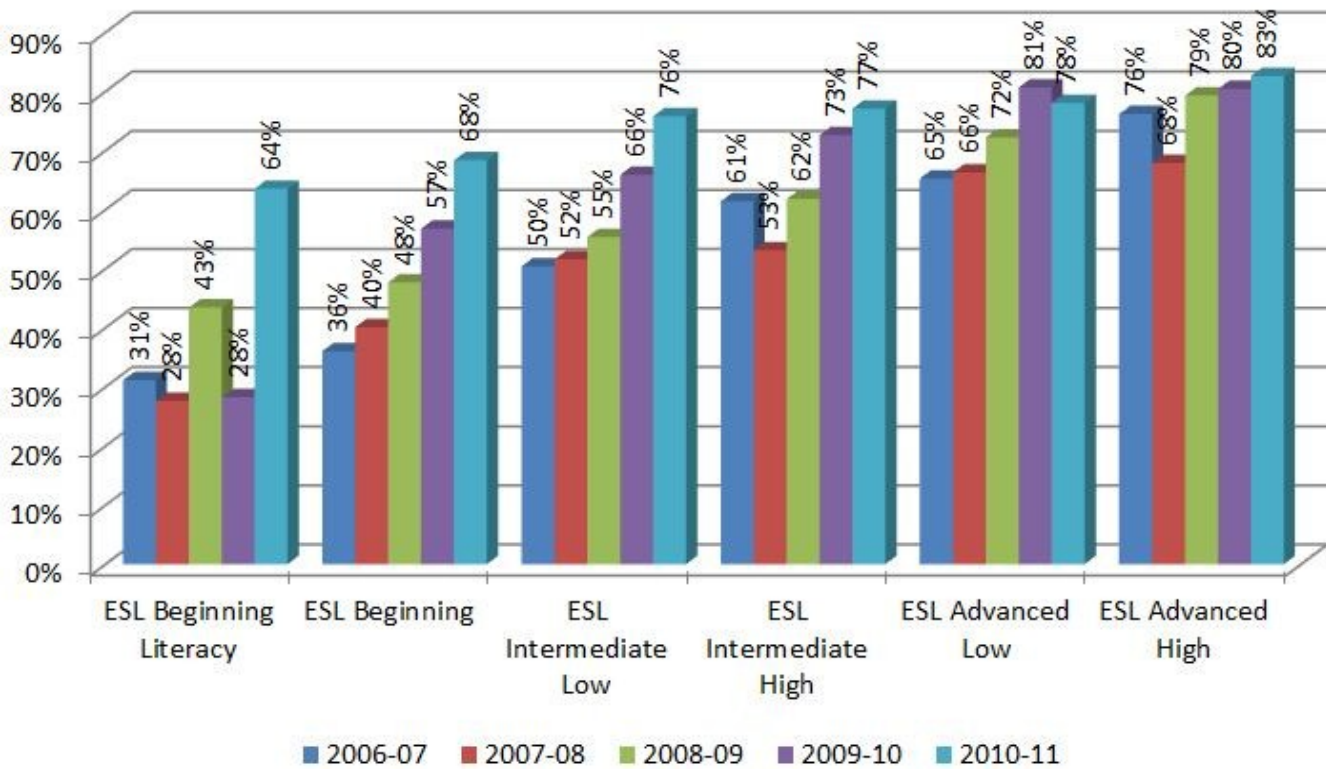
ESL Teaching: Where Do We Go From Here?

Blending and Flipping the Classroom – No, it’s not an ESL Cooking class!

Each year adult students in ESL programs that receive funding for EL Civics throughout California are surveyed on their internet access. The results to the question “Do you have internet access at home?” are shown in the chart for the years 2006-2011. The data is not yet available for 2011-12, but given that these numbers are statewide averages, we can surmise that here at MiraCosta, a district that has a better-than-average standard of living, our students have internet access at or above the top percentages for the state for each level of ESL.

ESL teachers are some of the most innovative and creative risk-takers in education, so how will we transform our ESL classes to keep up with advances in technology and increased student access in the coming years?

Given that we know a majority of students have computers, cell phones, and other types of mobile devices, we can extend our teaching and students’ language learning time outside of the classroom by blending and flipping instruction (see definitions in sidebar, next page). Something many teachers have already begun to do is to provide blended instruction.



Source: OTAN

By further offering students opportunities for English practice outside of class time, we will better prepare them for not only the academic rigors (including homework) of academic and career and technical credit programs but also for the technological demands of a modern workplace. Before providing a list of specific things we can do, here are more benefits of flipping and blending:

- Free up class time by having students do outside of class what they can do on their own (such as reading, listening, pronunciation practice by watching a video or listening and repeating with a podcast/audio recording)
- Less class time spent on “teacher talk”; more class time spent on student engagement
- Self-paced learning for students
- Chances for students to keep up with class if they have to be absent
- Supplementary, individualized practice that only some students need
- Repetition of course content for students who need to see or hear it more than once
- Student empowerment; they can direct their own learning
- Relationship-building outside classroom through online communication
- Student practice of tech skills and acquisition of new abilities
- Direct student connection with teacher (24-hour office hours)
- Retacent students can ask and get answers to questions they are too hesitant to ask in class and save face
- Promotion of family learning and literacy

On-ground/F2F: teacher and students meet regularly face-to-face in a classroom; all noncredit ESL classes are all currently offered on-ground

Blended learning: Students learn at least in part through online delivery of content and instruction; many teachers in our noncredit ESL program have been “blending” learning by having students use a course management system, such as Blackboard, and viewing videos, practicing with internet-based exercises, and taking online quizzes

Distance Education: Teaching and learning not typically with teacher and students physically present in the classroom, separated by time and/or distance (such as teleconferencing, videoconferencing, and online learning); in noncredit ESL, our distance learning class uses the *Crossroads Café* textbook/DVD series

Flipped classroom: In its most traditional sense, videos take the place of direct instruction/lecture, which students view outside of class time in order to maximize F2F time with the instructor and other students to ask questions and do communicative pair and small group practice activities

***Hybrid course:** teacher and students meet face-to-face for some class periods; students learn and do classwork online

***Online course:** all instruction/learning, assignments, and assessments are conducted via the Web, usually through a course management system

** For the Spring 2013 semester MiraCosta College credit classes, 202 online and 98 hybrid course sections are offered; 80% of MiraCosta classes have some online component*

Ten Things to do to blend and flip your classroom

Disclaimer: While I do not currently endorse the flipped classroom in its traditional sense in which all classroom lecture (for ESL, the presentation part of a five-step lesson plan) is conducted online via video because there is not yet 100% student access and a small number of students in noncredit ESL do not yet have the requisite technology know-how, I do support the idea of maximizing class time by having students, within reason and within their abilities and in consideration of time constraints, do individualized types of class work outside of class time. With that, here are some things some of our ESL teachers are already doing and others you may want to consider trying. Note that the supplemental exercises we provide to students do not only have to be receptive (listening and reading) but can also give students opportunities to practice the productive skills (speaking and writing).

1. Post grammar and vocabulary PowerPoint presentations online – students can be directed to view them in advance and thus be better prepared to ask questions during class when new content is presented. Post the presentations online after class for students who need extra time to review the content and for students who are absent. It's easy to narrate PowerPoints, too, so you can create a "virtual" lecture.
2. Use a class Web site or a course management system such as Blackboard to post links to Web sites with exercises for extra practice, weekly announcements, graded or ungraded quizzes and exercises, and online videos you find that relate to your course content.
3. Help students set up an email account through [Yahoo!](#), [Gmail](#), or [Gaggle.net](#) (safe, teacher-controlled student email account) and have them use it to excuse their absences and email you class work. In Blackboard, students can send messages (email, attachments) even if they don't have an email account.
4. Make your own instructional videos and post them online. You can start simply by using [Eyejot](#), a site for sending short video email messages (videos can also be linked or embedded). You can make a welcome video and send it to your students through the Blackboard email function before the first day of class. All you need is a USB or built-in webcam.
5. Use an online discussion board for students to compose, save, and edit their writing. Blackboard has this function, and teachers can then read students' work and comment online, as well.
6. Create audio files for students to practice listening, speaking, and pronunciation, and post them online. [Audacity](#) is a simple, free audio recording and editing software you can download and use to make .wav and .mp3 files, which you can email or post online for students to download and listen to on their phones or mobile audio devices. [Voicethread](#) allows students to view a document or image, listen to you talk about it, and make text, voice, or video comments ([sample](#)). [Wimba Voice Tools](#) (available within Blackboard) offer many different ways for students to practice and for teachers to assess students' speaking:

7. Use an online grade book. When you create graded quizzes and exercises within Blackboard, the students' results are automatically recorded in the grade book. Students can see what assignments they are missing and become more accountable for their own learning by checking "My Grades." Within the grade book, grade reports for individual students can be generated as PDF files and provided to students.
8. Encourage students to use their cellphones and mobile devices (see next page for how Jose Lopez-Mercedes has been using cellphones in his Conversation classes). Have them text you questions they have or answers to questions you pose. Assign students to call each other and practice talking on the weekends, using a set of conversation questions you provide. If they don't want to give out their own phone numbers, you can help them set up a free telephone number through [Google Voice](#). Students can use their cellphone cameras to take photos to use as speaking and writing prompts (At My Job, My Daily Activities, My House, My Family, My Neighborhood). If students have smart phones, share with them applications you find useful (see, for example, the apps Eli Clarke wrote about the [Jan. 2012 edition of this newsletter](#)), as well as translators, dictionaries, and the [Say Hi](#) app, a universal voice translator in which students speak their native language and a spoken English translation. Many textbooks now come with an online component or app, so check to see if yours does. Many students in our classes have been using their cellphone cameras to take pictures of teachers' PowerPoint slides and notes written on the board. The [Google Goggles](#) app shows promise: Students can download the app and search the internet for information by taking a picture – "point your mobile phone camera at a painting, a famous landmark, a barcode or QR code, a product, a storefront" and get links to Web search results. Use [Poll Everywhere](#) for anonymous cell phone or Web-based class polling.
9. Teach students about online safety, security, and privacy issues. See [ThinkB4U](#) and the [Understanding YouTube & Digital Citizenship](#) curriculum from Google Education.
10. Use social networking for students to connect to you and each other outside of class and after the class finishes. If you're not a Facebook fan, you can simply refer your students who are Facebook users to friend MiraCosta Noncredit ESL.

facebook Noncredit ESL
eslmiracosta@yahoo.com

Reaching Students Beyond the Classroom with Text Messages

Submitted by Jose Lopez-Mercedes, Conversation instructor

In reality, many teachers enforce a “No cell phone in the classroom” policy; however, some educators are shifting away from this idea since cell phones can be used in various ways to promote language learning. Text messaging is a cell phone feature that has become a conventional way to communicate in the business world or with family and friends, but what’s more it can also be used as a learning tool.

A very useful tool that I have used with my students is Google Voice which is a free website that can be used to send and receive free text messages. Go to www.google.com/voice to set up your free account and go to www.google.com/about to watch and learn more about the features of Google Voice. If you have a Gmail account, you can sign in using your previous account unless you wish to create a new account just for your class(es). After setting up your account, you will obtain a phone number that you can give out to your students. Usually, the first assignment that I give out to my students is to text me their name along with two statements about themselves. This routine has become really helpful at the time of adding their phone number to my contacts. In addition, I have been using Google voice for students to submit short writing samples and informal assessments.



Jose Lopez-Mercedes shows students in the afternoon conversation class how to use a feature of their cellphones.

Another open-source and effective tool that I have used is www.remind101.com and it is also a free website; however, it only offers one way communication. An instructor can send out a text message, but students will not be able to respond. Even though it is one-way communication, it is the fastest way to send bulk text messages to an entire class. Also, the site was designed with teachers in mind since an instructor only needs one account for all courses, and it also generates a step-by-step tutorial for students to sign up. I have been sending text messages through Remind101.com not only to send reminders, but to introduce a topic for discussion or a writing prompt before students come to class.

Overall, text messaging improves communication between students and the instructor, and it may increase the learners’ language skills. Something to consider at the time of incorporating text messages, as part of a project or assignment: Students who do not have a cell phone or text messaging capabilities may work in pairs.

Fall 2012 Student Work Highlights Writing and Creative Expression

Students in Zakia Farouq's Level 4 class read and reacted to the inspirational true story of Juan Angel, who suffered abuse as a child, overcame illiteracy, and struggled economically but eventually got his GED and a college education after immigrating to the United States. His story, and others like his, are in the textbook *Everyday Heroes*. Tying the reading to the composition of their own stories, Zakia guided students to write lengthy, expressive, and heartfelt

paragraphs titled "A Sacrifice in My Life."

Students in Marcel Castillo's Level 7 open-enrollment class wrote a number of paragraphs on topics ranging from significant moments to summaries of news stories they had read, comparison/contrasts, how-to instructions, descriptions, and interviews of CLC support staff.

Marcel compiled students' writing throughout the term into a newsletter with photos, which can be viewed [online](#).

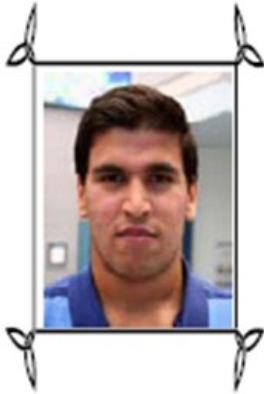


Fall Semester, 2012

Advanced level 6 & 7- Community Learning Center

Professor Marcel Castillo

Significant Moments



Iman Aminjavahery was born in Esfahan, Iran in 1993. He emigrated to the U.S. in 2012 to study engineering as an undergraduate student, so he decided to improve his English first by taking some English classes at Miracosta Community College. He has one brother, Amir, and one sister who is 10 years older than he. Nowadays he lives with his sister. Amir and his mother will come to the U.S. in January of next year. It's not a custom that students do any work in Iran during school time. He usually went out with his friends on his free time in Iran. Nowadays in the U.S. his pastimes are shopping and going out with his family. He likes to travel all over the world to find out how people live and work. He does not like animals because he thinks they make the house dirty. In the future, Iman plans to have a small business in mechanical engineering after he graduates from a university.

Going to high school changed my life

My special moment in my life was when I entered the best high school in Esfahan, Iran. The high school was made for talented students. I had to pass a difficult test to enter the high school.

The test included Math, physics, biology, Algebra, Farsi and chemistry. The school pushed me to reach for my goals. Fortunately, I had very good teachers who helped me to learn my courses well and be ready for the university. I learned Math, physics, Algebra, English, Arabic, Farsi, chemistry and statistics in high school. At the beginning I was not so successful. But after a few months I became one of the best students in the high school. I studied my lessons and did my homework after school. At first I was lazy to study, but high school taught me to work harder to be more successful. So I really appreciated my teachers. There is a famous saying in many language that says: "practice makes perfect", and that is exactly the thing that high school taught me. At the end high school made me learn to work harder. I think the only way that we will have a better future is to work hard.

My nephew's birthday

My nephew's birth was a significant moment in my life. He was born in 2007. Since that day I feel that my life had change. He has changed my life for the better by giving me a reason to be happy. First, I learned to be patient with kids and be a careful person. Before my nephew was born, I was a selfish person, and I just worried about by myself. Now I help him with his homework, feed him, and take care of him when is sick. Second, my nephew makes me proud. Although I only see him on the weekends, I have a big responsibility with my sister to take care of him. Last, my nephew always makes me



Karina Flores was born in Colima, Mexico on January 22, 1988, but she has lived in Tijuana since she was eight years old. She came to the United States two months ago to learn English in order to have a better job. She has a younger brother and an older sister. She also has one little niece and two nephews. She lives with her mom in Oceanside. She is an accountant and loves what she does. She loves to spend time with her family and friends. She likes to go to the movies and take her nephew with her. She doesn't like to waste her time being angry and unhappy. She wants to own her own office in the accounting business. In ten years she wants to have a family and two children.

feel happy, and I'm glad to have a person like him with me. My nephew has made me to understand "love" more than before. In conclusion, my life had changed when my nephew was born.



In the Vocational ESL class students read about 7 Self-Made Immigrant Entrepreneurs and learned about how to start a business through a MiraCosta College Small Business Development Center presentation by Shannon Ilas, which was followed up with an entrepreneurship project. Working on teams to analyze local area demographics, students wrote business plans, gave their businesses names, created logos, came up with slogans, made business cards, and more. The project culminated in poster presentations made to students in the morning ESL classes. Business ideas were wide-ranging, from the “Magic Broom” housecleaning service and “Reach Forward,” an elder care service, to “Pangea,” a multicultural café/art gallery. In the end, “Chat Bar” was the winner — a lounge where patrons use tabletop iPads to meet and chat with other patrons, a concept based on bars in Spain where tabletop telephones are used to call anyone in a bar at another table.



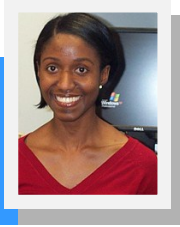
VESL student Marta Breganni poses with her team's poster presentation, a full-service salon, “GoGo Gorgeous.”



Olga Andriyanova explains her team's winning business idea, “Chat Bar.”



Spring 2013



RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

A Legislative Analyst Office Report Summarized

For the past year, representatives from California's Community College noncredit and adult school programs have been meeting to discuss the realities in the state's adult education programs. Last month, the California Legislative Analyst Office (LAO) issued a report titled "Restructuring California's Adult Education System." From the title, adult schools, which are traditionally part of the K-12 school districts, seem to be the focus of the report. However, community colleges are also featured, and the term adult education is used to refer to both. The report gives a history of adult education in California, assesses the state's adult education system, and gives recommendations for improvement. This article will summarize the concerns and recommendations highlighted in the report.

The authors of the report suggest remedying [the problem of a too-broad mission of adult education] by making some changes at the California Community College level in regards to what should be identified as credit and noncredit education.

The report opens by identifying the chief mission of adult education, which is to provide adults with the basic knowledge, and skills they need to participate in civic life and the workforce. Instructional programs in the adult education system attempts to match up with this mission. Currently, there are ten instructional areas that are generally covered by adult education. They are 1) Adults with disabilities, 2) Apprenticeship, 3) Vocational education, 4) Immigrant education, 5) Elementary and secondary education, 6) English as a second language, 7) Health and safety, 8) Home economics, 9) Older adults, and 10) Parenting.

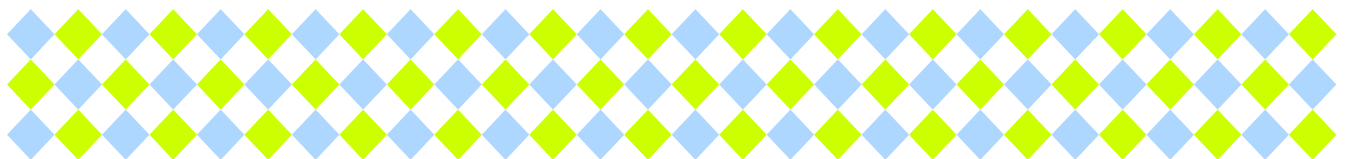
The suggested fix here is to have teacher qualification requirements that would allow faculty to be able to teach at both adult schools and community colleges, the establishment of a fee system for students taking classes through adult schools or noncredit programs at community colleges, and reciprocity and consistency when it comes to assessment and placement of students into adult and community college programs.

According to the LAO report, adult education's mission is too broad and several of the areas of instruction do not align with the state's educational priorities. They recommend that instructional programs should focus on 6 of the above 10 areas. They suggest eliminating numbers 2, 7, 8, and 9. Another identified issue is a lack of clear statewide lines that differentiate between pre-collegiate and collegiate education. The authors of the report suggest remedying this problem by making some changes at the California Community College level in regards to what should be identified as credit and noncredit education. Next, the report points out that there is not a common set of policies relating to faculty qualification, student assessment, and fees.

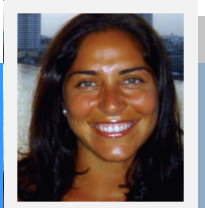
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community colleges, and reciprocity and consistency when it comes to assessment and placement of students into adult and community college programs. A lack of dedicated funding or a funding system that pits adult schools and community college programs against each other is also identified as a setback. According to the report, this can be fixed by funding adult education separately within school districts' budgets, giving adult schools the same funding rate that community colleges receive, and fostering partnership between adult schools and community colleges by adopting a common course numbering system. Finally, the fact that the state's adult education system does not have a common data system is identified as a concern. The use of common identification numbers and the tracking of student outcomes are suggested for this problem.

It is an exciting time in California's adult education system.



Spring 2013



TECH TALK

By Eli Clarke, Noncredit ESL Instructor

Building ESL Students' Reading Fluency and Comprehension

Every semester I include both short and long articles in my ESL lessons to increase my students' reading skills. One of my favorite sources to obtain short passages comes from the Marshall Adult Education website.

Marshall Adult Education

[HOME](#) | [MISSION](#) | [SCOPE AND SEQUENCE](#) | [STAFF INFORMATION](#) | [SITE SCHEDULES](#) | [TECHNOLOGY](#)
[WORKFORCE](#) | [BUSINESS CONNECTION](#) | [DIRECTORY](#) | [GRANTS](#) | [RESOURCES](#) | [STUDENT LESSONS](#)

Reading Skills for Today's Adults

Here is a short description of the website: *This project was designed to create leveled reading selections that are appropriate for and valued by adult learners. These materials, combined with the research-proven strategies of repeated reading and guided oral reading, aid in building learners' fluency and comprehension skills. The materials correspond to CASAS 200 - 235. This project helps adults become better readers and more informed consumers, parents, employees, citizens and community members. The focus of these reading selections will be on topics such as: Civics, Employment, Housing, Health, School, Money, and Government. This project is funded in part through an EL/Civics Grant from the MN Dept. of Ed - ABE Division and mini-grant from the Minnesota Literacy Council. (resources.marshalladulthoodeducation.org/reading_skills_home.htm.)*

The following is an example of how I use this website:

To select a reading passage, I usually try to match it to a topic that has been recently discussed in the classroom. For example, during the fall semester, we were working on an EL Civics that included a task on how to fill out a job application; therefore, we discussed the reading 5.5 **Looking for a Job**, we also used 6.5 **Completing a Job Application**, and finally 6.5 **Attitude and Manners at a Job Interview**. For my Level 6 class, most of my readings come from the **levels 5.5 – 7.0**.

Every Thursday I give the students one reading passage to read at home in order to become familiar with the lesson that will be discussed the following Thursday.

The subsequent Thursday, I introduce the topic by reviewing key vocabulary. Then, we read the passage twice: I ask at least five students to read from the passage, and then I present the recording from the website. As they are reading, I stop to explain important vocabulary, clarify new words, ask questions, or simply to ask for their own examples.

After reading the passage together, and listening to the recording from the website, I ask different volunteers to answer all the questions that follow the reading passage. Usually, half the class has already read and answered the questions at home. We only focus on reading comprehension at this point.

After we finish discussing the answers, I usually show a short video to increase the students' knowledge of the topic –I use Teacher Tube www.teachertube.com/ or You Tube www.youtube.com/ to select my videos which I review well in advance to see if they are appropriate. I also supplement them with two or three questions to see if they understood the concepts.

Every Thursday my students ask for their weekly reading passage, and at the end of the semester, they usually ask for “extra reading homework” to review during the break. I also post all the videos in a folder inside Blackboard, so they can refer back to them whenever necessary.

If you would like to use this website and need more ideas, please do not hesitate to contact me! I will be happy to share how I implement and integrate these lessons into my curriculum.

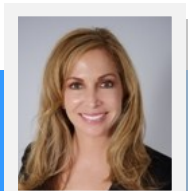
Click on the following hyperlinks to find more information and resources available for free on this website:

- This website provides the [answer key](#) to all its passages.
- [Timing the Readings](#) (1 minute timer)
- It also has [Reading Charts](#) to graph the words per minute and keep track of the stu-

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Spring 2013



THE CREDIT CORNER

By Mary Gross, Credit ESL Instructor

Our Unique Mission

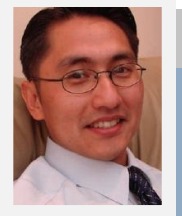
This past year marks my twenty-fifth year teaching English and ESL at California Community Colleges. Throughout these years, the scope and mission of California Community Colleges has evolved, but two factors have remained intact and make our work truly unique in the higher education arena. First, we are the college of the “open door.” We are here to serve all who desire to benefit from our instruction. Second, of all the institutions of higher education in California, the community college alone has the unique mission to provide Basic Skills and ESL instruction. This mission that we in Credit and Noncredit ESL share not only directly serves that mission, but also supports the other core missions of community college: to offer transfer and career and technical education.

Most of the students in our Credit ESL program have goals to transfer or earn an AA or other certificate from the college. They have dreams of succeeding in higher education, and they are often the first in their families to step foot onto a college campus. Their journey is not one without challenges. In addition to transitioning to the life of a college student and all that implies, they are simultaneously working to advance their English skills so they can successfully enter the academic conversation. As ESL educators, our role is not solely to teach English; it is to support and encourage our learners to achieve their higher education pursuits.

I am proud to be a part of our Credit and Noncredit ESL programs at MiraCosta College which are nationally recognized for the work we do to advance our unique mission. The Credit ESL program has earned Advanced Certification from the National Association of Developmental Education (NADE), the only ESL program in the United States to earn this honor, for its outstanding Composition classes and program. Students completing ESL 50, our highest level ESL composition course, transition in great numbers to English 100, a necessary course to attain a degree or certificate. Our program also has one of the highest student success rates of any academic program offered at the college. Our Noncredit ESL program has likewise received national, state, and local recognition for its efforts in transitioning students from noncredit to credit and in documenting student success. We are truly unique at MiraCosta College because our Credit and Noncredit ESL programs work closely together to ensure that students have the skills they need to complete their identified goals.

At a time in our history where we are experiencing a surge in students coming to MiraCosta for transfer or CTE, we must not lose sight of the critical and distinct mission of serving students in need of Basic Skills and ESL instruction who feed into both of these groups. As Dr. Rodriguez has on so many occasions recognized our English language learners as the “pride and promise” of our future, so must we remain diligent advocates and champions for these students and our unique mission to ensure that the promise of higher education is within their reach.





LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

CLC Librarians and Library Services Provide Wealth of Services, Resources

As we begin the third term, 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.

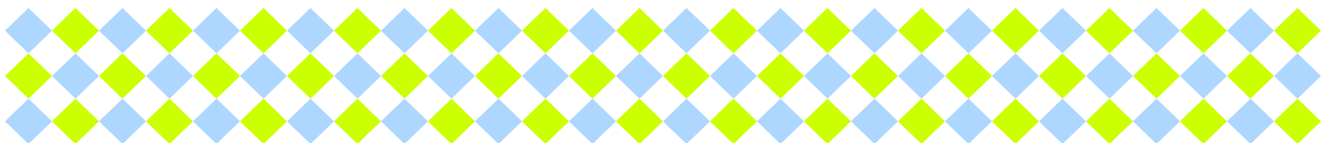
The MiraCosta College Library has also launched a new free mobile app that allows students to access the library catalog from their smart phones and tablets, both iOS and Android. Students, staff, faculty members, and administrators can download BookMyne directly from the app store on their mobile device. The app is also accessible via library.miracosta.edu/bookmyne.

With BookMyne, students can search the library catalog by author, title, and subject, plus place hold requests on items with convenient pickup at any of MiraCosta College's three library sites. Reading recommendations, bestseller titles, reviews and more are also available from a variety of library sources and links to Goodreads.com. Students can find the current textbooks and other materials on reserve for their classes. Users can log in to the My Account feature to review their library material, renew overdue material, and check the availability of their hold requests.

Bring your students and come check out our new PlayAway display cabinet in the Academic Support Center and browse our collection of PlayAway (audiobook) titles. We'll be adding over 40 new PlayAways in the next few weeks. Students and faculty can check out these MP3 players for a month at a time with the option for renewals. They are a great way to encourage your students to continue their reading outside of class.



CLC Academic Support Center PlayAway cabinet, stocked full of audiobooks for student check-out, with new titles added regularly



THE WRITING & ACADEMIC SUPPORT CENTERS

The Writing Center in the Noncredit ESL Classroom

By Denise Stephenson, MiraCosta College Writing Center Faculty Director

Some of the Writing Center's best work happens in NCESL classrooms because of faculty involvement. It matters what faculty want writing consultants to do with students. It matters less whether students are writing sentences, paragraphs, or PowerPoint slides, than it does whether or not writing consultants are clear about the parameters of faculty expectations. Consultants need to know what is expected of students and what is expected of them while working with students.

What consultants do best is talk one-to-one with students about how to improve their writing. Typically, consultants don't write on papers; teachers do. Typically, consultants work with higher order aspects of the writing first: answering the assignment, organizing ideas, ensuring sentences are complete. But it's most important for consultants to know what faculty expect them to work on in a given class period. Clarity of expectations leads to the greatest learning for students and the most comfortable environment for consultants.

Though we're called the Writing Center, I think of us as an English Language Center because we can work with all four language acts—listening, speaking, reading and writing—when they're working in NCESL classrooms. Though consultants don't have linguistic degrees, they can speak with and listen to students learning English, helping them become more comfortable and confident in their use of English. They also work with reading. Consultants can help students understand how to read texts and take notes about what they are reading. They can help with vocabulary building too, though again, consultants may need some faculty guidance in how to do this best with students.

If you haven't used writing consultants in your classroom, consider the possibility.

Academic Support Center at CLC Offers Tutoring for ESL Students to Hone Skills

Submitted by Janine Washabaugh, Retention Services Specialist

In preparation for the Spring 2013 semester, the Academic Support Center at the CLC had Citizenship training for tutors on Tuesday, January 15. Additionally, ESL students can come to the ASC in order to work on their pronunciation, reading, writing, spelling, grammar, and vocabulary plus any other subject that they attend a class for. With the goal of going from non-credit to credit, let us help your students on their way to educational success! We provide flexible hours to accommodate your work and school schedules, including morning hours (**9am-1pm**) and evening hours (**4pm-9pm**). Our services are easily located in the Academic Support Center, across from the front desk in the CLC lobby.

