CALIFORNIA PATHWAYS:

THE SECOND LANGUAGE STUDENT IN PUBLIC HIGH SCHOOLS, COLLEGES, AND UNIVERSITIES

Updated with revised Writing Proficiency Descriptors, Writing Samples, and User's Guide

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California Pathways Project Members

Gari Browning, Project Director
Associate Director
Accrediting Commission for Community & Junior Colleges of WASC

Donna Brinton
Academic Coordinator, ESL Service Courses
University of California at Los Angeles

Roberta Ching
Director, Learning Skills Center
California State University, Sacramento

Robert Dees
Vice President of Instruction
Orange Coast College

Susan Dunlap
Title VII Coordinator
West Contra Costa Unified School District

Melinda Erickson
Lecturer, College Writing Programs
University of California at Berkeley

Katheryn Garlow
English as a Second Language Department Chair
Palomar College

Margaret Manson
Vice President of Academic Affairs
Santiago Canyon College

Linda Sasser
English as a Second Language Specialist
Alhambra School District

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EXECUTIVE SUMMARY

The Executive Summary is intended to be a summary of the key points made in California Pathways, and as such, contains excerpts from the document.

Description of the document

California Pathways: The Second Language Student in Public High Schools, Colleges, and Universities brings together greatly needed collective professional insights about second language students in our schools and about the programs designed to serve those students. The white pages of the document are intended to provide educators, advisors, counselors, and others who assist the second language population a description of English as a Second Language (ESL) and insights into the diverse situations and linguistic differences of California's second language population. These pages also offer descriptions of current general practices, as well as explain effective ways of meeting second language students' particular educational requirements. Most importantly, the background information contained in the white pages provides a context for the green pages, "Second Language Proficiency Descriptors," and guidance for their fair and meaningful application. The descriptors characterize the second language continuum in the four skill areas: listening, speaking, reading, and writing. They give ESL specialists and others in contact with this population a way to connect the language education paths of a significant portion of California's students.

The descriptors have yet to be anchored to language samples or compared to existing assessment instruments used in the four segments addressed in this document. Once this formal validation process has been completed, the descriptors will fill acute needs:

- They will provide ESL and English professionals a means by which to discuss the complete range of second language proficiency irrespective of segment, curriculum, or any other issue unrelated to language proficiency.
- The descriptors will also assist in the development and enhancement of articulated curricula. Ideally, courses supporting students' L2 development will follow a smoother and more sensible transition from one segment to another.
- Intersegmental assessment instruments tied to an agreed-upon continuum of second language development will be created. Development of such instruments will assist in providing a standard for second language instruction throughout the state.

KEY CONCEPTS CONTAINED IN *CALIFORNIA PATHWAYS*

California Pathways strives to inform the reader about several critical points. An understanding of the population, the process by which learners acquire a second language, and the unique needs second language learning brings to the educational setting are fundamental concepts offered in the document.

- ***Not all L2 learners have the same educational needs.***

Second language students in California come from a broad range of linguistic, cultural, economic, and educational backgrounds. Because they share the need to learn English, they are sometimes seen as forming a homogeneous educational group. They are, however, not at all homogeneous. In fact, the interplay of variables characterizing L2 learners makes meeting the population's educational needs exceptionally challenging. It is therefore important that all segments of education give particular attention to an individual L2 learner's situation when evaluating his or her need for services. For instance, those who work with L2 learners need to gather specific information about them to determine their needs. The difference between L2 learners with little or no background in English and students who may live in homes or communities where a second language is spoken, but for whom English is their first and possibly only language, should be taken into account. In addition to knowing how long L2 learners have lived in the United States and what their immigration status is, those who work with L2 learners may also need to know how much education they have had in their home country, whether or not they read and write in their first language, and where they have studied English. These and other factors make a difference in how easily students can learn English.

- ***Learning a second language is a unique process.***

Learners acquire English (or any other language) by taking in language that they understand, by producing language that is understood by others, and by doing both in the context of interaction that promotes language learning. In the process of participating in communication, L2 learners begin consciously, as well as unconsciously, to structure a representation of the particular

target language, a task the human brain is uniquely qualified to do. As the learner engages in communicative interaction, the representation of the target language is refined and rules are generated. This gradually developing linguistic system is called an *interlanguage*; it rests somewhere on a continuum between the speaker's first language and the language that he or she is learning.

On this continuum, different aspects of the language usually develop at different rates; thus the learner's syntax, for example, may be further from the target language than his or her pronunciation. The L2 traits that characterize this interlanguage are the result of the learner's less than perfect representation of the target language. They are often the result of incorrect guesses on the part of the learner about how to say something in English. These faulty hypotheses, however, are a crucial part of the L2 learning process. Feedback, either formally from a teacher or informally from other speakers, ideally causes the learner to revise these hypotheses; over a long period of time these revisions help the learner approach mastery of the language. Unfortunately, if L2 learners function for long in a language without getting adequate feedback, they may not fully develop their control of the language. In fact, their language development may stop before they have acquired all the features of the language.

- ***Educationally useful distinctions among language learners can be made.***

This document makes reference to three groups of language learners. The term *native speakers of English* refers to students whose first language, the language acquired at home, was English. The term *L2 learners* (second language learners) refers to all students whose home language during early childhood was other than English. A subgroup of L2 learners, *ESL students* are those who have need for ESL programs or classes designed to help them acquire the English language. It is important to understand the dynamics of these three groups because their language education needs are not the same. Such definitions should be integral to any assessment and advising process affecting L2 learners because they will help to distinguish, for example, the L2 learner from most basic skills students whose first language is English. Defining students' needs by referencing their first language experience will also help educators appreciate the difference between English basic skills instruction for native speakers (remedial English) and instruction

designed to assist in the process of acquiring a second/foreign language.

Because L2 learners may not have grown up with the English language and with U.S. culture as part of their primary experience, their educational needs differ greatly from those of native English speakers in our schools. While instruction for native speakers, for example, often tends to emphasize reading and writing, L2 learners at all levels need to learn English as part of an integrated curriculum which includes listening, speaking, reading, and writing. They need to receive instruction that recognizes language learning as a unique developmental process, one in which what may be perceived as accent or error is actually a natural part of this learning process. To a greater degree than native English speakers, L2 learners need to learn the syntactic structures and organizational patterns of both written and spoken English. They also need to learn about U.S. culture and at the same time receive instruction that validates their primary language and culture. L2 learners who have lived most of their lives in this country are familiar with multicultural America, but they may still need additional language instruction, especially in the areas of academic reading and writing. In addition, efforts to measure L2 learners' English abilities need to be carefully designed for this particular population. Tests designed to assess native speakers of English are generally inappropriate for L2 learners.

- ***It can easily take ten years to learn a second language well enough to succeed academically.***

Important issues in language acquisition are the length of time it takes to acquire proficiency in a second language and how proficiency is defined. Recent research shows that on average it takes five to seven years for students to reach the norm on nationally standardized achievement tests. Education in the first language reduces the amount of time required and improves ultimate second language proficiency. So much time is required for fully acquiring a second language, in fact, that university level L2 learners who have been in the United States for ten years sometimes still need ESL instruction.

Understanding the length of time required to attain proficiency in a second language is important for all educational professionals because of a tendency within the educational system itself to allow L2 learners to move too quickly through a school's language continuum.

- ***Conversational fluency in English often masks a lack of competency in reading and writing English.***

L2 learners typically acquire listening and speaking skills prior to learning to read and write. Their fluency in English and sometimes their familiarity with U.S. customs and culture often cause the listener to assume a higher level of language skill than the student possesses.

Acquiring academic English requires a great deal more time and study than learning to speak English, and is a far more challenging task. L2 learners are often at a disadvantage because they are faced with the task of acquiring and using academic English at the same time they are trying to learn other course subjects.

- ***To best assist L2 learners to reach their educational goals as quickly as possible, it is important to identify them right away.***

The accurate and early identification of L2 learners is of utmost importance because their identification determines which set of services, which set of assessment measures, and which types of courses, ESL or native-English, will best meet such learners' needs. Schools need to make every effort to correctly identify L2 learners in the earliest possible stages of the admission process and to guard against misleading or unfair practices. Consistently considering a student's first language experience will prevent misidentification of L2 learners on the basis of inaccurate indicators of their language skills. For example, a student's previous enrollment in courses or programs intended for native English speakers is not a dependable indication of a student's familiarity with or abilities in English. Similarly, because some students do not understand the term "ESL" or are reluctant to self-identify as L2 learners, advisors and others consistently need to consider first language experience as a primary indication of whether or not such individuals may be correctly identified as students best aided by second language services and assessment.

Incorrect identification of ESL students may occur when advisors and others misjudge an L2 speaker's identity or abilities based upon the proficiency in a single skill, such as fluency in spoken English, which may mask the absence of other, equally important skills such as reading or writing in English.

- ***Measuring skill level in a second language is not the same as measuring native language skill.***

Accurate assessment and subsequent placement into appropriate language courses are essential for L2 learners to succeed, to be retained, and to progress through the educational system in California. Although each educational segment has devised placement processes and instruments to accomplish the task of correctly placing L2 learners in ESL classes or in English courses designed for native speakers, these efforts at placement do not work as well as they should.

- ***The linguistic demands of courses increase as the student moves up through the segments.***

Just as the cognitive demands on students increase as they move from high school to community college to university, so do the linguistic demands. For example, L2 skills that are adequate to meet high school needs may be less than adequate to meet community college needs. Similarly, students possessing adequate linguistic skills to cope at the community college may experience difficulty in upper division university courses. It is therefore no surprise that the L2 level required to mainstream students in English courses designated for native English speakers increases as students move through the segments.

- ***Although the population of L2 learners is diverse, they face similar difficulties.***

Although the life of every L2 learner is unique, common themes recur. Because they are strangers in a new country, because they are new to the English language, and because L2 learners must often begin their lives in the U.S. at an economic disadvantage, they frequently face some of the same challenges in their lives at home and at school. The document outlines these challenges.

CURRENT PRACTICES

California Pathways describes current educational practices in each of the four segments and provides effective ways of meeting L2 learners' needs in these areas.

Institutional access *is a measure of the availability of entrance into high schools, colleges, and universities. It includes mission, outreach, and admissions*.

Currently, California's public educational institutions must guarantee access to representative members of the state's population, including its language minority population. Each segment follows this practice within the confines of its mission. Outreach efforts and admissions policies follow each segment's mission as well. High school outreach efforts are designed to ensure that parents and students are aware of school rules, offer help to at-risk students, and involve and inform parents. Community colleges are mandated to include specific outreach activities to potential students as part of their Matriculation processes. Although CSU and UC outreach does not specifically target L2 learners, these students are included as members of underrepresented target groups.

Identification of second language learners *refers to the method for determining who the L2 learners are at a given institution.*

High schools identify L2 learners through a Home Language Survey, which triggers further language evaluation. In community colleges, students self-identify for courses and services designed to assist L2 students. While this self-identification practice seems fair and reasonable on the surface, it often results in discouraging students or wasting their time in inappropriate courses. In the CSU and UC systems, identification practices are not uniform, and transfer students are often unscreened, a practice that frequently inhibits students in meeting their educational goals.

Assessment of language needs *refers to a process through which L2 learners are evaluated and directed into appropriate courses.*

The document describes the K-12 assessment of L2 students and points out the need to

consistently address the assessment of reading and writing for determining readiness for mainstreaming in high schools statewide. Community colleges are required to test all students, using only instruments that are valid, reliable, free from bias, and fair to all groups. All instruments used for placement into ESL courses must be validated for that use and used in conjunction with other types of measures. CSU, on the other hand, tests entering freshmen with an instrument that is neither appropriate nor practical for placing students in ESL classes. In addition, no other background information is used, and transfer students are not typically assessed. UC employs the Subject A examination, and most campuses have ESL faculty re-read tests with L2 features. From there, UC campus placement practices differ. Practices regarding transfer students differ from campus to campus, as well. Although minimum score requirements may differ, international students in all three segments of higher education are often required to take the TOEFL for admission.

Support practices *include any of the means by which a school or institution provides direct assistance to students. These include orientation, counseling and advising, and other aides such as tutoring and learning labs.*

All four segments typically use orientations to introduce students to the individual campuses and inform them about requirements, programs, services, and policies.

High schools usually offer only very limited counseling support to students. Community colleges, on the other hand, are required to provide each student counseling assistance in the development of an education plan. CSU and UC offer a variety of counseling services. The document emphasizes the need for counselors at all levels to understand the unique needs of second language students, to be familiar with the language demands of various courses, and not to underestimate the time and assistance students need to master academic English.

All segments provide other support services to students, but these services may not be specifically designed for L2 learners. Although these services are critical for the success of L2 learners, they are not uniformly available across the segments.

Faculty issues *include the qualifications and policies pertaining to part-time and full-time*

faculty who provide instruction for L2 learners.

L2-specific qualifications for ESL teachers are in place in all segments. They include course work in English linguistics, TESL methodology, second language acquisition, and cross-cultural studies. High schools require certain certificates or credentials; community colleges require a M.A. in TESL or in a related field plus a TESL certificate; and the CSU and UC typically require at least a M.A. Nevertheless, a shortage of prepared teachers remains which is met through a variety of stop-gap measures. Content-area faculty who have L2 learners in their classes do not necessarily have training in L2 issues. Where such training is not required, ESL-trained faculty can be instrumental in educating content-area faculty in how best to serve L2 learner's needs.

L2 data collection *describes the systematic gathering of information about L2 learners within and across individual institutions and educational segments. The data can be used to examine issues such as student populations, retention, language diversity, access, success in courses, persistence, and language proficiency.*

Data are collected in K-12 by public census and through the Department of Education, and in the community colleges through their Management Information Systems. Data on L2 learners are not collected in the CSU and UC systems.

Articulation *refers to the agreements and efforts which exist among educational segments to coordinate students' educational goals and standardize institutional practices; the purpose of articulation is to inform all involved parties of these goals and practices in order to ease the transition of students from one segment to the next.*

ESL students are governed by the same articulation agreements as all other students in the state of California. This means, however, that to progress from one segment to the next, they may require a longer time since they must complete any ESL requirement in addition to other courses specified in the articulation agreement. Typically, intersegmental articulation agreements do not govern ESL course work. Thus, students often do not receive credit for ESL courses when they transfer to another campus within a given segment or when they move from segment to segment. As a result, they may be required to be retested for their English language skills when

they enter the new institution and required to do further ESL course work.

The existing articulation agreements between the high schools and the CSU or UC systems require that ESL students complete four years of high school English instruction before qualifying to apply for college or university admission. Since many ESL courses do not fulfill CSU or UC entrance requirements, high school ESL students who wish to pursue higher education are frequently mainstreamed into regular English classes before they are ready, as part of an attempt to qualify them for college admission. Many students who follow this path later find themselves underprepared for coping with the language demands of the community college or university. As a result, they are often required to take ESL courses after they have entered a college or university, despite having completed ESL at the secondary level.

Providing access to courses *requires offering a sufficient number of ESL courses, having an ESL curriculum broad enough to address all areas of language proficiency, and ensuring that content faculty are able to convey curricular concepts to L2 learners.*

Access to services and persistence to graduation are critical issues for L2 learners at all levels. Secondary schools are required to give L2 learners access to the core curriculum needed for graduation as well as to provide classes which develop English language proficiency. Community colleges are mandated to identify and address barriers to educational access. They are also required to offer the full spectrum of ESL courses, so departments typically offer courses ranging from beginning to advanced levels, often in the four skills areas, listening, speaking, reading, writing, as well as grammar and pronunciation. For ESL students at CSU and UC, access is addressed largely through the mandated basic skills and composition programs. Despite efforts by all segments of California education to improve access for every student, meaningful access still eludes many L2 learners for a number of reasons outlined in this document.

CONCLUSIONS

California public education has recognized the need to provide access to all students. Statewide acknowledgment of the differing needs of the L2 populations has led all educational segments to try to tailor their services appropriately. In addition, recognition of the need to

address articulation needs of L2 learners has led to efforts such as the ones that produced this document.

Despite these efforts, many factors still appear to impede the educational segments' abilities to deliver a full span of effective services and support to L2 learners. Regardless of the segment, there is strong internal pressure to expedite ESL students' progress through the segment and to quickly mainstream them. As a result, many students exit the system unable to effectively access the next higher segment. Compounding this problem is the fact that the provision of ESL services is uneven at all segments, with some institutions providing a broad range of services for L2 learners and others offering little if any support. Within these institutions, ESL instruction is often mistakenly viewed as remedial rather than as a legitimate discipline. Strengthening communication among the segments will lead to clearer articulation of ESL courses at each juncture. One aide to that process will be the Second Language Proficiency Descriptors contained in this document, which to be maximally useful should be promptly tied to language samples and assessment instruments in each segment. The development of critically needed ESL assessment instruments, especially those designed to be used intersegmentally, must also begin as soon as possible.

Rather than view and treat this population as a liability, the segments must strive to find ways to capitalize on the linguistic and cultural diversity which L2 learners bring to the state. From a broader perspective, a multilingual, educated workforce can more effectively function in the global marketplace. Thus our language policy should not strive to eradicate ESL students' first language, but rather to allow students to maintain their first language and cultural backgrounds and build upon these as they acquire sophisticated academic language skills in English. At the same time, we must ensure absolutely that L2 learners in our schools have every opportunity to learn English in effective and meaningful ways, and that in doing so they can access all levels of education as readily as anyone else. The key to California's future social and economic well-being rests in large part upon the provision of effective and adequate pathways to provide consistent, meaningful language instruction for all of its richly promising and valuable L2 population.

PREFACE TO THE NEW EDITION OF *CALIFORNIA PATHWAYS*

New Challenges across Educational Segments

Since the publication of the first edition of *California Pathways*, numerous challenges have emerged from the initiative and legislative processes, and new policies in higher education have been developed. Educational policies and practices affecting second language (L2) students include both educational reforms intended to improve the quality of instruction for all California students as well as policies that have evolved from debates centering on the role of bilingual education and remediation in the four-year universities.

- **Revision of the Master Plan.** A committee[1] has been established to recommend revisions to the California Master Plan. When the Master Plan was created in 1960, it provided a blueprint to ensure access to higher education for large numbers of students. An update to the Master Plan in 1987[2] addressed issues of unity, equity, quality, and efficiency and specifically indicated that instruction in English as a Second Language was necessary in the four-year institution in order to ensure the success of L2 students. The new committee is charged with developing a Master Plan for education from kindergarten through university; issues related to L2 students in all segments will need to be addressed.
- **English Language Development Standards.**[3] The publication of standards for English language development (ELD) in grades K-12 challenges teachers of English language learners to move to standards-based instruction. The ELD standards mark a profound shift in political attitude and understanding by officially recognizing that English language development is distinct from English language arts. The standards will enable districts and teachers to align their courses and programs with a common set of descriptions, thus meeting one of the major needs reported in *California Pathways.*
- **English Language Development Statewide Assessment.**[4] Development of the ELD Assessment exam addresses a need to more accurately monitor the progress of English learners toward full English proficiency and the effectiveness of their programs. Although

English learners will still be assessed by the SAT-9[5], the norm-referenced test given to all California school children in grades 2 – 11, the ELD exam will provide a more accurate measurement of the progress of individual learners.

- **Proposition 227.** The passage of Proposition 227: English Language Education for Children in Public Schools[6] mandated that children could only receive one year of instruction in English before being placed in mainstream classes and could only receive bilingual instruction during that year under a waiver system. As a result, many L2 students are unlikely to have full access to grade level content until they reach parity with their L1 peers, a process that may take five to seven years or longer[7].
- **End of Social Promotion.[8]** With the mandate to retain students in second through eighth grades who do not have grade-level skills, school districts have been left on their own to develop promotion/retention policies that do not retain English learners solely on the basis of English language proficiency.
- **High School Exit Exam.[9]** Beginning in 2001, High school students will begin taking the High School Exit exam based on highly rigorous content standards in mathematics and English. By 2004, students will have to pass the exam in order to be able to graduate from high school. The administration of the exam may be delayed due to problems in development, but sooner or later L2 students will have to pass it to earn a high school diploma. Given the time it takes to learn a second language as well as the reduction in bilingual programs and an inadequate supply of teachers trained to work with English Learners, many L2 students may be unable to pass the exam which is planned to require native-like proficiency in English.
- **The Little Hoover Repot on Community Colleges.[10]** This report in 2000 highlighted the problems that community colleges face including a low transfer rate of 3%, an attrition rate from classes of 20%, and a retention rate between semesters of only 50%. It noted a lack of commitment to ensure teacher quality, students thwarted in their efforts to transfer to four-year colleges, a lack of accountability for student performance, and course offerings that do not meet student needs. It attributed these problems to chronic under-funding and over-dependence on part-time faculty. Community colleges provide instruction for most L2 students at the post-secondary level; four-year universities rely on community colleges to

provide most of their diversity. Thus problems in the community colleges have a direct and potentially disastrous effect on the educational attainment of L2 students.

- **CSU Remediation.** The Trustees of the California State University (CSU) implemented a policy in 1998 to reduce the need for remediation in the CSU. Executive Order 665[11] mandated that all students begin their remediation in mathematics and English in their first semester in the university and complete it by the end of their first year. Although the policy allows some latitude in applying this time line to ESL students, many campuses have chosen not to exercise this option. ESL students are therefore likely to be disenrolled from the universities and sent to community colleges in increasing numbers as the policy is enforced more rigidly. This will put additional pressure on community colleges that already are serving enormous numbers of ESL students.
- **Outreach from post-secondary institutions to K-12.** In the UC system, high school outreach has been greatly expanded to compensate for the impact of the end of affirmative action[12]. In the CSU system it has likewise been expanded in an effort to reduce the need for remediation. Faculty and undergraduate tutors are increasingly collaborating with high school teachers to orient students to the expectations of colleges and universities and to help prepare them to meet those demands. Community colleges are also reaching out to their feeder high schools, in some cases offering community college courses on high school campuses.

  Although these outreach activities are important and can result in more L2 students continuing their education in college or university, their impact on language learning and student achievement are likely to be fairly limited.

Raising the Bar for L2 Students

Several new policies including the high school exit exam, the end of social promotion, and the establishment of policies in the CSU and on some UC campuses limiting the time that students have to achieve university level literacy have the potential to function as gate keeps, restricting educational opportunities for English learners and blocking their pathways to further education. A group of students identified in *California Pathways*, the English-dominant language learner, is becoming a more visible population across California, and all segments are being challenged to find ways in which to improve their success. These long-term immigrants, sometimes labeled

Generation 1.5[13] are dropping out of K-12 schools in disproportionately large numbers. They are likely to be impacted dramatically by the high school exit exam and the end of social promotion. In community colleges, they have a higher failure rate in basic skills and freshman English courses than their peers, and in the CSU and UC are more frequently placed in remedial courses and more frequently unable to complete those courses in the required time line.

Educational reforms have the potential to bring to the foreground the needs of the millions of students in California schools, colleges and universities who entered school using a language other than English. Institutions at all levels are becoming more accountable for the learning they provide to all students, including L2 students. However, many of these reforms are untried and the consequences of their interaction with each other are unpredictable and can potentially inflict great harm on these most vulnerable students. The rapidity with which these changes have occurred has given teachers and administrators little time to formulate ways in which to implement them that will not disadvantage L2 students. The greatest challenge for reader of *California Pathways* will be to capitalize on the reforms that strengthen education for all students while resisting changes based on an unrealistic view of the way in which languages are learned and the time it takes on learn them.

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2. Commission for the Review of the Master Plan for Higher Education (1987). *The master plan renewed: Unity, equity, quality, and efficiency in California postsecondary education.* Sacramento: State of California.
3. California Department of Education, Standards, Curriculum and Assessment Division (July, 1999). *English Language Development Standards.* Sacramento: California Department of Education.
4. Bilingual Education: Assessment of Language Skills Act. (Escutia) AB 748, No. 936. 7-60810 (1997).
5. *Stanford Achievement Test* (SAT-9) (9th ed.). (1996). San Antonio, TX: Harcourt Brace Educational Measurements.
6. Unz, R., & Tuchman, G. (1997). *California Proposition 227: English language education for children in public schools.* File No. SA 97 RF 0009.
7. Thomas, W. P., and Collier, V. (1995). *Language minority student achievement and program effectiveness.* Washington, D.C.: National Clearinghouse for Bilingual Education.
8. Pupil Promotion and Retention (Wayne) AB 1626, Chapter 742 (48070.5 & 60648, 1998)
9. SBX1 2/O'Connell.
10. Little Hoover Commission (March, 2000). *Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges.* Sacramento: State of California.
11. California State University, Office of the Chancellor (February, 1997). *Executive Order No. 665: Determination of Competence in English and Mathematics.* Long Beach, CA: California State University.

[12.] Proposition 209 was incorporated into the California Constitution as Article 1, Section 31. A copy of the language is available at www/vote96.ss.ca.gov/Vote 96/htmlBP/209.htm.
[13.] Harklau, L, Losey, K., and Siegal, M. (1999). *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL.* Mahwah, NJ: Lawrence Erlbaum Associates.

INTRODUCTION

Nearly every high school and institution of higher education in California has responded to the important and increasingly complex demand for instruction in English as a second language. In order to serve students with wide ranges of first language education and English fluency, high schools, for example, have designed a variety of program configurations that include ESL, primary language instruction, and specially designed academic instruction in English to meet the stated goals of fluency in English and access to the core curriculum for academic success.

Post-high school education for California's non-native speakers has endeavored to address the needs of an even more diverse population. In addition to their regular credit programs in basic skills and English as a Second Language, high school or unified school districts and community colleges provide adult education designed to assist students in completing a high school diploma, succeeding in a vocational course, entering college, or simply surviving in society. Adult education also provides courses in non-credit English as a second language, adult basic education, parenting, and citizenship. Classes specially designed for disabled adults and older adults are offered as well.

Primarily in response to the demand for citizenship and ESL classes created by the 1988 Amnesty Act, community-based organizations (i.e., private or community-sponsored organizations such as churches) existing outside of the public education segments have sharply increased the number of classes they provide. Located within the community they serve, these agencies often provide language instruction for adult second language learners who have few if any skills in English. Similar to adult education programs offered through unified or high school districts and community colleges, community-based organization programs do not bear college credit; their intent is to offer survival skills, ready students for U.S. citizenship, or prepare them for access to other programs or post-secondary educational segments.

Largely to answer the need of Southeast Asian refugees coming to California and increased numbers of other college-ready immigrants arriving here, community colleges began to put ESL

programs in place in the 1970's. Later legislation affecting community college credit programs required colleges to offer the full spectrum courses in ESL. Today these offerings extend from beginning levels through advanced academic reading, writing, and sometimes speaking courses, with some including special sections of freshman writing designed to address second language features in addition to the regular course content.

Given the length of time required for second language learners to reach parity with native speakers in academic English, many universities also offer ESL courses as part of their support programs for matriculated undergraduate and graduate students. In addition, ESL instruction is given through university extension programs for second language residents, or intensive language programs are available for individuals holding international student visas. Such auxiliary programs are generally designed to provide elective course offerings (e.g., conversation or vocabulary development) to boost English language proficiency, or to bring the English writing skills of second language learners up to a level that allows them to succeed in college- or university-level study.

Keeping pace with the dynamic needs of the second language population in California has presented a significant and sometimes daunting challenge for its educational systems. Although the responses of high schools and the two- and four-year colleges and universities have been largely successful, there has been no vehicle for easy intersegmental communication. As a result, students have not been able to transition easily from one segment to another and have had to negotiate the second language education path anew each time they have entered a new segment. There exists a widely recognized need both to increase and to improve California's educational pathways for its increasing population of second language learners. It is to facilitate in the fulfillment of those needs that *California Pathways* is offered to educators and others responsible for improving the education and the lives of this important and valuable population.

I. THE SECOND LANGUAGE CHALLENGE

CALIFORNIA'S MULTILINGUAL POPULATION

The diverse mix of languages and cultures existing in California today has a long, rich history, dating at least to when the Spanish conquistadors arrived in the early seventeenth century and found a long-standing, thriving variety of native American languages and cultures. In the hundred years following this early contact, the influence of the Catholic Church combined with the growing influx of Europeans to establish Spanish as the state's dominant language. When California entered the Union in 1849, English became the official language, but Spanish continued to be widely spoken. During the nineteenth century, Chinese laborers came by the thousands to support new mining industries or to help build the Union Pacific railroad. Their presence swelled the numbers of second language speakers, further increasing the state's diversity of populations and cultures. From that time to today, worldwide economic, political, and social conditions have brought millions of immigrants to seek better lives for themselves and their families in this country, especially in California. During the 1980s, immigrants were arriving in the United States at an average rate of one million persons a year. By 1990, the U.S. Census reported that over six million immigrants and their families resided in California.

As the recipient of a major percentage of this immigrant population and as a result of its historical diversity, California today boasts an impressive variety of languages and cultures. In 1994, with nearly one third of the total state population--including 36% of its five million K-12 children--identified as speaking a language other than English at home, it is no surprise that California has more immigrant students in its schools than any other state in the nation. With Spanish by far the largest second language in California, thousands of individuals speaking Vietnamese, Hmong, Korean, Cantonese, Cambodian, Filipino, Armenian, Lao, Mandarin and a variety of European languages live and work or go to school side by side throughout the state.

Such conditions place special responsibilities upon the state and its educational segments to address the language acquisition needs of both native and second language students in California schools. Acquisition of a language, even for day-to-day survival, requires great lengths of time

and constant application; enough mastery to succeed academically or in a career takes years of study and constant use. And because life and culture in the United States are primarily English-dominant, immigrant and bilingual speakers face special, additional challenges that other Americans do not confront in their efforts to live in sufficient comfort and to realize their goals in this country.

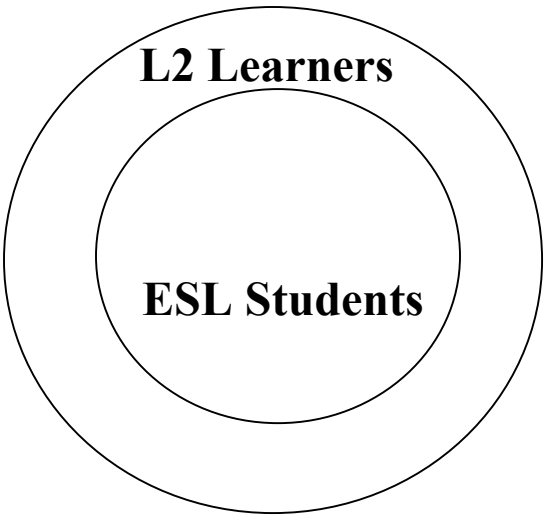
California's educational segments have responded to current linguistic and demographic challenges by fostering a number of different educational pathways for second-language students. While these pathways often overlap and sometimes diverge in their goals, they nonetheless provide essential educational opportunities and services without which thousands of second language learners would remain hopelessly marginalized in the classroom as well as in the community. The following sections of this document provide both guidelines and an overview of current practices intended to improve the success of these students in our schools.

DEFINING SECOND LANGUAGE LEARNERS AND THEIR NEEDS

To ensure that California's second language learners have access to and benefit from all available services and programs, the state's secondary and post-secondary institutions need to correctly identify such individuals as early as possible. Depending on the institution, there may also be a need to determine which second language learners would benefit from ESL instruction and which would be better served in classes for native English speakers. Such distinctions are essential for appropriately identifying and addressing the needs of second language learners of English both in the classroom and in society generally.

In this document, the term *native speakers of English* refers to students whose first language, the language acquired at home, was English. These students may require courses to develop their basic reading and writing skills in English, but they bring to these classes oral fluency, an intuitive knowledge of the grammar of spoken English, and familiarity with American customs and education. Such linguistic and cultural knowledge cannot be assumed for second language learners.

The term *L2 learners* (second language learners) refers to all students whose home language during early childhood was other than English (English may be their second language, and for some multilingual students it may, in fact, be their third, fourth, or fifth language). This group may or may not need special English courses (i.e., ESL classes) designed for students whose primary language is not English. Indeed some L2 learners have sufficient English proficiency to succeed in English courses primarily intended for native speakers of English. At the same time, however, these same L2 learners may still benefit from other services and courses specially designed to help them succeed academically. A subgroup of L2 learners, *ESL students* are those who have need for ESL programs or classes designed to help them acquire the English language.



ESL students are a subset of the L2 Learner population

Language-based definitions that rely upon the student's first language (often identified as primary language or L1) experience will help identify the different educational needs of L2 learners. Such definitions should be integral to any assessment and advising process affecting L2 learners because they will help to distinguish, for example, the L2 learner from most basic skills students whose first language is English. Defining students' needs by referencing their first language experience will also help educators appreciate the difference between remedial English instruction for native speakers (English basic skills) and instruction designed to assist in the process of acquiring a second/foreign language.

SUMMARY OF THE THREE TYPES OF LANGUAGE LEARNERS

A native English speaker is one whose first language, the language at home, is English.

An L2 learner is one whose first language, the language acquired at home, is other than English.

An ESL student is an L2 learner who has a need for special programs or classes designed to assist in the acquisition of the English language.

L2 LEARNERS' UNIQUE NEEDS

Because L2 learners may not have grown up with the English language and with U.S. culture as part of their primary experience, their educational needs differ greatly from those of native English speakers in our schools. While instruction for native speakers, for example, often tends to emphasize reading and writing, L2 learners at all levels need to learn English as part of an integrated curriculum which includes listening, speaking, reading, and writing. They need to receive instruction that recognizes language learning as a unique developmental process, one in which what may be perceived as accent or error is actually a natural part of this learning process. Early in the language acquisition process, L2 learners produce language influenced by the stage at which they are in acquiring English and by their first language. To an even greater degree than native English speakers, L2 learners need to learn the syntactic structures and organizational patterns of both written and spoken English. They also need to learn about U.S. culture and at the same time receive instruction that validates their primary language and culture. L2 learners who have lived most of their lives in this country are familiar with multicultural America, but they may still need additional language instruction, especially in the areas of academic reading and writing. In addition, efforts to measure L2 learners' English abilities need to be carefully designed for this particular population. Tests designed to assess native speakers of English are generally inappropriate for L2 learners.

In addition to acquiring a new language, L2 learners must also learn how to cope with the many cultures of multicultural California. Cultural knowledge may be especially problematical for L2 learners because culture itself is so complex. Anthropologists define culture as the way of life of a people, their learned behavior patterns, attitudes, and material belongings. Culture may be manifested through many aspects of human life, including clothing and decoration, housing, food, celebrations, orientations to time and space, values, and most importantly, through language use. Culture is thus diversified, multiform, and complex, especially in California, where it is characterized by a wide mix of geographical, economic, racial, and ethnic features. In addition, although many aspects of culture are extremely subtle and often not even part of a native speaker's awareness, it is likely that cultural factors will seriously influence the native speaker's and L2 learner's understanding of each other. At times the L2 learner's lack of understanding of culture can result in confusion and embarrassment. Kozue's case history illustrates the cultural challenges faced by some L2 learners.

KOZUE: Experiencing Cultural Clashes

Kozue is a Japanese student who came to the United States to study at a California university. Once, during a class discussion in a history course, Kozue was surprised when the instructor corrected her grammar after Kozue had responded to another student's question. Kozue's own culture had always taught her that pointing out someone's mistakes in the presence of others was ill-mannered and insensitive. Kozue felt not only confused by the instructor's behavior, but by that of her classmates, as well.. Kozue found that her American classmates--unlike Japanese students, who were taught that asking questions or expressing opinions in public showed disrespect--felt free to ask questions and to offer their opinions at any time.

In this incident, Kozue was confronted by unexpected, marked differences in the degree of directness and openness with which Americans and Japanese communicate. Although her initial reaction to this incident caused her embarrassment and confusion, she was eventually able to attribute such events to cultural differences.

Case History #1

POPULATIONS OF L2 LEARNERS

Because ESL students do not form a homogeneous group, the interplay of variables characterizing L2 learners makes meeting the population's needs challenging. It is therefore important that all segments of education give particular attention to an individual L2 learner's situation when evaluating his or her need for services. Counselors, teachers, and others who work with L2 learners need to gather information about them, either informally in conversation or more systematically through questionnaires, to determine their needs. They need to differentiate between L2 learners with little or no background in English and students who may live in homes or communities where a second language is spoken, but for whom English is their first and possibly only language. In addition to knowing how long L2 learners have lived in the United States and what their immigration status is, those who work with L2 learners may also need to know how much education they have had in their home country, whether or not they read and write in their first language, and where they have studied English.

L2 learners can generally be classified as belonging primarily to one of the following groups:

- Immigrants
- Refugees
- Emerging English-Dominant L2 Learners
- International Students

Understanding the backgrounds and educational needs of students within these groups is essential for anyone working to assist L2 learners succeed in their educations.

IMMIGRANTS

The largest group of L2 learners in California schools is composed of immigrants who for a variety of reasons have come to this country to live permanently. Economic opportunity has brought many of these immigrants to the U.S. Others have come because they were fleeing political or religious persecution in their home countries, a condition under which they have been granted refugee status. Their psychological and educational histories have significant impact on how well they fare after they have arrive here.

Some immigrant students have had many years of school in their home country and may arrive with excellent first language and academic skills. Their cognitive skills may be mature, and they often have an informed world perspective. Because of their previous education, these students are well equipped to focus on learning English, and they are able to use their well-developed skills to do so. Other immigrant students may have had little schooling in their home country and may need to develop their general academic skills at the same time that they are learning English.

JAE-Young: An Immigrant Undergraduate Student

Jae-Young emigrated from South Korea to Los Angeles with her family at the age of 14. The family settled in the largely Korean mid-central area of the city and purchased a dry cleaning business. When Jae-Young entered middle school, she was placed into an ESL class. However,
by high school she had been mainstreamed into regular classes. Because she and her family placed a high value on higer education, she enrolled in Advnaced Placement English in her senior year. Her overall GPA upon graduating from high school was 3.8. Jae-Young applied to and was accepted to the University of California. In the spring of her senior year of high school, she took the UC subject A exam. On the basis of this exam, she was identified as needing ESL instruction and was required to take an ESL placement examination at the campus she would attend. The score received on this examination required her to take two quarters of ESL classes before enrolling in the university's freshman composition class. She received a B in the first ESL course, a C in the second course, and a C- in the freshman composition course, which wh subsequently repeated with a grade of C+. Now a biology major in her third year of study, Jae-Young hopes to apply to medical school. Throughout her high school and college years, Jae-Young worked up to 30 hours a week in the family's dry cleaning business.

Case History #2

REFUGEES

Refugees are a subcategory of immigrants. They typically come to live in the U.S. permanently, but they are different in that they are fleeing their home country, and unlike most other immigrants, have not necessarily planned to come to the U.S. Arrival here may not mark the fulfillment of a dream, but in fact mark a sad occasion of leaving behind family, friends, status, and wealth.

Like most immigrants, refugees may have had varying degrees of education in their home countries, depending on how old they were when they came to the United States and whether their education was interrupted by war or other catastrophic experiences. Once here, they often have to work to support themselves and sometimes their families while attending school, and since they have often had little prior instruction in English, they must acquire English at the same time that they are attempting to function in academic classes. Because some of these refugee students have little if any literacy in their first language, they cannot transfer academic skills acquired in a first language to the tasks they are required to perform in English once they enter this country's schools. As the case histories of Olga and Dat illustrate, refugees bring a range of experiences to the language learning situation.

OLGA: A Refugee

Olga is dominant in her first language, Russian, which remains her language of choice, even though she now lives in California and is fairly fluent in English. She and her family came to California from Uzbekistan, an eastern republic which was formerly part of the USSR. They fled their country because they were persecuted for their Baptist faith. Before coming to California, Olga had received all of her education in Tashkent, where she developed excellent academic skills. Because she initially knew very little English, Olga was placed into a low-intermediate ESL class when she first enrolled at a CSU campus. Since that time, however, Olga has made rapid progress, completing her ESL and other college courses, as well as passing the junior level writing exam. Her written English is fluent and expressive, although strongly "accented," and her reading is sophisticated.

Case History #3

DAT: A Refugee

Dat is a refugee from Vietnam. He fled his country by boat with his family in 1979. After a perilous journey at sea, the family arrived at a refugee camp in Hong Kong. From there they came to the United States. Dat began his education here in fourth grade, when he was placed in a newcomer school. After a year in the school's program, he advanced to a regular fifth grade class, although he continued to be placed in pull-out ESL classes for another two years. At the end of this time, school officials categorized Dat as "Fluent English Proficient" (FEP). As a result, he received no further ESL instruction until he reached community college, where, after taking the required test for enrolling in English courses, he was advised to enter the ESL program. Dat resisted becoming an ESL student again, however. He decided instead to take a basic skills English course intended for native speakers. Assisted by a great amount of tutoring, Dat was able to pass both the basic skills course and freshman composition, each with a grade of C-. He then transferred to a nearby CSU to pursue a degree in engineering. After failing the junior level writing exam twice, however, he was again counseled to take ESL courses. He did so, and after two more semesters of ESL instruction, Dat passed the junior level writing exam and graduated from the university.

Case History #4

EMERGING ENGLISH-DOMINANT L2 LEARNERS

Another large and growing group of California L2 learners may be called "emerging English-dominant." As the children of immigrants, they have lived in the United States for most of their lives and had most or all of their education here. They typically use their first language at home and in their community, but may lack literacy in that language. They often have oral competency in English and the cultural references of native speakers, speaking with little if any accent; however, because of their second language background, they may lack competency in reading and writing English. Often referred to as "bilingual students," they may have English as their dominant language, that is, the language they use most, especially in school; however, like some more recent immigrants, they too have often not acquired sufficient academic English to succeed in school without additional support. Far too often, in fact, the conversational fluency of emerging English-dominant individuals may mask their very real need for the type of instruction designed for L2 learners.

ALEJANDRO: An English-Dominant Immigrant

Alejandro has lived in the United States for eighteen years, having attended only the first two years of school in his native Mexico. After coming to this country, he participated in a pull-out ESL program in elementary school, but had the rest of his instruction in English. Because Alejandro's parents were field workers, he moved from school to school while his family followed the crops. In some places he was in special programs for the children of migrant workers; at other times, he was simply in regular classes, although he was never redesignated as FEP. After graduating from high school, Alejandro attended a community college and fulfilled his freshman composition requirement in a class for native English speakers. After two years at the community college, he transferred to a state university. Alejandro does not read or write Spanish; nevertheless, it remains the language that he uses most in speaking. He continues to have English language-related problems and cannot pass the junior level writing exam for graduation from his university.

Case History #5

INTERNATIONAL STUDENTS

A third group of L2 learners is composed of international students, that is, those who have F-1 or other visas and come to this country for educational purposes. Most international students are enrolled in four-year universities; however, a growing number attend community colleges, and a few attend high schools. Because international students have come to the United States to pursue their education, they generally plan to remain only long enough to complete their goals before returning to their home country. Most of these students are supported financially either by their families or by their home governments. They have usually had all their previous education in their home country and often have excellent academic skills in their first language. They may possess advanced degrees and have professional careers in their home countries. While most of these students come to this country on their own, a relatively small group comes to the U.S. through exchange programs, usually for a year.

Because the educational needs of international students are not intended to be supported by U.S. tax-payers, most institutions of higher education in this country require that they have a fairly high level of English proficiency in order to be admitted to their campuses. A minimum score on the Test of English as a Foreign Language (TOEFL), a test given in most countries, is required. Fabiana's academic preparation, educational goals, and financial situation represent those of a typical undergraduate international student.

FABIANA: An International Undergraduate

Fabiana is an international student from Brazil. She completed high school in Brazil at an elite private school and reads and writes Portuguese fluently. Wanting to prepare herself for an international career, she decided to come to the United States to continue her education. Fabiana had studied English in Brazil; however, upon arriving in California she enrolled in an intensive English program in a private language institute to improve her English. Fabiana needed a score of 510 on the TOEFL to be admitted to the state university that she had selected. After six months of English instruction, she took the TOEFL and scored 512. Fabiana enrolled in the university and pursued a bachelor's degree in communication studies. In her first semester she took the English Placement Test (EPT), as well as the campus ESL placement test. Placed at the high intermediate level by the results of these tests, she was required to take two ESL classes, with the second class satisfying the university's freshman composition requirement. Fabiana also took an optional tutorial in oral skills. Living with an American family, she made rapid progress in English. When Fabiana took the junior level writing exam required by the university for graduation, she passed it on her first attempt. After graduating, Fabiana returned to São Paulo, where she found a job working for a travel magazine.

Case History #6

In the UC system, international students often serve as graduate teaching assistants. These International Teaching Assistants (ITAs) may be required to demonstrate oral language proficiency through a test such as the Test of Spoken English (TSE) to ensure that they are able

to meet the spoken language demands of university classrooms. They may also be required to take classes designed to help them develop skills in oral presentation before they are allowed to begin teaching.

ZHOU: An International Graduate Student

Zhou is a Chinese international graduate student who arrived with his wife and child in the United States just one week before beginning his UC graduate studies in electrical engineering. He and his wife live in the university's married student housing. Zhou interacts primarily with his family and other Chinese speakers, either those in the married student complex or in his department. Upon applying to the Electrical Engineering Department, Zhou was promised a teaching assistantship; however, when he entered the university, he was required to take the ESL examination, in addition to the Test of Spoken English (TSE) to qualify for the assistantship. Zhou's ESL examination score required him to take one quarter of ESL; the TSE score required him to complete an ESL oral communication course. Zhou enrolled in the graduate student section of the ESL course, which focused primarily on academic essay writing skills. In the following quarter, he enrolled in the required oral communication course. Zhou is currently serving as a teaching
assistant for the university's engineering department and doing well in his graduate studies.

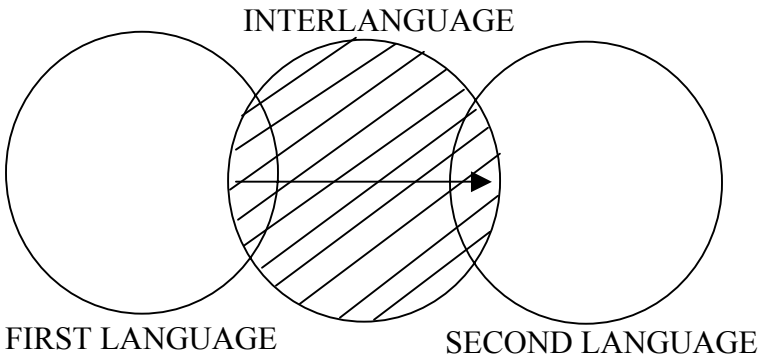
Case History #7

SECOND LANGUAGE ACQUISITION

Although the second language acquisition process is studied and understood by linguists and teachers of English as a Second Language as part of their academic training, not all of those responsible for the education of L2 learners fully understand how a second language is acquired. The following discussion is intended to explain second language acquisition and some of the educational difficulties faced by L2 learners.

Learners acquire English (or any other language) by taking in language that they understand, by producing language that is understood by others, and by doing both in the context of interaction that promotes language learning. In the process of participating in communication, L2 learners begin consciously, as well as unconsciously, to structure a representation of the particular target language, a task the human brain is uniquely qualified to do. As the learner engages in communicative interaction, the representation of the target language can be refined and rules generated. This gradually developing linguistic system is called an *interlanguage*; it rests somewhere on a continuum between the speaker's first language and the language that he or she is learning.

The Second Language Acquisition Process



On this continuum, different aspects of the language may develop at different rates; thus the learner's syntax, for example, may be further from the target language than his or her pronunciation. The L2 traits that characterize this interlanguage are the result of the learner's less than perfect representation of the target language. They are often the result of incorrect guesses on the part of the learner about how to say something in English. These faulty hypotheses, however, are a crucial part of the L2 learning process. Feedback, either formally from a teacher or informally from other speakers, can cause the learner to revise these hypotheses; over a long period of time these revisions can help the learner approach mastery of the language. Unfortunately, if L2 learners function for long in a language without getting adequate feedback, they may not fully develop their control of the language. In fact, their language development may stop before they have acquired all the features of the language.

THE CHALLENGE OF ACADEMIC LANGUAGE

Acquiring the kind of language required in academic settings is a far more challenging task than learning a language for merely conversational purposes and takes much longer. L2 learners are often at a disadvantage because they are faced with the task of acquiring and using English at the same time they are trying to learn academic subjects. Classroom lectures in, say, biology or history are given in English; a report for an anthropology course must be written in English; and assignments in mathematics courses often require both sophisticated reading and writing skills in English for the student to offer a solution to a problem. Thus, in instances where their English-speaking peers have only to accomplish one task, L2 learners have to confront two types of learning tasks--one in acquiring a new language and the other in gaining content mastery.

In classrooms in which the language of instruction is English, much of what many L2 learners who lack college-level English skills hear and even more of what they are assigned to read may be ultimately incomprehensible to them. Students are often asked to read texts that are far beyond their language capacity to understand. They can derive meaning from such tasks only when specifically designed activities accompany the assignment to make texts comprehensible. For example, teachers can preview the material and attempt to activate students' background knowledge of a subject. Teachers can also assess where students lack background knowledge and help to fill in the gaps by explaining and defining words and helping students understand concepts. Further, teachers can also help students monitor their listening and reading and teach them to ask for help when they do not understand what is presented in class or in a textbook. Without this kind of assistance, L2 learners, even when surrounded by spoken and written English, will "tune out" of learning, and their exposure to English will contribute little or nothing to their language development.

TIME AND PROFICIENCY FACTORS

Two important issues in language acquisition are the length of time it takes to acquire proficiency in a second language and how proficiency is defined. Recent research conducted in four states on thousands of secondary school students representing over 100 primary languages

supports the claim that on average it takes five to seven years for students in the most effective programs to reach the norm on nationally standardized achievement tests such as the Comprehensive Tests of Basic Skills or the Iowa Test of Basic Skills. Education in the first language reduces the amount of time required and improves ultimate second language proficiency: students with no schooling in their first language take an average of seven to ten years and sometimes more to reach the norm, while in that same period students with the greatest amount of academic language development in Li (i.e., first language) achieve, on average, above the national norm set for native English speaking students. So much time is required for fully acquiring a second language, in fact, that university level L2 learners in the UC and CSU who have been in the United States for ten years sometimes still need ESL instruction.

Understanding the length of time required to attain proficiency in a second language is important for all educational professionals because of a tendency to allow L2 learners to move too quickly through a school's language continuum. Students often feel social or parental pressure to complete their studies, especially in English, quickly. At the same time, schools often feel hesitant to hold L2 learners back until they attain adequate proficiency in English to succeed in the next level. Failure to provide enough time, however, has too often proved ultimately detrimental to the L2 learner.

Of course, many variables influence the process of language acquisition, including the amount and quality of instruction learners receive, their opportunities to communicate in the language, their age, their personality and learning styles, their first language, and their motivation and attitude towards the new language and culture. Even at advanced levels, L2 learners may not demonstrate the proficiency of an educated native speaker of English. They will probably speak with an accent and write with the written equivalent of an accent, still exhibiting second language traits, although they will be able to perform academic tasks alongside their native-English-speaking peers, often with great distinction.

California high schools, community colleges, and universities must be prepared to serve L2

learners wherever they fall on the language acquisition continuum and must respond with flexibility to the varying backgrounds and needs of this constantly evolving population of students. Thus, whether an L2 learner will be best served in ESL classes or in mainstream classes should be determined by an individual institution in consultation with the student, ESL teachers, and at the secondary level, parents. Whether or not the student is recommended to enroll in ESL courses will depend upon the institution and the level of English language skills needed to succeed at that institution only.

Unfortunately, this parochial view of the students' needs can mean that the effect of continual reassessment on the L2 learner or consideration of his or her language needs beyond an institution's programs is ignored. At the secondary level, for example, the state of California requires that L2 learners be classified as FEP (Fluent English Proficient) or as LEP (Limited English Proficient). Once designated FEP, however, students are no longer eligible for LEP services. Then, upon entering a community college or four-year university, they may be reidentified as ESL because of the greater linguistic demands of college-level work. After they complete the ESL program in community college and take freshman composition, they may again be placed in ESL classes in order to meet their upper division writing requirement and the other linguistic demands of upper division courses when they transfer to a four-year university.

Time and proficiency, of course, are not the only factors influencing second language acquisition. The more teachers, counselors, and administrators understand the elements that promote acquisition, the better equipped they will be to evaluate and help meet L2 learners' needs.

FACTORS PROMOTING ACQUISITION OF A SECOND LANGUAGE

* **Young age (0-14 years)**
* **Opportunities for interaction in English**
* **Literacy in the first language**
* **Several years of education in the first language**
* **Language instruction in English**
* **Feedback and instruction on errors**
* **Content instruction that contributes to language development**
* **Employment in an English-speaking environment**
* **Willingness to experiment and takes risks in using English**

STUDENT ISSUES

Although the life of every L2 learner is unique, common themes recur. Because they are strangers in a new country, because they are new to the English language, and because L2 learners must often begin their lives in the U.S. at an economic disadvantage, they frequently face some of the same challenges in their lives at home and at school.

FAMILY ISSUES

Family responsibilities often impact the educational pathways of immigrant students to a far greater degree than they affect those of native speakers of English. For example, parents of L2

learners often speak little or no English, leaving their children to negotiate the intricacies of the school system on their own. Some L2 learners have a major responsibility for caring for their siblings, which reduces the amount of time they have available for study and sometimes even keeps them out of school. As the best or perhaps only English speaker in the family, L2 learner! may have to represent their families in dealing with the English-speaking community, responsibilities which also often take them away from their studies or out of school entirely at times and cast them in roles that may seem to family and others as inappropriate to their traditional place in the family.

Another problem centered in family issues is that the demands of school and a new culture often conflict with traditional family values. For instance, in some immigrant cultures girls in particular are discouraged from pursuing higher education or participating in educational activities or any activity that takes them out of the house. Additionally, undergraduate and graduate L2 learners, just as their native-English-speaking counterparts, may have children and spouses, with the result that child-care and family management issues also complicate their pursuit of education These issues, however, are further complicated by language and culture. It is very difficult to arrange acceptable child care for individuals who are strangers to the concept of non-family members taking care of their children, who have different views on child rearing, and who do not speak the language well enough to express their concerns to potential caretakers.

Unlike most immigrant L2 learners, international students, on the other hand, are often impacted by the lack of family presence. They may have come from close-knit, traditional families where they were sheltered and cared for, but suddenly find themselves alone, homesick, and forced to fend for themselves in a completely unfamiliar environment. Older international students may have left not only parents and siblings behind, but also a spouse and children, as well. International students who have brought their families with them may have to worry not only about themselves, but also about their families' welfare in a new land. The emotional impact of these and other concerns upon such students can be intense.

ACCULTURATION

Both immigrant and international students face tremendous challenges presented by acculturation to their new environment. The more they live and go to school in California, the more such students tend to adopt American ways, specifically the ways of American youth. The process of acculturation is frequently fraught with conflict as parents try to maintain their traditional authority and prevent their children from becoming Americanized, while at the same time wanting their children to be successful in their new culture, but not to the extent that doing so undermines their home culture. Tastes in music, food, clothing, hair style, manners of speaking to elders or to other family members, even a preference for using English--all these changes and others often challenge L2 parents' traditional values and create conflict at home as well as at school for L2 learners. L2 learners may feel guilt and anxiety about losing their ties to their home culture at the same time that they are powerfully attracted to the new ways of American life. Over time, L2 learners may successfully achieve biculturalism, crossing back and forth comfortably between their home culture and their adopted one, but such biculturalism is seldom achieved without a struggle.

International students often face their greatest conflict when they return home after several years in the U.S. To their surprise, they often find they have changed and cannot easily resume their lives where they left off. For example, female students may have become comfortable with their increased independence while in the U.S. Others may find that they have grown to take certain material goods that are scarce in their own country for granted. Many international students readapt over time, but many others return to the U. S. permanently.

FINANCIAL DEMANDS

In addition to struggling with a new culture, many immigrant students also face financial difficulties that make their educational pathway even more difficult. Most students have to work to support themselves, and many also contribute—to an extent greater than in traditional American society--to the support of their families. Often they work long hours in family businesses for little or no pay or at other low-

paying jobs where, because of their lack of language skills or simply due to their immigrant status, they may be exploited. As anyone familiar with this population knows, it is not uncommon for an L2 learner at the college or university level to be enrolled in 18 units of classes while also working forty hours a week. Such students are often exhausted when they are in classes and have little time to do homework when they are not. They frequently do not participate in sports and,
because they have little time for extra-curricular activities or campus life, generally have little interaction with English speakers.

International students face financial pressures which differ from those faced by immigrant L2 learners. Because international students often come from well-to-do families, money may not always be an immediate serious issue; however, many students have few personal funds left after they pay non-resident tuition. Their visa status prevents international students from holding jobs except on campus, so their opportunities for earning money are severely limited. At the same time, such students are often under great pressure from their parents or government agencies to finish their course work as rapidly as possible. They may try to take too many courses each semester, all the while avoiding ESL classes because such courses do not contribute directly to their degree and because taking them would only increase the number of units they would have to pay for. Unfortunately, the avoidance of ESL courses by international students often means that they may lack the English skills needed to benefit from their major courses and that they may be unable to meet graduation writing requirements.

Financial pressures exert other forms of academic risk-taking among L2 learners, as well. For example, in areas where community colleges and CSU campuses are located near each other, some L2 learners, spurred by financial need, may enroll in six courses at a CSU (where a full load is four) and then add one or two additional courses at a neighboring community college. Although such students may be marginally successful in their classes, they often sacrifice real learning along with their mental and physical well-being.

COMMUNITY ISSUES

Immigrant students often live in ethnic communities composed of others from their home country. Such communities provide a haven in the midst of a foreign land. Immigrants can find the food, sights, and sounds of their homeland; most comfortingly, they can find a community of people who speak their language and think the way they think, a place where they fit in effortlessly. This environment enhances L2 learners' cognitive development through cultural interaction and intellectual growth in their first language. However, life in such a community provides few opportunities to interact with English speakers. As a result, the primary opportunity for interaction in English for many L2 learners occurs in school. But even there they may converse primarily with other L2 learners who speak either their own language or a non-standard variety of English.

Likewise, international students often live with roommates or families who speak their own language, and they therefore receive little exposure to English outside of the classroom. Ironically, they might be exposed to more English in an intensive language school in their home country than they are while living in multilingual California.

In all such cases, L2 learners who lack consistent exposure to standard English acquire the language much more slowly and less effectively than others.

Other factors which may impede the L2 learners' success in school are not unique to this population but are still devastating in their effects. For example, immigrant communities are often heavily impacted by crime and violence in general, particularly gang-related violence. Gambling and drugs also take their toll. Some immigrant youth, suffering from poverty and the breakdown of their traditional culture, may also join gangs and become the agents of violence against their own community.

PSYCHOLOGICAL AND HEALTH-RELATED ISSUES

L2 learners may experience either psychological or physical problems because of the stresses

of their experiences in this country and in the period before they came. Refugees frequently come to the U.S. from war-torn nations. They come from the killing fields of Cambodia and from the massacres of Rwanda, having lost families and endured horrors. They may have been peasants or nomads or hunter-gatherers living in traditional societies little changed for centuries. Once here, they must make their way in a post-industrial, information-age western country. They may also be confronted with racism, anti-immigrant feelings, or plain prejudice against anyone who cannot use English fluently. They may lack self-esteem because they lack the language skills to succeed in school, all the while being subjected to parental pressures to succeed in academic majors or in professions for which they may not qualify or which they do not desire. Recently arrived L2 learners, either immigrants or international students, may suffer culture shock. These and other stresses can manifest themselves in either psychological or physical ailments, any of which can interfere with an L2 learner's ability to perform in school. Unfortunately, the assistance such students need is often beyond their reach. Cultural prohibitions, lack of services in their first language, or the sheer cost of getting needed medical or psychological help conspire to keep them at a disadvantage in several areas of their new lives in this country.

FACTORS IMPEDING ENROLLMENT IN ESL COURSES

Although studying and thereby learning English effectively for their educational needs may be at least a partial solution to many of the problems that confront L2 learners, they may be reluctant to take ESL classes and often view them as a barrier. Some L2 learners avoid ESL instruction for fear of being stigmatized by it. At a time when L2 learners are particularly anxious to fit in culturally, they may believe that their peers will ridicule them for taking ESL classes. Additionally, many students are concerned about the number of ESL classes they may need to take before completing their English requirement, as well as the corresponding extra time and economic cost ESL classes represent. In the community colleges, some L2 learners choose to go directly into English basic skills courses intended for native speakers by opting for the native-speaker placement test. They do not realize that basic skills English courses assume native-speaker intuition about English language structure, and so may not meet their language development needs, or they believe that they no longer need ESL because they were at one time redesignated as FEP by their high school.

Academic credit is also an issue for L2 learners who may need ESL instruction. In all segments, L2 learners are concerned about the value of the credit they receive for ESL classes. Secondary L2 learners planning to attend colleges and universities worry that ESL classes or classes taught using Specially-Designed Academic Instruction in English (SDAIE classes) will not meet the entrance requirements of colleges and universities. Many believe that these classes are not sufficiently academically rigorous and may not prepare them for the demands of post-secondary educational settings. Community college and university students are concerned about being placed in ESL classes because they think such classes are less rigorous than the equivalent courses designed for native English speakers.

Many L2 learners avoid ESL classes in favor of classes bearing transferable credit and meeting general education requirements. Some community college, CSU, and UC campuses have recognized that ESL instruction merits college credit because of its academic rigor and analogy to foreign language instruction. Other campuses, however, view ESL as remediation and do not

grant credit, thus discouraging L2 learners from taking the course work they need to succeed academically and be prepared for the demands of the workplace upon graduation.

L2 learners are also confused by placement standards which are different from segment to segment and therefore seem inconsistent. Having exited the ESL program in one segment, they may again be placed in ESL classes when they advance to the next higher segment. Initially, at least, they often fail to recognize that the language demands at that higher segment may also be more challenging. The change in status often frustrates students to the point that they refuse to admit to its necessity and either avoid ESL instruction or return to it with resentment.

While it is regrettable that many students avoid taking the ESL classes they need, it is also a sad reality that, great as the numbers of L2 learners are, there are often too few ESL sections offered to meet the demand. Many L2 learners who wish to improve their language skills find that ESL courses are so scarce at their own campuses that completing such courses in sequence and in a timely fashion is not possible.

L2 LEARNERS AS A RESOURCE

The challenges that face L2 learners are clearly daunting and complex, but it is also obvious that these individuals are astonishingly persistent and resilient. They have established their communities and rebuilt their lives. Immigrants value the opportunities that California offers them, and they succeed in spite of the many obstacles in their way. They also contribute to their new homeland in many different ways, both economically and socially. They possess strong family values, excel in educational achievement, provide a willing and dependable labor force, invest in or begin many new businesses, and even assume leadership roles in city, county, and state government. They have made California the richly diverse society that it is and have internationalized our state and our campuses. Speaking over a hundred languages, these L2 learners can provide the linguistic expertise as well as the intellectual and cultural energy to enable California to reach out to, understand, and communicate with the rest of the world.

California's L2 learners are a rich and wonderful resource. Ensuring productive, meaningful pathways to education for this population is a great gift to California and to the future generations of this nation.

II. CURRENT PRACTICES

INSTITUTIONAL ACCESS

Access is a measure of the availability of entrance into high schools, colleges, and universities. It includes mission, outreach, and admissions.

MISSION

An institution 's mission derives from its particular educational mandate. Public institutions of education in California have as part of their charge the obligation to serve a geographic area by admitting a representative proportion of the total community population.

All segments of California's public educational institutions have as a primary and essential mission the guarantee of access to representative members of the state's population, including its language minority population. According to *The Master Plan for Higher Education***,** secondary schools are responsible for academic and general vocational instruction for all children, including L2 learners, through the twelfth grade. This includes preparation for post-secondary instruction and general and academic preparation for students' participation in California's economy and society.

The California community colleges are charged with offering vocational and lower division academic instruction leading to transfer to four-year universities, the Associate of Arts degree, and a variety of vocational and occupational certificates and licenses. Instruction is designed for both younger and older students, including those returning to school. The community colleges are also required to provide instruction in basic skills and English as a second language, and along with the public school systems, some offer adult non-credit instruction and fee-supported community service courses. The community colleges share the responsibility for vocational and other types of education with programs in the adult schools through explicit local agreements.

Under the guidelines of California's Master Plan, both the CSU and UC systems offer academic as well as professional education to students from culturally, racially, geographically, and socio-economically diverse backgrounds. The California State University offers

undergraduate and graduate instruction through the Master's degree in the liberal arts and sciences and professional education, including teacher education. A few campuses also jointly award doctoral degrees as part of cooperative agreements with the University of California and private universities. The University of California offers undergraduate and graduate instruction and professional education through the doctoral degree. It is also the primary state-supported academic agency for research. Both systems require undergraduate students to complete a bas program of general education courses as a condition for graduating.

Meaningful access for language minority students to all of California's public educational institutions implies not only that these students are admitted into the system, but that they receive the English language support and other support services they need to complete graduation requirements. If such students are admitted but do not graduate, then they lack true, meaningful access.

<u>EFFECTIVE PRACTICES for fulfillment of the mission of California's public educational institution:</u>

- establishing systematic guidelines to ensure that students are being representatively admitted.
- systematically monitoring student persistence according to language background and ethnicity.
- conducting institutional research to track persistence and graduation rates according to the above categories and making follow-up recommendations to improve access.

OUTREACH

Outreach is an institution 's response to its mission to serve a geographic area by admitting a representative proportion of the total community population. It is the means by which schools colleges, and universities contact parents, students, and potential students to encourage their participation in their programs.

In response to changes in state demographics, current institutional outreach programs are evolving to attract, include, and graduate a population representative of California's great

diversity, thereby increasing the access to education for underrepresented students. This includes outreach programs designed to target specific student groups. Outreach to the general L2 learner population varies greatly among school districts, colleges, and universities.

High school outreach programs provide general information to parents and students about school policies and programs. High schools are charged with involving parents of all students and include specific options for parent involvement. Outreach programs also target at-risk students. In cases where students are at risk, high school outreach emphasizes the importance of a high school diploma. Since L2 learners and their parents may not know about compulsory attendance requirements, these and similar policies affecting student persistence need to be explained as often and as fully as possible. To ensure that L2 parents have an opportunity to express their needs and concerns, high schools with 21 or more LEP students are mandated to establish bilingual parent advisory committees which serve to advise the school regarding school bilingual programs and budgets. These committees often serve to disseminate information to parents in appropriate languages.

Community colleges are mandated by the state to include outreach activities among their efforts to provide greater access to all students. To these ends, the colleges are also required to publish essential information and enrollment policies in both English and languages appropriate to their individual L2 population. In most cases, these other languages are Spanish and Vietnamese, but Korean, Armenian, and others are used at colleges where they are appropriate. Other outreach efforts at the community colleges include making assessment tests for English, mathematics, and ESL available to potential students at their own high school campuses, and actively recruiting L2 learners for programs especially aimed at supporting them in college, such as the Puente Project.

Although outreach efforts differ from campus to campus in the CSU and UC systems, all campuses recruit through on-site presentations at the high schools and community colleges. In addition, they make special efforts to recruit underrepresented minority and economically

disadvantaged students as part of their effort to increase diversity and more closely match their population with that of California schools in general. While L2 learners may not be specifically targeted for outreach efforts, they are often recruited as members of an underrepresented minority or targeted for programs that provide extra academic and co-curricular support. For example, one CSU campus program targets the children of migrant workers, while a UC campus program administers the Subject A Examination to eleventh grade L2 learners, thus encouraging these students to recognize that they have the potential to go on to college.

While most of these current outreach efforts are effective, problems nonetheless persist throughout the system. At all levels, outreach efforts are hampered by the limitations of shrinking budgets. Special efforts are often funded by grants which may terminate. The proposed change in state affirmative action policies may prevent campuses from targeting underrepresented group of students through special outreach programs. In addition, L2 learners, their parents, and teachers may underestimate the opportunities available in higher education, mistakenly believing that this avenue is not available to students for whom English is a second language. For this reason, post-secondary outreach must work toward ensuring that L2 learners go as far in higher education as they desire and that they are fully informed about the support services and opportunities available for them in the community colleges and the CSU and UC systems.

<u>EFFECTIVE PRACTICES for successful outreach to L2 learners:</u>

- making information on admissions and other policies available in the home languages of parents and students.
- using interpreters to provide information during parent outreach meetings.
- establishing high school Bilingual Advisory Committees to recommend policies and to assist in disseminating information to L2 parents.
- using L2 learners as presenters, recruiters, and mentors.
- providing on-site presentations by representatives of the various segments of higher education
- facilitating presentations to L2 learners by community, professional, and higher education student organizations.

- recruiting targeted L2 learners for special retention and academic preparation programs.
- administering college ESL assessment instruments in the high schools.
- monitoring and updating intersegmental articulation agreements.

ADMISSIONS

Admissions includes the processes by which eligible individuals are admitted to an institution. Admission processes typically involve, at a minimum, completion of an application or other personal information form.

Whereas California high schools admit all applicants under the age of 18 in an open admissions policy, community colleges admit all applicants over the age of 17 who hold a high school diploma or equivalent, or who can prove their ability to benefit from college instruction. In the case of international applicants, the community colleges, CSU, and UC require a qualifying Test of English as a Foreign Language (TOEFL) score for entrance.

Admissions requirements for the CSU and UC campuses are generally the same system-wide. The top one-third and one-eighth of all California high school graduates are accepted to these institutions respectively. Entering first-time freshmen must be high school graduates who have completed a range of college preparatory courses and have a combined high school GPA and Scholastic Aptitude Test (SAT) or American College Testing (ACT) score to give them a sufficiently high "eligibility index" for admission. Students who have satisfactorily completed 56 transferable units in community college and met certain GPA and course requirements are eligible for admission to the CSU and UC as transfer students.

L2 learners enter the CSU and UC systems through the admissions processes described above. The CSU requires that all undergraduate applicants attend schools at the secondary level or higher where English is the principal language of instruction full-time for at least three years. Students who have not met this requirement must present a score of 500 or above on the TOEFL. Some campuses require a score higher than 500. Entering freshmen are required to take the EPT in the

CSU and the Subject A examination in the UC (as well as the TOEFL for international applicants). The TOEFL is generally required only of international applicants to the UC system; in the CSU this requirement applies to students who have not completed three or more years of study at an institution where English is the medium of instruction. Both the EPT and the Subject A examination are English placement tests, not admissions tests, so L2 learners with a range of proficiency levels still have access to the CSU and the UC systems. The CSU and UC also admit some L2 learners who do not meet regular admission requirements but show promise. At the graduate level, L2 learners must present evidence of having completed undergraduate studies in the U.S. and be otherwise eligible. If such students are applying from abroad, they must present Graduate Record Exam (GRE) and TOEFL scores which meet campus or department eligibility requirements. While each segment must respond to requirements which correspond to its particular mission and functions, at no level is second language status a barrier to admission in and of itself, although proficiency level seriously affects student success.

L2 learners are included in the general populations of students admitted to all segments of California schools. The only additional requirements for L2 learners at some higher education segments is that they demonstrate English language proficiency (e.g., via the TOEFL transfer course credit). For students from some linguistic or cultural backgrounds, true representation has not yet been achieved; however, this appears to be rooted more in their prior academic training than in admissions policies. The admissions process appears to be essentially fair and just for L2 learners at all segments.

<u>EFFECTIVE PRACTICES for admissions of L2 learners:</u>

- not excluding students on the basis of their L2 background, their nation of origin, or their immigration documentation status.
- where appropriate, providing reasonable means for L2 learners to demonstrate a level of linguistic proficiency appropriate for success within the given segment.

IDENTIFICATION OF SECOND LANGUAGE LEARNERS

Identification refers to the process of determining who the L2 learners are at a given institution. Accurate identification allows an institution to refer appropriate students to specially designed L2 services and/or courses.

The accurate and early identification of L2 learners ***is*** of utmost importance because their identification determines which set of services, which set of assessment measures, and which types of courses, ESL or native-English, will best meet such learners' needs. Schools need to make every effort to correctly identify L2 learners in the earliest possible stages of the admission process and to guard against misleading or unfair practices. For example, it is inappropriate to identify students as L2 learners on the basis of their names or appearances.

Consistently considering a student's first language experience will prevent misidentification of L2 learners on the basis of inaccurate indicators of their language skills. For example, a student's previous enrollment in courses or programs intended for native English speakers is not a dependable indication of a student's familiarity with or abilities in English. Similarly, because some students do not understand the term "ESL" or are reluctant to self-identify as L2 learners, advisors and others consistently need to consider first language experience as a primary indication of whether or not such individuals may be correctly identified as students best aided by second language services and assessment.

Incorrect identification of ESL students may occur when advisors and others misjudge an L2 speaker's identity or abilities based upon the proficiency in a single skill, such as fluency in spoken English, which may mask the absence of other, equally important skills such as reading or writing in English.

In California public K-12 schools, all parents must complete a Home Language Survey upon enrolling a child in a new district. This form consists of at least four questions which determine if the child is an L2 learner:

1. *Which language did your son or daughter learn when he or she first*

began to talk?

2. *What language does your son/daughter most frequently use at home?*
3. *What language do you use most frequently to speak to your son/daughter?*
4. *Name the language most often spoken by the adults at home.*

A response other than "English" to the first three questions triggers the assessment process which determines if the child is Limited English Proficient (LEP) or Fluent English Proficient (FEP). If the response to number 4 is a language other than English, assessment is optional. A child designated FEP becomes permanently ineligible for Specially-Designed Academic Instruction in English (SDAIE), ESL, or primary language instruction.

In community colleges, while first-time students are asked to indicate on their application whether or not English is their primary language, this information is at best used only infrequent] to identify students for referral to appropriate placement tailored to L2 learners' linguistic needs Instead, students are left to choose between assessment processes designed for and normed on native English speakers and those designed for and normed on L2 learners. Since L2 learners often follow the native English speaker process for assessment, they are frequently and mistakenly placed in low-level English basic skills courses. While this self-identification practice seems fair and reasonable on the surface, it often results in discouraging students or wasting their time in inappropriate courses.

Within the CSU, there is no uniform means of identifying ESL students. The admissions application, which is identical for all CSU campuses, does not ask for information regarding a student's language background. As a result, a range of tools for identifying L2 learners who would benefit from ESL instruction is used. These include the results of the English Placement Test (EPT), a test taken by all students; other test scores; classroom observation; advising; self-reporting; and transcript evaluation. On some CSU campuses, no identification procedure is in place and no designated ESL classes are offered.

In the UC, L2 learners are identified through the campus admissions office based on biographical data provided by students in their application for admissions. If they enter as first-year students and are California residents, students take the UC Subject A Examination along with all other entering freshman students. If identified as potentially in need of ESL instruction by the readers of this examination (a set of trained ESL readers serves the function of double checking this identification), they are referred to the appropriate campus unit. On most campuses there is no identification procedure for transfer students.

Some CSU and UC campuses seem to identify freshmen students through reasonable methods; however, the lack of consistency among the various campuses and the lack of screening for transfer students does not assist students to meet their educational goals.

EFFECTIVE PRACTICES for identifying L2 learners:

- identifying L2 learners on the basis of first language experience.
- at the CSU and UC, identifying L2 transfers as well as freshmen.
- asking for primary language as well as related demographic information such as age of arrival in the U.S. and years of schooling in the U.S. on higher education admissions applications.
- identifying L2 learners early in the admissions process to allow time for appropriate placement.
- referring students identified as L2 learners both to ESL professionals who can then assess whether ESL course work is appropriate, and to specialized services such as bilingual counseling or, at the four-year universities, Educational Opportunity Programs.

ASSESSMENT OF LANGUAGE NEEDS

Assessment (in this document) refers to a process through which L2 learners are evaluated and directed into appropriate courses. Assessment practices usually include testing, but may also take into account other factors thought to affect successful language acquisition (e.g., academic record hours employed, years out of school).

Accurate assessment and subsequent placement into appropriate language courses are essential for L2 learners to succeed, to be retained, and to progress through the educational system in California. Although each educational segment has devised placement processes and instruments to accomplish the task of correctly placing L2 learners in ESL classes or in English courses designed for native speakers, these efforts at placement do not work as well as they should.

At the secondary level, students whose Home Language Survey indicates they are proficient in a language other than English must be assessed in English comprehension and speaking proficiency using a state-designated instrument. These instruments designate students as LEP or FEP. Students must also be assessed in their primary language, providing valuable information regarding potentially transferable academic skills. Additional information on the student's skills in reading and writing English is necessary to place the student in the appropriate level of ESL, but it is not consistently derived. Since there are no state-designated reading or writing instruments, high schools determine this information locally, by either formal or informal means. Consequently, high school students are sometimes placed in mainstream content classes on the basis of oral language proficiency, a practice which does not reveal the student's proficiency in academic reading and writing.

Community colleges must provide pre-enrollment assessment in English, mathematics, and ESL to all entering students. The results of assessment are used to place or advise students in the selection of English, mathematics, ESL, and other academic courses. Placement into these courses may be advisory or mandatory, depending upon individual college practices. In all cases, assessment instruments themselves must be approved for use by the Chancellor's Office, must be used in conjunction with measures other than tests, and must match the individual college's curriculum. Approval is based on the test's criterion-referenced and content validity, reliability, lack of bias, and fairness to underrepresented groups. At this time, only one ESL test, the Combined English Language Skills Assessment in a Reading Context (CELSA), has been

approved for system-wide use, although several others have been approved for use on local campuses on a college-by-college basis. In the case of L2 learners, colleges may provide special accommodations or alternative measurement processes if such are necessary for accurate assessment. A process by which students may appeal any mandatory placement is also required.

The CSU system requires all entering freshmen to take the EPT, which is composed of an essay and two machine-scored sections. The EPT is used primarily to determine which students are eligible to begin freshman composition courses. Unfortunately, the test has proved difficult for ESL faculty to use as an appropriate placement instrument for their courses. Although L2 learners self-identify when they take the test, no background information is gathered or used for either identifying or placing them. Most campuses which offer ESL-designated courses supplement the EPT with a local test designed to identify and place L2 learners. (See Appendix C for EPT requirements on different CSU campuses.) L2 transfer students at the CSU do not take the EPT and are typically not assessed when they enter the system. However, they may end up in ESL classes after being unable to fulfill writing competency requirements.

Assessment and placement at the CSU are hindered by the lack of a system-wide means of identifying L2 learners. In addition, the EPT is inappropriate and impractical as an assessment instrument for ESL classes since the test is not designed for L2 learners and results are not correlated with language background information.

On most UC campuses, ESL faculty re-read the Subject A examinations which previous readers have identified as having sufficient second language features to indicate that the student may need ESL instruction. Students are then placed according to the system on that campus. The practices at UCLA, with the largest ESL program in the system, differ from those of most other campuses. A student identified with an “E” designation on the Subject A examination is required to take the UCLA English as a Second Language Placement Examination (ESLPE), which either places the student into a suite of required ESL courses, allows exemption from the ESL requirement by examination, or retracks the student into the UCLA Writing Programs unit.

Students who transfer to UC are also dealt with differently from campus to campus. Some campuses test transfer students. UCLA, for example, holds any transfer student to the ESLPE who has not completed English 3 and 4 or the equivalent courses at the transfer institution with grade of "B" or better in both courses. Students must then take the specified number of ESL courses to graduate and are held to this requirement through the university's computerized Academic Information System. At other UC campuses, however, no assessment of transfer students may occur.

At some CSU campuses, transfer students are tested for their English skills, a practice motivated by the students' need to ultimately pass the Graduation Writing Assessment Requirement (GWAR). This early testing allows students sufficient time take necessary ESL courses and to improve their skills before taking the writing examination.

Although some UC and CSU campuses appear to be effectively placing students, large numbers of transfer L2 learners who still need ESL instruction are admitted, only to be greatly hindered--even ultimately defeated—in their academic progress because of unfilled language needs (e.g., see the case history of DAT, p. 14, or ALEJANDRO, p. 16, of this document).

Depending upon the community college, CSU, or UC campus, international students may I required to take the TOEFL to be admitted to a college or university. They may also have to the Test of Written English (TWE), which is given along with the TOEFL and provides a direct measure of writing skills. Individual campuses set their own requirements for scores on these exams, with requirements for graduate students often being higher than those for undergraduates.

EFFECTIVE PRACTICES for second language assessment and placement:

- using assessment and placement procedures which include all of the following characteristics:
  1. direct language assessment measures (e.g., a writing sample or oral interview), with raters trained to assess the language proficiency of L2 learners.
  2. indirect language assessment measures (e.g., reading or grammar tests) which have

been designed for and validated on L2 learners.

3. background information pertaining to education and language exposure (e.g., age of arrival in the U.S., years of schooling, and home language use).
4. instruments that not only place students in needed ESL or SDAIE courses, but are also capable of placing L2 learners whose skills show they no longer require ESL instruction in appropriate English courses designed for native speakers.

- developing an intersegmental battery of instruments in the four skill areas of listening, speaking, reading, and writing.

SUPPORT PRACTICES

Support practices include any of the means by which a school or institution provides direct assistance to students. These include such practices as orientation and counseling and advising, as well as other support practices and resources such as tutorial services, specially-designed programs and course progress reports (early alerts), reading and writing labs, learning resource centers, and mentoring opportunities.

ORIENTATION

Orientation processes offer new students information about an individual high school, community college, or university and its academic programs and services.

Segments and campuses differ in their orientation practices, but most orientations introduce students to the individual campuses and inform them about diploma or degree requirements, vocational programs, student services, policies and procedures, and special programs. Procedures about which students are informed might include assessment practices, course exemption criteria, and class scheduling, for example. Special programs include such services as tutorials, ESL programs, counseling, financial aid, health services, and disabled student services. (Unlike other institutions, community colleges are required by law to provide orientations for most of their students.) Orientations may follow assessment sessions and are often used for interpreting test results.

Orientations are important in assisting L2 learners to develop a sense of membership in the educational community they are entering. Many L2 learners are entering an educational system which may differ greatly in underlying assumptions and in practices from ones which they have participated in previously. Charging fees for orientation, a practice in some institutions, deters students from participating in this helpful process.

EFFECTIVE PRACTICES for providing orientation to L2 learners:

- providing handbooks, videos, and audio tapes in students' first languages.
- conducting special orientations with interpreters present.
- pairing L2 learners with a "buddy" who speaks the same language.
- including parents in orientations.

COUNSELING AND ADVISING

Counseling gives students guidance in dealing with academic and personal issues that arise during their education. Advising helps students in selecting courses and fulfilling academic requirements in order to achieve their academic goals in a productive and timely fashion.

Counseling opportunities for L2 learners vary from segment to segment. In high school districts which have counselors who both counsel and advise students, caseloads may be as high as 1,000 students for each counselor. Thus, students typically receive no more than a single appointment during their high school years in order to plan for their graduation and for their future employment and higher education.

Community colleges, as part of the state-mandated Matriculation process, require that entering students meet with a counselor as early as possible during their first semester of enrollment. These meetings are devoted to completing students' educational plans, reviewing the college's assessment and placement requirements for English, mathematics, and ESL, and recommending special services appropriate to the students' needs.

CSU and UC campuses offer a variety of counseling services. These include academic, career, and personal counseling. These services are offered by different campus organizations such as academic departments and counseling and career centers. Counseling and advising may be carried out by departmental administrators or faculty, professional counselors, or peer counselors.

Thoughtfully planned, continuous, and informed ESL counseling and advising practices are essential to the success of L2 learners at every stage of their education. Ongoing institutional efforts must be made at every level to address the special needs of L2 learners, while at the same time ensuring that they receive the same information as other students throughout their school's regular counseling and advising processes.

A key component of counseling and advising is appropriate course planning for L2 learners. Such planning should be based on an understanding of the processes and time required for second language acquisition and on the L2 learner's total language skill as determined by the institution's assessment process. Because L2 learners' language skills may develop at different rates, counselors and advisors should not mistake an apparent high level of ability in one skill as indicating the same level of proficiency in another. A student who speaks English fluently, for example, may not read or write at the same level. Likewise, a student who demonstrates good understanding of conversational English may not exhibit the same level of understanding when listening to an academic lecture.

An effective counseling and advising program also takes into account the language demands of various courses. As they guide L2 learners, counselors and advisors should have a firm knowledge of the English skills required for different content area courses. At all levels of education, for example, lecture and laboratory classes, discussion-based courses, and large lecture-hall classes each require different kinds of listening and note-taking abilities. Some science courses may require little writing, but excellent listening skills, while composition skills may be essential for success in a history or social ecology course. In advising L2 learners about such courses, counselors or advisors should suggest that they plan their enrollment in content area

courses to coincide with their progress in mastering English. Unfortunately, it is common for both L2 learners and non-ESL professionals to underestimate the time required for an L2 learner to reach parity with a native speaker of English. It is not surprising that L2 learners often attempt classes beyond their level of linguistic readiness.

Not only must counseling and advising services be available and readily accessible to students, but students must also be encouraged to seek them out. For a variety of reasons, L2 learners may avoid these services, which they do not always view as crucial to their success. In fact, the concept of counseling or advising may be an entirely new one to the L2 learner. Especially when this type of service did not exist in the student's previous school environment, the student may not fully understand or appreciate the function which counseling can play in his or her academic success. The close link between use of counseling or advising facilities and student retention and academic success, if pointed out, can be an encouraging factor in prompting L2 learners to seek out such services.

Unfortunately, many institutions are currently responding to the decreased state budget by cutting back such services to students and increasing the student to counselor ratio at schools. This practice is not in the interest of students and may decrease the number who go to or persist in college, especially in the case of L2 learners.

<u>EFFECTIVE PRACTICES for counseling and advising L2 learners:</u>

- selecting a counseling and advising staff that is culturally and linguistically diverse, representing the student body being counseled.
- giving counselors and advisors special training in the needs of L2 learners, including their understanding of the benefits of ESL programs.
- familiarizing counselors and advisors with the explicit as well as the implicit language requirements for all courses and programs at their institution in order to direct students in the earlier stages of the L2 process to courses where the language demands are less intense.
- making current information available to counselors and advisors on ESL-related entrance requirements at the next higher educational unit.

- offering L2-oriented counseling and advising that addresses personal, as well as academic issues.
- devising mechanisms for reviewing outcomes of counseling and advising L2 students.
- providing services for the special needs of international students (e.g., visas, work permits).

OTHER SUPPORT PRACTICES AND RESOURCES

Other support practices include peer and staff tutoring in ESL and content areas, specially designed programs (bridge programs, cluster models, Puente Programs, EOPS), reading and writing labs, learning resource centers, mentoring, and course progress reports (i.e., early alerts).

All segments generally provide additional support services which are available to all students and in some cases may be specifically designed for the L2 population. For example, tutoring services provide students with out-of-classroom support for specific classes and needs. Many institutions have tutorial centers that are available on either a drop-in or appointment basis. These centers employ peers or staff tutors to work with students individually or in small groups.

Additional support practices available are the various specially-designed programs which address academic readiness and assist students in the transition from one segment to the next. Though differing in design, these programs share common features such as offering curricula tailored to specific learner populations, adjusting the intensity of instruction, providing cross-curricular focuses, and monitoring the degree of tutorial and counseling services provided. Some examples of these programs are the *Humanitas* or "cluster" models at the high school level, the Puente Project at the community colleges, the Intensive Learning Experience and Learning English for Academic Purposes (Project LEAP) models currently in place in the CSU system, and bridge or adjunct model and writing intensive courses employed in the UC system. Supplementing these curricular practices are other "early alert" instructional practices which exist to improve student success in courses. At the high school level, these practices take the form of course progress reports (i.e., early alerts) issued to students at specified points in the instructional process. At community colleges students having difficulty in their courses may be referred to

assistance services mid-semester through a state-required follow-up procedure. In the CSU and UC systems, mid-term notifications may also be used to alert students that their work is below standard.

Other support includes reading and writing labs and learning resource centers such as language laboratories and video resource facilities. In these centers, students can listen to or view audio or video tapes of ESL instructional materials. There may also be archives of videotaped content lectures which students can use for review purposes. Such centers assist students in improving both language and content-area performance.

Another component of some programs is faculty, community, or peer mentoring in which L2 learners are linked with an appropriate individual who shares experiences and provides academic and occupational guidance. The mentor may also provide an important link with the community and reinforce counseling and advising services.

Though the above support practices and services are critical for the success of L2 learners, they are not uniformly available across the segments. Several reasons exist for this condition. First, availability of such services and practices is impacted by funding cuts. Second, institutional priorities also play a role in both the scope and funds allocated, so that support is available only when it is recognized as a need or mandated by policy. Even when such programs exist, they may not have been designed with the L2 learner in mind, and the personnel involved in the delivery of these services may not have experience, expertise, or training in working with second language populations. In addition, as materials and resources used in these support services may not have been designed with L2 learners in mind, they may be inappropriate.

EFFECTIVE PRACTICES for support services for L2 learners:

- providing readily available and accessible services.
- informing and encouraging students, on an ongoing basis, to seek out services.
- selecting peer tutors and counselors who reflect the ethnic and linguistic diversity of the student populations.

- selecting peer and staff tutors who are trained in effective tutoring methods, including those which help students become more independent learners, and in linguistic issues that affect student learning.
- providing in-service training to relevant personnel in the language acquisition process and in issues involving cross-cultural sensitivity, as well as in techniques designed to make communication with L2 learners more comprehensible, including ways to check for comprehension.

FACULTY ISSUES

Faculty issues refers to the qualifications and policies pertaining to part-time and full-time faculty who provide instruction for L2 learners.

QUALIFICATIONS FOR ESL FACULTY

In order for faculty to best serve the needs of L2 learners, they must be appropriately educated in the discipline of Teaching English as a Second Language (TESL). Minimum qualifications for hiring ESL faculty have recently been established in most segments.

At the high school level, in addition to having a secondary teaching credential, high school ESL teachers must have a Language Development Specialist Certificate (LDS), a Bilingual/Bicultural Certificate of Competence (BCC), a Cross-cultural, Language, and Academic Development Certificate (CLAD), a bilingual CLAD (BCLAD), or an ESL Supplemental Certificate. However, teachers may sometimes sign a teacher-in-training document while completing a certificate, or they may obtain an emergency waiver if they have a baccalaureate degree and have passed the California Basic Education Skills Test (CBEST), permitting them to teach while they are enrolled in a teacher credentialing program.

Qualifications vary somewhat in the higher education segments, though a M.A. in TESL generally serves as a minimum qualification. In 1987, the California Community College Credential was replaced by the requirement that all instructors hold a master's degree ESL

instructors at the community college must hold a M.A. in TESL, or a M.A. in a related field and a TESL Certificate. This requirement may also be met through a locally-determined equivalency process.

There are no uniform requirements for teaching ESL at the CSU or UC. Generally, CSU requires a Ph.D. degree in linguistics, TESL, or a closely related field to teach full-time. Such full-time faculty typically teach in linguistics or TESL master's programs but may also teach some ESL classes. Part-time faculty usually have a master's degree in TESL, or a M.A. in English or a closely related field with a certificate in TESL. Both full-time and part-time faculty with no special qualifications may be assigned to ESL classes. Qualifications are established at the department level. Full-time and part-time UC faculty teaching matriculated students may be professors or lecturers. Professors (tenure-track, visiting, and temporary) must hold Ph.D. degrees. Lecturers have master's degrees in TESL or a related field. These faculty may also teach in M.A~-TESL or Ph.D. programs.

QUALIFICATIONS FOR OTHER FACULTY

K-12 teachers who teach subjects other than ESL, like their ESL counterparts, must complete a course on multiculturalism in order to qualify for a credential. In addition, any teachers assigned to a content course designated bilingual must have a BCC or a BCLAD credential; teachers assigned to a class designated as sheltered must have an LDS, BCC, CLAD, or BCLAD.

At other education levels, there are no special requirements for non-ESL faculty who have L2 learners in their classes. However, these faculty have been encouraged to learn how to better meet L2 learners' needs and more effectively communicate course content. In part, this effort ha~ come about at the community colleges through the requirement that the success of under-represented students be evaluated. This need for faculty awareness of L2 learners' learning needs and characteristics is equally important at the CSU and UC.

FACULTY DEVELOPMENT AND COLLABORATION

As important as ESL faculty are in serving ESL students, they cannot begin to do the job by themselves. In most programs, ESL students spend only a small part of their school day with ESL teachers, if they spend any time at all. Most of their time is spent with teachers in other disciplines. Therefore, developing academic language skills for ESL students must be viewed as the task of teachers in all disciplines and at all levels, since L2 learners remain engaged in the process of language development throughout their academic lives.

In order to serve L2 learners, content-area faculty need information about who second language students are, including the amount and kind of education they received in their home countries, their length of residence in the U.S., their educational experiences in the U.S., and the results of assessment. They also need background in second language acquisition and multi-cultural communication. Most importantly, they need help in designing instruction that will be accessible to the L2 learners in their classes and that will contribute to these students' language development and add to their repertoire of learning strategies. Teachers need to learn interactive teaching techniques that will make the second language students in their classes active users of English. Finally, they need to find ways to assess fairly the learning of second language students in their classes. This is currently being addressed at the high school level by the qualification requirements for content teachers. For content teachers in the higher education segments, these objectives can best be accomplished through both formal faculty development and an ongoing informal dialogue among ESL faculty and faculty in other disciplines.

ESL faculty can be instrumental in educating content-area faculty in how best to serve L2 learners in their classes. For example, one promising model offers adjunct classes to accompany content courses, thus giving L2 learners an opportunity to develop the study strategies they need to be successful in a biology or history course. Another idea is for L2 freshmen entering the university to take ESL composition classes that are paired with lower-division general education classes. In such a program, ESL faculty work closely with faculty teaching courses ranging from computer science to psychology to ensure that the ESL courses support the content courses. In the process, the content faculty learn new and more effective ways of reaching the L2 learners in

their classes. The key to the success of these programs is the close cooperation between ESL core faculty and the faculty teaching the content courses. When language development becomes a team effort rather than the sole responsibility of the ESL faculty, students and faculty both benefit.

IMPLEMENTATION OF QUALIFICATIONS

Insuring that ESL teachers are knowledgeable in the areas of linguistics, second language acquisition, TESL methodologies, and cross-cultural issues in the form of minimum qualifications for hire has come a long way in the last decade. Implementation of minimum qualifications, however, remains somewhat problematic at all levels.

In the high school segment, there remains a scarcity of teachers who hold the appropriate credentials to teach ESL or sheltered classes. As a result, many teachers are currently employed through the emergency credential process. These teachers, some of whom hold only B.A. degrees, are allowed to teach through the waiver process and typically have two years to complete the requirements for the secondary credential. Others sign a teacher-in-training document, agreeing to obtain the appropriate certificate (e.g., LDS) in a determined time period, typically two to three years.

Before the replacement of credentials in community college system, ESL teachers were required only to have experience teaching a basic skill, and no discipline-specific course work was demanded. Even though some community college districts have interpreted the equivalency process to allow teachers with no specific TESL course work to be qualified for hire, most colleges have followed the intent of the change in teacher preparation requirements and upgraded their faculty in this area.

In addition to teaching qualifications, another hiring issue affecting the quality of ESL instruction in higher education is the tendency of colleges and universities to rely heavily on part-time instructors and teaching assistants. In areas of rapid growth like ESL, part-time faculty are typically hired to fill the immediate need. They are less expensive than flail-time faculty, and they

do not acquire tenure. However, in times of budget cuts, the lack of institutional commitment to part-time faculty makes these ESL part-time faculty the first to be eliminated. The result is that programs of recent growth and those in the highest demand (i.e., usually those intended for ESL students) tend to be reduced before older, more established programs are reduced, despite the often greater demand for more ESL offerings.

Because full-time instructors are typically fully integrated staff members and do not suffer the marginalization part-time faculty often encounter, they are essential in assuring that institutions meet the L2 learners' needs. A strong core of full-time faculty plays a central role in developing programs that match the needs of second language learners and acts as advocates for them on the campus and in the community. ESL faculty also serve as sources of information about L2 learners and ESL course offerings to administration, staff; faculty from other disciplines, and the rest of the student population. They ensure that ESL courses prepare students for transition to mainstream English courses and support the other courses students are concurrently enrolled in, and they foster in ESL students the learning strategies they will need to be successful. ESL faculty communicate the L2 learners' unique needs to the counseling staff and are themselves active advisors of L2 learners. ESL faculty also offer teachers in other disciplines help in adapting their instruction to the needs of L2 learners without watering down their standards or course content.

<u>EFFECTIVE PRACTICES for ensurin2 well-qualified faculty teach L2 learners:</u>

- selecting qualified ESL faculty informed about English linguistics, second language acquisition, TESL methodologies, and cross-cultural issues.
- having a core of fill-time faculty for program development, and to serve as L2 learner advocates and as information sources to the campus on L2 issues.
- providing incentives for part-time faculty to participate in curriculum development and other critical aspects of ESL program development.
- encouraging collaboration models among ESL and non-ESL faculty on topics related to the education of L2 learners.
- providing professional development for non-ESL faculty on issues related to meeting the

needs of linguistically diverse students, such as adapting courses, materials, and teaching and assessment methods.

L2 DATA COLLECTION

L2 data collection refers to the systematic gathering of information about L2 learners within an across individual institutions and educational segments. The data can be used to examine issue such as student populations, retention, language diversity, access, success in courses, persistence, and language proficiency.

Recent legislation is leading California education toward increased accountability, suggesting the need for institutional research to determine how well segments are addressing the needs of the state's second language population. The impetus behind this legislation is to ensure access and success to students, meaning that schools should admit, assess, and counsel students to help them succeed. It also means that schools are required to follow up on students' progress and evaluate the effectiveness of institutional policies and practices.

Data on California L2 learners are collected through a variety of sources. K- 12 information gathered by census and through the Department of Education on a regular basis. As a result of legislation, community college data are electronically reported to the Chancellor's Office through Management Information Systems. In addition, each community college is required to develop plan for student success, including validation of assessment instruments and prerequisites, as well as evaluation of how students who were assessed and placed in pre-collegiate level courses and ESL succeeded in subsequent courses. In contrast, at this time, neither the CSU nor UC has a systematic institutional data collection on L2 learners.

As documented in the Bibliography, there is a wealth of literature describing research in second language acquisition, ESL teaching methodology, changing demographics, and individual ESL and bilingual programs, as well as studies that are generally initiated by individual researchers or a team of researchers from a particular school or district. However, there is a paucity of systematically collected institutional data to support research on student populations, retention,

persistence, language policy, and language proficiency.

Even with legislation prompting research, information about L2 learners is limited in the higher education segments because data are collected on students' ethnicity rather than their language. The community colleges collect data on ESL course enrollments; however, a problem results because ESL courses offered through an English, Speech, or vocational department, for example, may be given the code *of* that department, thereby obscuring an accurate enrollment count of ESL students. The only extant system-wide information on L2 learners and ESL programs has been collected through surveys conducted by individuals, sometimes with the support of the Chancellor's Office. As mentioned earlier, the CSU system does not identify L2 learners at the time of admission or during the placement process, thereby resulting in a lack of meaningful data collection about such students. Nonetheless, a continuing recommendation of ESL faculty has been that mechanisms be established to enable institutional research about L2 learners in the CSU system so that informed decisions can be made about how they can best be served.

<u>EFFECTIVE PRACTICES for improving institutional and system-wide research:</u>

- using a uniform, system-wide application with L2-relevant data elements.
- systematically collecting other data to establish L2 learner needs.
- using these data to examine retention and persistence rates for L2 learners.
- devising a means to access system-wide data in all segments.

ARTICULATION

Articulation refers to the agreements and efforts which exist between educational segments to coordinate students' educational goals and standardize institutional practices; the purpose of articulation is to inform all involved parties of these goals and practices in order to ease the transition of students from one segment to the next.

TRANSITION BETWEEN SEGMENTS

Formal articulation agreements exist among the various educational segments (e.g., between a

high school and a state university or UC campus, or between a community college and a state university or UC campus). These agreements govern the courses which a student must have completed before being admitted to the next higher educational segment. They also govern which courses taken at one institution are considered equivalent at a sister institution, or at institutions belonging to the next higher segment.

Articulation efforts may be either formal (e.g., coalitions or intersegmental committees such as the one that produced this document) or informal (e.g., attempts by those involved to impact the articulation process). Professional organizations or special interest groups (such as CATESOL, CABE, MALDEF, or California Tomorrow) often exercise their influence in improving articulation practices. (See Appendix B for a list of these organizations.)

Entrance to the CSU and UC campuses by transfer students is aided by local course-by-course agreements between individual CSU and UC campuses and community college campuses. To facilitate transfer, students may have their lower division general education courses from a community college certified through the Intersegmental General Education Transfer Core Curriculum (IGETC) agreement. Local "Articulation" or "Transfer Credit" agreements ensure that transfer students receive credit toward their majors for specified courses taken at the community college from which they transferred. In addition to transfer agreements between individual CSU and community college campuses, the CSU has implemented the statewide California Articulation Number (CAN) system, which identifies community college courses that are transferable and considered equivalent at participating campuses. CSU campuses also participate with community colleges in the statewide Transfer Center Project, a consortium through which the two segments provide information and assistance to transfer students.

ESL students are governed by the same articulation agreements as all other students in the state of California. This means, however, that to progress from one segment to the next, they may require a longer time since they must complete any ESL requirement in addition to other courses specified in the articulation agreement.

Typically, intersegmental articulation agreements do not govern ESL course work. Thus, students often do not receive credit for ESL courses when they *transfer* to another campus within a given segment or when they move from segment to segment. As a result, they may be required to be retested for their English language skills when they enter the new institution (see the Assessment section of this document) and do further ESL course work. Having a common language to discuss ESL students' skills would enable more informed cross-segmental exchange. The Second Language Proficiency Descriptors attached to this document are one attempt to facilitate this discussion and thus inform articulation efforts.

PROBLEMS WITH EARLY MAINSTREAMING

Just as the cognitive demands on students increase as they move from high school to community college to university, so too do the linguistic demands. For example, L2 skills that are adequate to meet high school needs may be less than adequate to meet community college needs. Similarly, students possessing adequate linguistic skills to cope at the community college may experience difficulty in upper division university courses. It is therefore no surprise that the L2 level required to mainstream students in English courses designated for native English speakers increases as students move through the segments.

The existing articulation agreements between the high schools and the CSU or UC systems require that ESL students complete four years of high school English instruction before qualifying to apply for college or university admission. Since many ESL courses do not fulfill CSU or UC entrance requirements, high school ESL students who wish to pursue higher education are frequently mainstreamed into regular English classes before they are ready as part of an attempt to qualify them for college admission. Many students who follow this path later find themselves underprepared for coping with the language demands of the community college or university. As a result, they are often required to take ESL courses after they have entered a college or university, despite having completed ESL at the secondary level.

EFFECTIVE PRACTICES for intersegmental articulation:

- creating a systematic means for intersegmental communication among ESL professionals at

the local level.

- increasing participation of ESL faculty in their own professional organizations such as CATESOL, CABE, and CASBE, many of which support actions which facilitate the transition of students from segment to segment.
- using documents such as the Second Language Proficiency Descriptors to facilitate movement between the segments.
- creating channels of communication between ESL professionals and others (counselors, advisors, admissions officers, and English faculty) who work with ESL students to deal with articulation issues.

ACCESS TO ESL COURSES AND THE CORE CURRICULUM

Providing access to the curriculum requires offering a sufficient number of ESL courses, having an ESL curriculum broad enough to address all areas of language proficiency, and ensuring that content faculty are able to convey curricular concepts to L2 learners.

EFFORTS TO IMPROVE ACCESS

Access to services and persistence to graduation are critical issues for L2 learners at all levels. Secondary schools are required to give L2 learners access to the core curriculum needed for graduation as well as to provide classes which develop English language proficiency. In order to provide more meaningful access at the secondary level, these courses are often taught using SDAIE (Specially-Designed Academic Instruction in English; see Bibliography under "Multicultural Classroom") depending on the student's level of proficiency in English. Bilingual programs are also used to give students access to the core curriculum in their Li (i.e., first language) at the same time that they receive a sequence of ESL instruction. In such programs, Li literacy skills and content knowledge are taught in the first language at the same time that students are acquiring English language skills. Emerging English-dominant L2 learners may also be served by bilingual programs which use instruction in the students' first language to enable them to access conceptual knowledge in various content areas and maintain their home language. English language development (i.e., ESL) is a component of such programs. With the current implementation of the CLAD or BCLAD credential, the K-12 system is making significant strides

toward ensuring access to the core curriculum for all L2 learners it serves.

Community colleges are mandated to identify and address barriers to educational access. If barriers related to L2 proficiency are found to exist, campuses must develop ways to address them. Community colleges are also required to offer the full spectrum of ESL courses, so departments typically offer courses ranging from beginning to advanced levels, often in the four skills areas (listening, speaking, reading, writing), as well as in grammar and pronunciation. ESL courses with transfer or degree-applicable credit are offered in over half of the community colleges. On some campuses ESL instruction is linked to both vocational and academic courses; a few campuses also offer sheltered or bilingual instruction to ensure L2 learners' access to the curriculum. In addition to offering ESL courses, some community colleges prepare faculty in content courses to work with a diverse student population by providing in-service training.

For ESL students at the CSU and UC, access is addressed largely through the mandated basic skills and composition programs. Within these programs, knowledgeable ESL faculty throughout the system have created a variety of courses designed to give ESL students the language skills they need to do university level work. On some campuses, summer bridge programs or adjunct courses offer L2 learners additional support in content-area classes.

BARRIERS TO ACCESS

Despite efforts by all segments of California education to improve access for every student, meaningful access still eludes many L2 learners. At the secondary level, many ESL courses and SDAIE courses do not meet the requirements for entrance into the CSU and UC. Because high schools want L2 learners to graduate in a timely fashion, schools feel pressured to mainstream such students in the shortest possible time. This goal often results in ESL and SDA]E instruction being cut short before the student is able to function at a language level that would allow success in higher education. In fact, in some districts, students are required to score only at the 33rd percentile to be reclassified as FEP. A few districts require students to complete one or more English courses designed for native speakers before graduation. Such practices limit the amount

of specialized instruction the student receives to develop second language proficiency. Also, these courses may not feed into college preparatory courses, a limitation which further impedes students' access to higher education. High school students who *are* unable to mainstream quick enough to graduate are often sent to adult education programs that offer ESL and high school subjects. Unfortunately, few of these students exit with a diploma, and even fewer go on to higher education. In addition, meaningful access is limited in some schools by a lack of appropriate textbooks and materials or appropriately trained teachers. Many continuing teachers are reluctant to pursue the CLAD or BCLAD credential in the absence of sufficient financial incentives. This reluctance, however, may result in their not having the skills to create content courses accessible to L2 learners.

At many community college campuses, there is a tension between offering reasonable numbers of ESL courses to meet the demand and seemingly shifting the focus of the college from serving as a transfer institution to becoming an "ESL college." On the one hand, colleges are required to have prerequisites in place where they are appropriate, and ESL courses are logical prerequisite for many college courses. However, colleges are also required to offer sufficient numbers of sections of any prerequisite course they have. With colleges struggling to operate within increasingly constrained budgets, adding classes is often not an option, and shifting money from other programs limits breadth and is predictably unpopular. The result is that L2 learners are caught between political or philosophical struggles and financial reductions that leave them with too few classes and too little real access to education.

Another factor that discourages increasing the number of 7ESL offerings is that these programs are in many cases fairly new additions to the community college segment. Not until the 1980's ESL programs begin to be developed on a broad scale in this segment. Because of the financial cuts caused by Proposition 13 in 1978, community college funding has been limited throughout this entire period of L2 population growth. The choice for individual campuses is often between adding sections of ESL courses or maintaining existing offerings in other programs. Many colleges have addressed the problem by adding sections of ESL taught by part-time instructor who are then vulnerable to layoff.

Another way in which colleges have sought to fund additional ESL classes is by offering courses for non-degree applicable credit, for which various supplementary funding sources exist. However, these courses do not count toward graduation or transfer, so ESL students are understandably reluctant to enroll in them. Some colleges have pressured ESL programs to change their offerings from degree applicable credit to non-degree applicable credit; however, such credit redesignations are unfair to the student, especially when the courses being redesignated continue to meet Title V Education Code standards for degree credit in their rigor and content. Another problem is that the non-degree applicable courses may not feed directly into credit courses.

Meaningful access for L2 learners in the CSU and UC systems is limited by several factors. Not all campuses offer appropriately designed composition courses taught by qualified instructors. Also, few campuses offer instruction in skill areas other than writing, in part because of the emphasis on freshman composition and, in the CSU, because of the focus on preparing students ultimately for the Graduation Writing Assessment Requirement. Thus ESL students' need for instruction in speaking and listening is most often ignored by the campuses as well as by the students, who do not perceive a need since they are not directly asked to demonstrate proficiency in those areas in order to graduate. Nevertheless, a lack of proficiency in such skills can limit a student's access to the curriculum. Many campuses do not offer ESL instruction at the upper division and graduate levels, although students often need to continue developing higher levels of language proficiency as they encounter progressively more demanding course work. Also, because up to 80% of L2 learners at some campuses are transfer students who are not held for ESL courses, their language needs may not be addressed at all.

The CSU and UC have only recently recognized ESL as a discipline. Programs tend to be small and to employ a disproportionate number of part-time faculty who, like their community college counterparts, are vulnerable to layoff during lean budget years. Also, since ESL programs are usually housed in larger, traditional academic departments such as English and Linguistics, they are forced to compete with those more powerful programs for limited resources, often losing

out in the process. The same scarcity of resources limits the amount of support that can be provided to L2 learners through other services such as orientation, counseling and advising, an tutorial and other support practices. Some discussion has taken place about the feasibility of having the CSU and UC systems contract with community colleges to offer basic skills and ES instruction. With the number of L2 learners in the state increasing, such a move would further limit university access. Already strained ESL offerings at the community colleges would not only be further impacted but would also be separated from the university curricula they are designed support. In addition, the community colleges, already strained from shrinking budgets and growing numbers of ESL students, would be hard pressed to take on the additional responsibility.

L2 learners' access to the university curriculum is also restricted by limitations on courses specifically designed to help them develop language skills. Access is further limited by a lack of programs designed to provide professional development for content faculty so that they can make their course lectures, texts, and materials accessible to L2 learners. Writing Across the Disciplines programs deal with some of these issues, but do not focus on L2 learners. Only one CSU campus has a full-fledged program to train faculty in effective instructional delivery practices for L2 learners. There is no systematic attempt on the UC campuses to equip faculty to address L2 learners' needs.

EFFECTIVE PRACTICES for improving access to the curriculum for L2 learners:

- offering appropriately designed courses to meet the language development needs of ESL students.
- keeping students in appropriate courses until their language acquisition needs have been met This may mean designing advanced level ESL courses, offering ESL courses for college credit, and offering ESL and SDA]E courses at the secondary level that meet CSU and UC admission standards.
- using appropriate textbooks and materials.
- requiring appropriate qualifications for ESL teachers.
- offering a reasonable number of sections of ESL classes at the community colleges and four year universities.

- staffing a reasonable proportion of ESL classes with full-time ESL faculty.
- addressing the language needs of L2 learners at all levels in speaking, listening, reading, and writing.
- offering adequate support for L2 learners, including orientation, counseling, and advising, and tutorial and other support practices.
- providing special training for tutors, counselors, and others who serve L2 learners.
- providing faculty development for content-area faculty in how to work with L2 learners.

III. **CONCLUSIONS**

California public education has recognized the need to provide access to all students. Statewide acknowledgement of the differing needs of the L2 populations has led all educational segments to try to tailor their services appropriately. Specialized training of ESL teachers is now required for K-12 and community colleges, and instructional practices are, as a result, improving in the ways they meet L2 learners' needs. The advent of SDAJE and adjunct courses at high school and universities, respectively, offers students specific inroads into the regular curricula in these segments. In-service opportunities to learn about L2 learners and credential requirements of K-12 teachers that require cross-cultural awareness are clear and positive responses to L2 issues. The recognition on the part of the community colleges that ESL students have special testing and student services needs and that placement tests and prerequisites must be valid in order to be fair are big steps forward, as well.

In addition, recognition on the part of ICAS and recent legislation to address articulation needs of L2 learners have led to efforts such as the ones that produced this document. Identifying specific needs for second language descriptors by groups outside the ESL profession has provided the needed catalyst to move such projects forward.

Despite these efforts, many factors still appear to impede the educational segments' abilities to deliver a full span of effective services and support to L2 learners. Regardless of the segment, there is strong internal pressure to expedite ESL students' progress through the segment and to quickly mainstream them. In part, this pressure stems from state and local accountability models that view student completion rates, as opposed to competencies, as a measure of the system's success. Each segment is affected by non-academic pressures for students to pass courses and to graduate; often these pressures are at odds with the students' attainment of more meaningful educational goals. In the case of ESL instruction, each segment is faced with the challenge of delivering effective instruction under time constraints which mitigate against genuine teaching and learning. As a result, many students exit the system unable to effectively access the next higher segment.

Compounding the above problem is the fact that the provision of ESL services is uneven at all

segments, with some institutions providing a broad range of services for L2 learners and others offering little if any support. Within these institutions, ESL instruction is often mistakenly viewed as remedial rather than as a legitimate discipline. In the community college segment and at certain campuses of the CSU and UC systems, placement of students into ESL classes is advisory rather than mandatory, with students who might genuinely need ESL instruction allowed to self-select courses and enroll in mainstream English classes. At the secondary level, provision for ESL courses is complicated by the fact that new L2 learners enter the system at any point, often with little or no English. The expectation, however, is that all students upon exit from high school will demonstrate an appropriate level of English proficiency--clearly an unachievable expectation given the complex nature of second language acquisition and the time needed to master academic language skills.

Strengthening communication among the segments will lead to clearer articulation of ESL courses at each juncture. One aide to that process will be the Second Language Proficiency Descriptors which to be maximally useful should be promptly tied to language samples and assessment instruments in each segment. The development of critically needed ESL assessment instruments, especially those designed to be used intersegmentally, must also begin as soon as possible. In addition, creation of segmental databases that include L2 learner information will facilitate intersegmental research that is pivotal to this population's ongoing educational success.

From a statewide perspective, additional factors also compound the problems L2 learners face. California's adoption of an English-only language policy, despite its status as the state with the largest language minority population in the U.S., is a major impediment toward recognition of the L2 population as a rich resource. This language policy carries with it several negative and erroneous implications. For example, it implies that the L2 population is a temporary phenomenon and that demographics and language can and should be legislated, when in fact multilingualism and multiculturalism contribute to the well-being and stability of the state.

Rather than view and treat this population as a liability, the segments must strive to find ways to capitalize on the linguistic and cultural diversity which L2 learners bring to the state. From a

broader perspective, a multilingual, educated workforce can more effectively function in the global marketplace. Thus our language policy should not strive to eradicate ESL students' first language, but rather to allow students to maintain their first language and cultural backgrounds and build upon these as they acquire sophisticated academic language skills in English. At the same time, we must ensure absolutely that L2 learners in our schools have every opportunity to learn English in effective and meaningful ways, and that in doing so they can access all levels of education as readily as anyone else. We also need to recognize that a large, educated, language-proficient population contributes greatly to community stability, harmony, and economic viability. A shared language, such as English, is not merely a vehicle for communication but for a participative and contributory role in one's society, as well. Thus the key to California's future social and economic well-being rests in large part upon the provision of effective and adequate pathways to provide consistent, meaningful language instruction for all of its richly promising and valuable L2 population.

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The following bibliography is intended as a resource for those who wish to do further reading on a topic that has sparked particular interest. The bibliography is divided into two sections: materials available from commercial publishers and documents available from California educational agencies. The first of these categories is divided into three main areas of interest: 1) learning a second language; 2) the multicultural classroom; and 3) assessment of second language learners. For addresses of the sources mentioned in category II, see Appendix B.

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IV. USER'S GUIDE

SECOND LANGUAGE WRITING PROFICIENCY DESCRIPTORS

California Pathways (1996) describes the richly diverse and often difficult routes second language (L2) students must travel to reach their educational goals within Californias K-12, community college, and four-year university segments. The *California Pathways* language proficiency descriptors are a response to the long-standing need to describe the continuum of ESL proficiency levels across the segments of education in California for the language skills of speaking, listening, reading, and writing. The descriptors offer a common vocabulary that characterizes the stages of English second language acquisition to enable those who work with L2 learners to:

- discuss the continuum of L2 proficiency levels
- refine placement levels within programs
- develop or revise ESL curricula
- evaluate tests
- interpret courses within and across segments

Since their publication in *California Pathways,* the writing descriptors have gone through several steps in a validation process recommended and partially orchestrated by the Center for the Study of Evaluation at UCLA. Writing samples were collected from second language learners in programs in California schools, colleges, and universities. Groups of expert (ESL specialists) and non-expert users (others who work with L2 learners) used the descriptors to sort the samples of student writing. In a separate process, members of the *California Pathways* project revised the descriptors in light of the users comments and suggestions and their own experience in applying them to authentic student writing. They identified and attached appropriate writing samples for each level and annotated those samples to assist in the use of the descriptors.

The descriptors are intended to assist ESL professionals in comparing L2 writing proficiency across the segments of high schools, community colleges, and four year universities. The writing of a writer in the intermediate band may exhibit many of the same features whether that writer is

a student in a high school, a community college, a CSU, or a UC. The descriptors describe language performance and do not necessarily correspond to the way in which segments of programs identify L2 learners. The continuum of the descriptors ranges from absolute novices to highly proficient users. Students at all of almost all of the ranges can be found in each segment. However, a particular range on the descriptors may characterize more students in one segment than in others. Because of the policy of open access in the high schools and community colleges, many more students in these segments will be found in the novice and intermediate bands.

Fewer students in the novice band will be found in the California State University system because of its more demanding admission requirements. The University of California serves the large number of students in the highest bands because it is highly selective and offers doctoral programs in which superior and distinguished writers are most likely to be found.

SOME UNDERLYING ASSUMPTIONS

- The writing descriptors apply not only to students identified as English Learners (EL) or English as a Second Language (ESL) students but also to students who have a first language other than English who are not identified or are no longer identified as needing special instruction. The writing of these learners, who often use English as their dominant language, may be marked by ESL features even after many years of education in California schools. The descriptors apply equally to second language learners in mainstream classes who have been reclassified as no longer requiring ESL instruction and to students still classified as ELL or ESL.

- The descriptors do not correlate with different segments. Superior writers can be found in high school while mature adults in a four-year university may only be intermediate level writers.

- The descriptors do not correlate directly with particular courses or curricula. A course may overlap several descriptor levels.

- The length of time students have spent learning English does not correspond to their language proficiency as described by the descriptors. Many variables affect the language learning process including first language background, motivation, age, and quality of schooling.
- The time it takes a student to move from level to level varies. Acquisition of academic English can be an especially lengthy process. Command of academic English requires the ability to respond to, analyze, and evaluate the written texts of other writers and to produce such academic forms of writing as expository essays, argumentative essays, literary criticism, research papers, and laboratory reports. Although students may be able to carry on everyday, informal communication much earlier, they may require ten years or longer to be

able to function in an academic setting at a level equivalent to proficient native speakers. Progress tends to be much faster at the lower levels while the literacy demands become progressively higher as students move from secondary to college to university to post-graduate levels.

- The level of proficiency in one skill may not indicate the level in other skills. A student may be advanced in oral English but intermediate in writing, or vice versa.

HOW TO USE THE WRITING DESCRIPTORS:
MATCHING COURSES TO THE DESCRIPTORS

As you prepare to use the writing descriptors in your program, here are some suggestions:
The descriptors have been categorized in four broad bands:

NOVICE: Writers at this level demonstrate little or no independent competence in communicating through writing and little or no control of vocabulary, grammar, and sentence structure.

INTERMEDIATE: Writers at this level demonstrate competence in communicating through writing and developing control of vocabulary, grammar, and sentence structure.

ADVANCED: Writers at this level demonstrate strong competence in communicating through writing and control of vocabulary, grammar, and sentence structure.

DISTINGUISHED: Writers at this level demonstrate sophisticated competence in communicating through writing and mastery of vocabulary, grammar, and sentence structure.

These four bands are designed to capture the characteristics of writers at that general level of proficiency; the levels refine the larger categories. Begin by carefully reading the bands. Then note how the sub-bands add detail and specificity. The writing samples provided represent writing at the entry for each level. Remember that the descriptors describe observable written language performance.

Read each writing sample and accompanying commentary with its corresponding descriptor. For example, Sample #1 illustrates the Novice-Low descriptor. The descriptors are designed to focus on particular language features that occur in writing at a specific proficiency level. Consider only the features in the descriptors to discriminate between levels.

When reading the samples and the accompanying commentary, note how the descriptors have been applied holistically. Every characteristic at a level may not apply to a particular paper, the descriptors generally describe what the writer has accomplished.

Characteristics that are important at one level may not be as important at another level. Simply getting an idea on paper stretches the limits of a writers proficiency at the novice level so the descriptors at that level address degree of independent expression. At the intermediate levels issues of development begin to emerge, while at the advanced levels the question of rhetorical effectiveness is paramount.

After you have read and the descriptors and seen how the writing samples exemplify entry-level writing at each level, complete the "Coursed/Descriptor Grid" to match your institution's courses to the writing descriptor levels. When you are finished, you will have a profile or composite view of the writing proficiency of students in your program. is similar to the task used for the and papers.

Second Language Writing Proficiency Descriptors (Table Format)

	COMMUNICATIVE SUCCESS	WRITING SKILL/ ORGANIZATION/ FOCUS:	DEVELOPMENT/ SPECIFICITY:	VOCABULARY/ WORD CHOICE/ WORD FROM:	SENTENCE STRUCTURE/ GRAMMAR:	SPELLING/MECHANICS :
NOVICE: Writers at this level demonstrate or no independent competence in communicating through and little or no control of vocabulary, grammar, and sentence structure.						
NOVICE-LOW	NOVICE-LOW has almost no writing skills	can copy text or generate words or simple phrase	exhibits no evidence of development	uses very limited vocabulary	lacks control of all aspects of grammar	may make errors in letter shape, size, interval between words, punctuation, etc.
NOVICE-MID	has limited writing skills	produces strings of words or sentences with no clear relationship	exhibits little evidence of development	uses limited vocabulary; lacks awareness of appropriate word choice or correct word form	attempts sentences; lacks control of most aspects of grammar	may rely on first language for spelling; demonstrates limited awareness of sound/letter correspondence and mechanics
NOVICE-HIGH	has emerging writing skills	produces brief text in paragraph-like form	exhibits some evidence of development	uses some common vocabulary; errors in word choice or word form interfere with meeting	produces rudimentary sentences; makes pervasive grammatical errors that interfere with meeting	employs letter/sound correspondences; still exhibits pervasive errors in spelling and mechanics but shows awareness of capitalization and end punctuation
INTERMEDIATE: Writers at this level demonstrate competence in communicating through writing and developing control of vocabulary, grammar, and sentence structure.						
INTERMEDIATE-LOW	produces moderately comprehensible text	may understand topic, but be unable to focus; attempts rudimentary paragraph and/or essay structure	attempts development, but may be very general or limited to a single, short example	uses common vocabulary; word choice or word from errors may interfere with meeting	uses a very limited range of sentence structures; makes interfere with meaning	shows some control of sentence boundaries, spelling, and mechanics
INTERMEDIATE-MID	produces generally comprehensible text	addresses topic, but may be unable to maintain focus; demonstrates developing essay structure	demonstrates development, but may lack specific details	uses a range of vocabulary; word choice or word form errors may occur throughout and may interfere with meaning	uses a range of sentence structures; make grammatical errors that may interfere with meaning	has general controls of sentence boundaries, spelling, and mechanics
INTERMEDIATE-HIGH	produces consistently comprehensible text	addresses topic, but relies on formulaic essay structure to maintain focus	development may be uneven; may support ideas with some	has good command of vocabulary; error in word choice or word occasionally	uses a range of sentence structures; makes some grammatical errors, but they	has good control of sentence boundaries, spelling, and mechanics

			specific detail	interfere with meaning	rarely interfere with meaning	
ADVANCED: Writers at this level demonstrate strong competence in communicating through writing and control of vocabulary, grammar, and sentence structure.						
ADVANCED	produces text with some depth and complexity	can focus on the topic; focus may drift but receivers; has good command of essay structure	uses examples with specific details, though some examples may not be relevant; may be unable to integrate source material when required by the task	attempts higher-level vocabulary; occasional errors in word choice or word form may be distracting but do not interfere with meaning	controls a range of sentence structures; makes occasional grammatical errors which do not interfere with meaning	has command of sentence boundaries, spelling, and mechanics
ADVANCED-HIGH	produces text with depth and complexity	can write effectively with consistent focus; displays strong command of essay structure	uses relevant examples with convincing details; may have difficulty integrating source material when required by the task	uses higher-level vocabulary; word choice or word form errors do not interfere with effective communication	controls a range of sentence structure; may use sentence structures for stylistic purposes; makes occasional grammatical errors that do not interfere with communication	has command of sentence boundaries, spelling, and mechanics
ADVANCED-SUPERIOR	produces rhetorically effective text	can write effectively with clear focus; displays strong command of essay structure with rhetorically effective organization	uses relevant examples with precise details; appropriately integrates source when required by the task	uses sophisticated vocabulary; word choice or word form errors do not interfere with effective communication	employs a range of sentence structure and stylistic devices to achieve a rhetorical effect; has near native-like	has strong command sentence boundaries, spelling, and mechanics
DISTINGUISHED: Writers at this level demonstrate sophisticated competence in communicating through writing and mastery vocabulary, grammar, and sentence structure						
DISTINGUISHED	produces rhetorically effective text	can write effectively with sharp focus; displays sophisticated command of essay structure with rhetorically sophisticated organization	uses compelling examples with vivid details; effectively integrates source materials when required by the task	commands sophisticated vocabulary and nuances of language; no errors in word choices or word form	consistently employs a wide variety of stylistic devices and sentence structures to achieve a string rhetorical effect; has native-like command in grammar	has sophisticated command of sentence boundaries, spelling, and mechanics

SECOND LANGUAGE WRITING PROFICIENCY DESCRIPTORS

NOVICE: Writers at this level demonstrate little or no independent competence in communicating through writing and little or no control of vocabulary, grammar, and sentence structure.

NOVICE-LOW

COMMUNICATIVE SUCCESS

has almost no writing skills

WRITING SKILLS/ORGANIZATION/FOCUS

can copy text or generate words or simple phrases

DEVELOPMENT/SPECIFICITY

exhibits no evidence of development

VOCABULARY/WORD CHOICE/WORD FORM

uses very limited vocabulary

SENTENCE STRUCTURE/GRAMMAR

lacks control of all aspects of grammar

SPELLING/MECHANICS

may make errors in letter shape, size, interval between words, punctuation, etc.

NOVICE-MID

COMMUNICATIVE SUCCESS

has limited writing skills

WRITING SKILLS/ORGANIZATION

produces strings of words or sentences with no clear relationship

DEVELOPMENT/SPECIFICITY

exhibits little evidence of development

VOCABULARY/WORD CHOICE/WORD FORM

uses limited vocabulary; lacks awareness of appropriate word choice or correct word form

SENTENCE STRUCTURE/GRAMMAR

attempts sentences; lacks control of most aspects of grammar

SPELLING/MECHANICS

may rely on first language for spelling; demonstrates limited awareness of sound/letter correspondence and mechanics

NOVICE-HIGH

COMMUNICATIVE SUCCESS

has emerging writing skills

WRITING SKILLS/ORGANIZATION

produces brief text in paragraph-like form

DEVELOPMENT/SPECIFICITY

exhibits some evidence of development

VOCABULARY/WORD CHOICE/WORD FORM

uses some common vocabulary; errors in word choice or word form interfere with meaning

SENTENCE STRUCTURE/GRAMMAR

produces rudimentary sentences; makes pervasive grammatical errors that interfere with meaning

SPELLING/MECHANICS

employs letter/sound correspondences; still exhibits pervasive errors in spelling and mechanics but shows awareness of capitalization and end punctuation

INTERMEDIATE: Writers at this level demonstrate competence in communicating through writing and developing control of vocabulary, grammar, and sentence structure.

INTERMEDIATE-LOW

COMMUNICATIVE SUCCESS:

produces moderately comprehensible text

WRITING SKILLS/ORGANIZATION:

may understand topic, but be unable to focus; attempts rudimentary paragraph and/or essay structure

DEVELOPMENT/SPECIFICITY:

attempts development, but may be very general or limited to a single, short example

VOCABULARY/WORD CHOICE/WORD FORM:

uses common vocabulary; word choice or word form errors may interfere with meaning

SENTENCE STRUCTURE/GRAMMAR:

uses a very limited range of sentence structures; makes grammatical errors that may interfere with meaning

SPELLING MECHANICS:

shows some control of sentence boundaries, spelling, and mechanics

INTERMEDIATE-MID

COMMUNICATIVE SUCCESS:

produces generally comprehensible text

WRITING SKILLS/ORGANIZATION:

addresses topic, but may be unable to maintain focus; demonstrates developing essay structure

DEVELOPMENT/SPECIFICITY:

demonstrates development, but may lack specific details

VOCABULARY/WORD CHOICE/WORD FORM:

uses a range of vocabulary word choice or word form errors may occur throughout and may interfere with meaning

SENTENCE STRUCTURE/GRAMMAR:

uses a range of sentence structures; makes grammatical errors that may interfere with meaning

SPELLING/MECHANICS:

has general control of sentence boundaries, spelling, and mechanics

INTERMEDIATE-HIGH

COMMUNICATIVE SUCCESS:

produces consistently comprehensible text

WRITING SKILLS/ORGANIZATION:

addresses topic, but relies on formulaic essay structure to maintain focus

DEVELOPMENT/SPECIFICITY:

development may be uneven; may support ideas with some specific detail

VOCABULARY/WORD CHOICE/WORD FORM:

has good command of vocabulary; errors in word choice or word form occasionally interfere with meaning

SENTENCE STRUCTURE/GRAMMAR:

uses a range of sentence structures; makes some grammatical errors, but they rarely interfere with meaning

SPELLING/MECHANICS:

has good control of sentence boundaries, spelling, and mechanics

ADVANCED: Writers at this level demonstrate strong competence in communicating through writing and control of vocabulary, grammar, and sentence structure.

ADVANCED

COMMUNICATIVE SUCCESS:

produces text with some depth and complexity

WRITING SKILLS/ORGANIZATION:

can focus on the topic; focus may drift but recovers; has good command of essay structure

DEVELOPMENT/SPECIFICITY:

uses examples with specific details, though some examples may not be relevant; may be unable to integrate source material when required by the task

VOCABULARY/WORD CHOICE/WORD FORM:

attempts higher-level vocabulary; occasional errors in word choice or word form may be distracting but do not interfere with meaning

SENTENCE STRUCTURE/GRAMMAR:

controls a range of sentence structures; makes occasional grammatical errors which do not interfere with meaning

SPELLING/MECHANICS:

has command of sentence boundaries, spelling, and mechanics

ADVANCED-HIGH

COMMUNICATIVE SUCCESS:

produces text with depth and complexity

WRITING SKILLS/ORGANIZATION:

can write effectively with consistent focus; displays strong command of essay structure

DEVELOPMENT/SPECIFICITY:

uses relevant examples with convincing details; may have difficulty integrating source material when required by the task

VOCABULARY/WORD CHOICE/WORD FORM:

uses higher-level vocabulary; word choice or word form errors do not interfere with effective communication

SENTENCE STRUCTURE/GRAMMAR:

controls a range of sentence structures; may use sentence structures for stylistic purposes; makes occasional grammatical errors that do not interfere with communication

SPELLING/MECHANICS:

has command of sentence boundaries, spelling, and mechanics

ADVANCED-SUPERIOR

COMMUNICATIVE SUCCESS:

produces rhetorically effective text

WRITING SKILLS/ORGANIZATION:

can write effectively with clear focus; displays strong command of essay structure with rhetorically effective organization

DEVELOPMENT/SPECIFICITY:

uses relevant examples with precise details; appropriately integrates source material required by the task

VOCABULARY/WORD CHOICE/WORD FORM:

uses sophisticated vocabulary; word choice or word form errors do not interfere with communication

SENTENCE STRUCTURE/GRAMMAR:

employs a range of sentence structures and stylistic devices to achieve a rhetorical near native-like command of grammar with few or no errors

SPELLING/MECHANICS:

has strong command of sentence boundaries, spelling, and mechanics

DISTINGUISHED: Writers at this level demonstrate sophisticated competence in communicating through writing and mastery of vocabulary, grammar, and sentence structure.

DISTINGUISHED *(Not usually in need of ESL courses.)*

COMMUNICATIVE SUCCESS:

commands sophisticated vocabulary and nuances of language; no errors in word choice or word form

SENTENCE STRUCTURE/GRAMMAR:

consistently employs a wide variety of stylistic devices and sentence structures to achieve a strong rhetorical effect; has native-like command of grammar

SPELLING/MECHANICS:

has sophisticated command of sentence boundaries, spelling, and mechanics

WRITING SAMPLES WITH COMMENTARY

Writing Sample Directions:

Please read the writing assignment carefully. Take a few moments to think about what you are going to write. Then write the essay. Do the best you can. You will have 45 minutes to write your essay.

Write an essay in which you discuss some difficulties that teenagers have growing up. Explain your opinion and give specific examples.

NOVICE SAMPLES

Sample #1 Novice Low

Autopiography
My life is not because my
father and my mather to have a
problem. and my cousin I can help
for to get

Commentary:

This writer has almost no practical writing skills in English. His handwriting and the numerous scratch-outs suggest that he produced this four-line text with great effort. Although he has "Autopiography," it does not clearly relate to the topic of the difficulties that teenagers have growing up. The text itself appears to be composed of almost random words and phrases. It begins with a capital letter but has no end punctuation although a period may appear after problem; two words are misspelled but the remaining twenty-two words are spelled correctly.

Sample #2 Novice Mid

My Family
My Family is bery good because my mother
is good end we.

are 14 years my life has difficulties because
have voyfrend my mother end my father for
what love a like much Forever.

were this in Mexico My are happy
because my causing she is it's bery good.
I like much Mexico. no have much drags.
my father have one car mazda red

Commentary

This writer has limited writing skills. The title "My Family" suggests a slight familiarity with the conventions of written English, but does not clearly relate to the topic of the difficulties teenagers have growing up. The text is composed of sentence-like strings of words that appear to be formatted in paragraphs, but without paragraph structure. The writer appears to have only the vaguest idea of the topic. Her vocabulary is extremely limited and repetitive. Grammatical errors are severe and pervasive, and words are often omitted. The writer uses capitalization correctly to begin some sentences but begins others in lower case; three sentences end with a period; two others do not. Her spelling is strongly influenced by her first language, Spanish; she spells very as bery and boyfriend as voyfrend.

Sample #3 Novice High

Difficulties In Teenagers Growing Up.

Teenagers are between thirteen years old and eighteen years old. In that ages.
They are a lot of time at high school in growing up. They spend time a little with perents. Therefore. Good education at school is important for them.

In America. It's speed a large money in school every year. but that doesn't solve problem for teenagers of all. Community. their classmate and friends are easy effect them. For example, They

are like listen to lock misuce at school, at home and in the car. everywhere, They are wear big pants. All that are from out of school.

Commentary:

The writer demonstrates emerging writing skills; while he generally lacks control, he occasionally manages to produce comprehensible sentences such as his first one, Teenagers are between thirteen years old and eighteen years old. The writer has focused on the difficulties the large amount of time that teenagers spend at school and the resulting negative effects pressure. Although there is an attempt at structure, with the first paragraph introducing the topic of time spent at school and the second giving two examples, the writer's control of language is sufficient for the task. Grammatical errors are pervasive including errors in sentence structure, word choice, word order, plurals, articles, and verb forms. The writer uses capitalization and end punctuation, but frequently makes errors. Spelling errors, probably related in part to first language, cause serious problems in comprehensibility, most notably the spelling of rock music as lock misuce.

INTERMEDIATE SAMPLES

Sample #4 Intermediate-Low

In this Century, I saw a lot of difficulties about teenagers on there way to grow up. Some of them wanted to be wild, and the other wanted to be tough.

I havb a friend who now was joining the gang, and once I saw him fought with the other teenagers in the fair groung. We had the same childhood before we came to America. He was sweet and quiet when he was young, but now, he is a wild one. I think some teenagers are not having enough power in their mind to control theirself from following the darkside.
I also saw some teenagers in Sally Show were hit their own mother, cut school and cammitted crime.

Commentary:

This writer has produced a text about the problem of gangs which communicates moderately successfully, but it is flawed by errors on many levels. Although specific, the text is very short and severely underdeveloped. The writer begins with a general observation about teenagers who want to be wild and tough and in the second paragraph gives the example of his friend who joined a gang and became wild after coming to America. He also cites the example of teenagers who watch the "Sally show," but does not attempt essay organization. The brevity of the text allows the writer to maintain focus but the task itself is extremely limited. The writer relies on basic vocabulary like wild and tough and sweet and quiet although he gets maximum effect from his choice of words and does not misuse words. Errors in verb form, articles, pronouns, prepositions, sentence structure and plurals occur throughout. Spelling errors such as fair groung occur, but the writer has control of most conventions of written English.

Sample #5 Intermediate Mid

Get along with others in school not family.
There are some who one can not be friends. As long as one is a regular normal, teenager, one should talk to them and be nice. They should learn how to be nice everybody and how to built human relationship. Most of time, it transforms to be one's stress. The teenager know the relationship bulled in the most important thing they have, so they absorb their problem easily each other and have more stressful difficulties in order to keep the good relationship.

The teachers is that the combinated difficulties both parents and friends for teenagers.

They have authority in their life as their whole world, school. This is a kind of lottery. If student can meet the teacher who has a good personarity, It hardly happen, this element should be get rid of. Most of teacher who teenager meet at school, however, are mean and selfish. They push their student more than the parents, of course it is their job, and usually they do not care about how to built a good relationship with their students. Badey they are authority, so that teenager should obey them.

Usually, these three elements make teenagers life difficult. It is very necessity to have such a difficulties for everyone when they are teenager. Otherwise, they will be one of the person who do not communicate others well.

Commentary:

This writer has produced an essay that argues that the difficulties of teenagers stem from their relationships with parents, friends, and teachers. Some serious errors interfere, but overall the essay communicates successfully. The essay has a clear essay structure with each body paragraph devoted to one of the three relationships that present problems to teenagers. Specific examples, however, a lacking, and the structure of the essay is formulaic. The writer maintains her focus on the problems teenagers but coherence between sentences is often lacking. The writer has good command of vocabulary, for example describing the chances of getting a good teacher being like a lottery and describing bad teachers as mean and selfish. However, she misuses words, using let for lead and badly for unfortunately. The writer also forms words incorrectly, for example something stressful for some stress. The writer uses varied sentences, but makes numerous grammatical errors including word order, plurals, omitted words, verb forms, and prepositions. Punctuation and spelling errors occur and can interfere with understanding, for example, If student can meet the teacher who has a good personarity, It hardly happen. this element should be get rid of.

Sample #6 Intermediate-High

Especially, in America, it's seems pretty difficult to say Do NOT to children. Since it is a very known country with great amount of freedom to individuals, for me who have immigrated from an asian country, it's difficult to decide how much I can say something to others. I believe that for parents who have teenagers as their children, it's not easy to say just Don't even though it's the real situation they have to say that because the teen agers might take every action they do as their given freedom.

I believe that a teenage pregnancy is one of the serious problem in this country since lost of teenagers have unprotected sexes because they might believe having sex is one of their freedomes. It's pretty difficult situation to me to accept since I have been grown up in different place. which doesn't allow sexual relationship during teenage. I'm not sure if many parents
or schools allow the teenagers to have sex or not. However, I am sure that they should be first told their responsibilities or riskes from their actions.

Moreover, taking drug is also a serious problem among teenagers. It's a real situation to say Don't; however, it seems it's too late to say that because they are easy to be addicted and tough to stop doing that. Since many parents in America do care their children's privacy, sometimes the parents cannot capture right time and right situation to control their children.

The following example is from my experience when I worked as a private tutor for a teenage boy. I wished I could say something very serious to him directly, and I wished I could give him serious punishment when he didn't listen to me. Only thing I was able to do was patiently explane to make him realize what he was doing wrong. I knew he wasn't used with directed serious warnings and hard punishments from neither a school or his parents. Sometimes, he didn't really listen to me because he knew I wasn't going to give him worse punishments than their parents or teachers.
I believe that all difficulties teenagers have growing up are because they sometimes don't see a border line they shouldn't accross. Parents and teachers seriously take their responsibilities; letting the teenagers know what are their real privacy and not.

Commentary.

This writer explores the issue of permissiveness in relationship to teen-age pregnancy and drugs. She communicates clearly despite errors. The introduction introduces the topic and puts it in the context of the writer's experience as an immigrant from an Asian country. The first two body paragraphs focus on the problems of teenage pregnancy and drugs while the third body paragraphs supplies an example from the writer's own experience when she tutored a teenage boy. Her conclusion reemphasizes the dangers of permissiveness in raising teenagers.

The writer sets herself a fairly narrow task and maintains her focus on the issue of permissiveness. The structure of the essay is formulaic but the writer has used the formula effectively. The writer misuses some words such as a veiy known country and unprotected sexes however, is the use of imprecise language such as real situation when ifs not clear exactly what the real situation is.

Scattered grammatical errors occur in article usage and verb form. The writer uses complex, extended sentences and generally controls internal as well as end punctuation and quotation marks.

ADVANCED SAMPLES

Sample #7 Advanced

When I was in High School I heard of a true event that made me think of why people do the things we do which we know will lead to no good. What happened was: there was a disagreement between what's now called gangs. Any kind of fighting or criminal activity was forbiden on the school area & so the agreement was to meet in the park & work out their differences. The members of one of the gangs showed up with at least one fire-arm each, there was about 15 guyes who had weapons. The members of the opposite group run away. Fourtunatly no one was hurt. Everybody who participated in this incident was no more than 20 years old. After hearing this story I thought: Why? Don't we have enough of problems, that we have to kill each other? I understant that we are teenagers & want to try everything, but should we try Everything? Its difficult to be a teenager & make the right choices for so many

problems.

Before puberty our parents made desicions for us,. Being young adult we already learned how to deal with outside world. When we are teens everything comes up & against us. or so it seems, and so many young people die or change their lives dramaticlly in this few years.

The biggest problem that teenagers have and/or face are violent gangs. Originaly gangs were created by peers, close friends for entertainment, self-support, peer-support or any kind of harmles activity. Teenagers created peer-groups as a way of finding, experimenting and learning about independence, as a way to come into society from the family curcle as a functioning human being. The activities of the gangs (peer groups) were harmless & were meant to have fun, but with the time the groups started to compete & disagree. With huge amounts of weapons, readily available on the street the disagreement became more & more violent. Now, we often hear of gang related crime, murder by teens & so forth, that's where we are now.

Another problem teens face today is drugs. There are easily aptainable for any junior-high & high school students. They are sold on & out of school ground, & anyone who is interested can find & get them with no problems. The police can't trie teens as adults & so kids-drug dealers are back on the street & in school in days if not hours.

Another major problem of present time youth is teenage mothers/parents. I can't dictate people to lead their lives as I want them to; but having a baby in school screws up lives. Baby is a wonderful thing, but not at this age. No one wins, not mother, because her life is changed she can't have education nor baby because of the mother.

Commentary:

This essay *communicates but it* forces *the reader to do some of the* work *of making meaning. Although it is structured like a five-paragraph essay, it lacks* a *thesis so the reader must read the entire essay before discovering that the three difficulties faced by teenagers are gangs, drugs, and teenage pregnancy It also lacks a conclusion. The introduction contains a long and detailed example, but the examples in the body of the essay are less specific and unevenly developed, with the drugs and teenage pregnancy receiving much less attention than gangs. Vocabulary is generally accurate but lacks precision, for example, think of why instead of wonder. The writer often relies on oral language such as screw up. Grammatical errors appear throughout but are not serious; they include pronoun references, prepositions, subject-verb agreement, verb farm and plural errors. Punctuation and spelling errors are also numerous.*

SAMPLE #8 Advanced High

Every single person experices some difficulties growing up. Despite the differences in ethnic background, financial status, gender or geography, most teenagers experience some kind of difficulties in the process of becoming adults. In my opinion, the most problem that teenagers have to deal with is pressure, pressure from school, parents, and friends.

The pressure from school can be a tremendous problem for teenagers because maintaining certain GPA is essential to stay in school. Also, teenagers have to deal with rules and teachers in school. I had a friend who was very talented in everyday life events like cars,. he was interested in everything buy studying. As a result, school because a stress to him. Eventually, his attitude toward school drove him to drop out of high school, and he tried to commit suicide several times due to his inability to cope with schoolwork. To him, school is the number one barrier in growing up.

All parents have expectations for their children. Therefore, trying to reach these high expectations can be very stressful and tiring. As a result, parents' expectations turn into a kind of -invisible pressure. I, for example, have been trying endlessly to satisfy my parents' expectations, but. have not yet succeed. It seemed to me that they always wanted more than what I could achieve. I remember I received a score of 1050 on my PSAT in freshmen year in high school. My father was dissatisfied with the score and, he demanded that I should at least get 1100. So I studied hard and received a 1120 in my sophomore year. My parents were less than contented with the score and, they encouraged me to strive for 1200. In my last attempt for SAT, I received a score of exactly 1200. Surprising, my parents' reactions were not what I expected. They thought I should had done better. As can be seen, parents is a source of pressure to many

teenagers Similarly, peer pressure from friends is another source of pressure that most teenagers have to encounter in growing up. Friends can be a great influences, and not all influences are positive. For example, some friends would ask their peers to smoke, steal, or do drugs. Unfortunately, many teenagers conform to their requests due to their ignorance. By the time they realize their errors, it is probably too late in the sense that they might have already committed some serious crimes. I have a cousin named Eric who used to hang out with his nonchalant friends that are not so motiviated. Eric had been a good school boy before he met his friends. After couple months of being with his Street friends, Eric became a juvenile deliquent, and he was arrested several times for his stealing and robbery.

Evidently pressures from school, parents, and friends can be a tremendous difficulty that teenagers encounter in the process of growing up.

Commentary:

The writer has produced a competent essay that communicates clearly; it makes the most of its five paragraph structure by limiting the topic to the difficulties caused by pressure. The thesis defines the territory the essay will cover pressure from school, parents, and friends. The writer proceeds to support each with one specific example developed with effective detail. The discussion of the writer's failure to satisfy his parents despite ever higher test scores is memorable. The writer's vocabulary is quite precise; he talks about his friend's inability to cope with school work and the invisible pressure applied by parents; as he stretches his vocabulary some words are used less precisely such as nonchalant to describe Eric's friends. Sentence structures are varied and correct; the few grammatical errors are not serious, for example, I have not yet succeed.

Sample #9 Advanced Superior

The most crucial years in one's life is when one makes the transition from childhood to adulthood. For most people, these are the years of experiencing new things and testing one's limit. These are the teenage years where everyone's opinion mattered except for you own. Teenagers have to deal with many problems put forth by society, parents, and even the teenager himself. Teenagers cannot avoid these problems they can either let these problems linger and multiply or be responsible and solve them. All teenagers have problems, and the kind of adult they will be depends on how the teenager deals with these problems.

One of the things teenagers have to deal with are parents. During one's childhood, usually everything is done for you. Parents smother their children when they are young. But when it comes to the point where the child is becoming too old, the parent has to make a decision on how much responsibility should be given to the teenager. Some parents give too much responsibility, others give to little. It is rare when the parent gives just enough. The way teenagers handle this responsibility depends mainly on how they are brought up. Teenagers run into a problem when they do not measure up to their parents expectations. It is hard for a teenager to deal with his parent's disappointment. Often teenagers become rebelious because they think that their parents do not care about them. Parents play a huge role in a teenagers life, whether they want to believe it or not. Another thing teenagers have to deal with is society. The teenage years are full of doubt and longing to be accepted. Teenagers are insecure, and therefore, need assurance that they are okay as people. Teenagers think that they need this assurance from their peers. Teenagers have this desire to be a part of the popular crowd. It doesn't matter whether or not they like the people in the popular crowd. They just want to be included. This desire usually overcomes their sense of better judgement, leading them into trouble. A society thrives on getting individuals to conform, and a teenager's desire to conform is what causes problems.

The teenage years is a tender time for an individual. That is the time when you are insecure, so you look to others to assure you. The responsibility or lack of responsibility you gain from these years fortells what kind of adult you will be like in the future. This why the teenage years are so crucial.

Commentary:

This writer has produced a rhetorically effective text that though fully explores the teenage years as a period of transition from childhood to adulthood looking at problems that teenagers experience at home with parents and outside in society. The writer focuses throughout on the problems faced by teenagers. While not using specific examples of teenagers who have faced problems, the writer nevertheless gives examples of different kinds of problems that parents inflict on children and problems raised by society's pressure for conformity. The writer uses sophisticated vocabulary, for example problems linger and multiply and parents smother their children. Sentence structures are rhetorically effective including sentences such as, Teenagers cannot avoid these problems they can either let these problems linger and multiply or be responsible and solve them. The essay is almost error free but contains two subject-verb errors and a verb tense error (mattered for matters). Punctuation is not only competent but used for stylistic effect; spelling is highly accurate.

This writer has produced a rhetorically effective text that thoughtfully explores the teenage years as a period of A transition from childhood to adulthood,@ looking at problems that teenagers experience at home with parents and outside in society. The writer focuses throughout on the problems faced by teenagers. While not using specific examples of teenagers who have faced problems, the writer nevertheless gives examples of different kinds of problems that parents inflict on children and problems.

DISTINGUISHED SAMPLE

Sample #10 Distinguished

Teenage Problems

Adolescence is defined in the dictionary as the period of life between childhood and maturity, yet in many people's minds, it is a romantic phase of life. Several older people reiterate the phrase, I wish I were young again! They are referring to the years when they were young, daring and carefree, even to the point of irresponsibility. However, they are forgetting that what in retrospect seems attractive was not a true state of affairs. In fact, the teenage years are fraught with difficulties and unresolved issues that affect every person's life.

The first and most basic problem is biological. As a person develops physically, body image might pose psychological hurdles. Questions that often bother teenagers are simple ones like the following: am I too short or too tall, too fat or too skinny. Moreover, at this time, some people develop acne or other kinds of adolescent ailments, some of which do not respond to any kind of medical treatment. Even freckles become a threat to a person's good looks. In other words, accepting the changes occurring in a person's body presents a major challenge. Besides, this is the time for hormonal changes to take place and again this poses severe adjustments in certain cases and/or difficulties that make a teenager's life miserable at times. This is when teenagers feel life cannot contain them. They might develop mood swings and feel that nobody understands what they are going through. In other words, changes that affect teenagers' health are issues that affect their well being.

The second problem teenagers face is that of self esteem. Adolescence is the time when boys and girls are at the threshold of adulthood striving to find their place in the world. They have issues with authority, which is one reason why they always seem to be rebelling. In essence, their sense of individuality is at stake and in order to grow up, they need to separate themselves from their parents or other authority figures. Hence, the teenage years might occasionally become a miserable stage for both the children and their parents or even teachers because what is true at home is also true at school. Actually, individuals start testing the power and ability to be their own person by setting personal limits. Therefore, whether the teenager is behind the wheel of a car driving at 80 mile per hour, staying late at a party and disregarding the parents' curfew hours, or missing class and/or not doing homework, the message is the same: I am free to do what I want when I want it. Thus, the more accepting teenagers are of themselves and affirming of their self-image, the more harmonious their life will be; conversely, the lower the self-esteem, the more numerous the problems they will have, something which may have far-flung negative implications on the future of these young people.

The final and most important difficulty teenagers face relates to peer pressure. Tell me whom you talk to and I'll tell you who you are is a popular proverb in my culture. This is why parents are concerned about whom their children befriend and hang out with. Peer pressure causes severe problems, one of which is drug abuse. It is a fact that the teenage years are a time of experimentation and using drugs is a big attraction. A related problem is alcohol abuse. Fraternity house infractions are cases in point. Teenage parties are likewise famous for the consumption of both booze and drugs, so a teenager has to be very strong to withstand the influence of his/her friends. The same is true of sexual promiscuity. In many instances, teenagers feel that they have to bow to expected norms of behavior in order to be accepted by their peers although these are not always in sync with what they have been taught at home. A good example of that is the TV serial "Dawson's Creek," which portrays the lives of several teenagers and how they agonize over what they should or should not do. In brief, the basic problem is whether teenagers should go against the value system ingrained in them by their parents and sometimes religion or whether they should embrace the new values put across by their peer group. Peer pressure, thus, becomes a fundamental issue in the lives of many teenagers, causing grief and pain in so many cases.

In conclusion, teenagers face several difficulties in their formative years. Chief among them are the issues of health, self esteem, and peer pressure. Surely, people who reminisce about the wonders of being a teenager must have forgotten the anguish involved in the growing up process.

Commentary

The writer has clearly and effectively communicated with her audience; she has a distinct voice and a clear point of view. The essay provides a thorough and thought-provoking analysis of the problems teenagers face related to biological changes, self esteem, and peer pressure. Although her essay falls into the five paragraph format, she has used the structure in a rhetorically effective way so it does not appear to follow a formula. Her examples are detailed and compelling. She writes that even freckles become a threat to a person's good looks and cites Dawson's Creek as an example of how peer pressure drives teenagers to agonize over what they should or should not do.

Her vocabulary is nuanced and precise: she refers to body image psychological hurdles and severe adiustments. Teenagers are striving to find their place and disregarding varents curfew hours. She displays sophisticated control of grammar and mechanics; her essay is polished and error free.

V. SECOND LANGUAGE PROFICIENCY DESCRIPTORS
ORIGINAL OVERVIEW

The Second Language Proficiency Descriptors describe language proficiency levels in the separate skill areas: listening, speaking, reading, and writing. The Descriptors have application both within and across the segments of California education from high schools through the California Community College, California State University, and University of California systems. The Descriptors give those who work with second language (L2) learners a common language to approach the following areas:

- **discussing the continuum of L2 proficiency levels**
- **developing or revising ESL curricula.**
- **evaluating tests.**
- **interpreting courses within and across segments.**

The Descriptors were developed by looking at a variety of existing scales, ultimately including features that seemed, in the opinion of project members, to describe the academic English language proficiency of students within all four segments. They function in these ways:

- **describing learners' observable language performance.**
- **representing at a given level in a particular skill area, a composite view of a student's proficiency. Every trait listed may not match a student's proficiency.**
- **identifying the beginning point for a level with the assumption that the skills below it have been acquired.**

The following issues are outside the scope of the Descriptors:

- They do not assume literacy in a student's first language (L1). Literacy in the L1 is an important factor affecting acquisition of reading and writing skills in English, but the degree of L1 literacy does not need to be measured to apply these descriptors.
- They do not correspond to program levels--a single course may have to serve students at several levels in some programs.
- They do not attempt to define whether a course merits credit or not.
- They do not replace institutional grading scales or rubrics.

As reflected in the preceding sections of *California Pathways,* some underlying assumptions about L2 learners should inform those who use the Descriptors:

- **Students in a particular program may reflect only a portion of the range.**
- **The time it takes a student to move from level to level may vary.** Acquisition of academic English can be an especially lengthy process. Although students may be able to carry on everyday, informal communication much earlier, they may require ten years or longer to be able to function in an academic setting. Progress tends to be much faster at the lower levels.
- **Students acquire English at different rates.** Acquisition rate is influenced by various factors including first language background, motivation, age, and quality of schooling.
- **A student may have uneven language skills.** For example, a student may demonstrate advanced speaking skills but only intermediate writing skills.
- **A student may demonstrate different proficiency levels in a given skill depending upon task required.** For example, a student may demonstrate advanced proficiency on a narrative writing assignment but only intermediate proficiency on an analytical writing assignment.
- **Even at the advanced and superior levels, L2 users of English may retain some "accent" both in speaking and writing that distinguishes them from educated native speakers.**

These Descriptors provide a portrait of California's L2 learners and as such represent an important first step on the path leading to effective measurement practices.

SECOND LANGUAGE PROFICIENCY DESCRIPTORS
LISTENING

NOVICE-LOW
- has little or no ability to understand spoken English
- sometimes recognizes isolated words and learned phrases

NOVICE-MID
- understands some words and common social phrases
- understands some short, previously learned words or phrases, particularly when the situation strongly supports understanding
- understands short phrases or sentences about topics that refer to basic personal information or the immediate physical setting
- can rarely keep pace with the ongoing message
- usually requires repetition or careful speech

NOVICE-HIGH
- understands words and phrases in familiar situations
- understands personal interactions when the situation is familiar and strongly supportive
- usually misunderstands the central message in extended speech
- can sometimes keep pace with the ongoing message
- often requires repetition or careful speech

INTERMEDIATE-LOW
- understands familiar information in interactions that fulfill immediate personal needs
- sometimes understands new information when the situation is strongly supportive
- often misunderstands when information is unfamiliar or when cultural knowledge is required
- can sometimes identify subjects and details when listening to extended speech, but often misunderstands the central message
- has uneven understanding of natural speech and often requires repetition or rephrasing

INTERMEDIATE-MID
- often understands new information in brief personal interactions
- has understanding that is uneven and generally affected by length, topic familiarity, and cultural knowledge
- can often identify subjects and details when listening to extended speech, but sometimes misunderstands the central message
- usually understands natural speech when the situation is familiar or fulfills immediate needs

INTERMEDIATE-HIGH
- often understands new information in sustained personal interactions
- sometimes understands speech on abstract or academic topics, especially if there is support
- has understanding that is often affected by length, topic familiarity, and cultural knowledge
- can usually identify subjects and details when listening to extended speech and rarely misunderstands the central message
- sometimes understands implications beyond the surface meaning

ADVANCED
- often understands the central idea of speech related to professional or academic topics
- often cannot sustain understanding of conceptually or linguistically complex speech
- has understanding that is sometimes affected by length, topic familiarity, and cultural knowledge

- often understands implications beyond the surface meaning

ADVANCED-HIGH
- usually understands the central idea and most details of speech related to professional and academic topics
- usually sustains understanding of conceptually or linguistically complex speech
- has understanding that is rarely affected by length, topic familiarity, and cultural knowledge
- usually understands implications beyond the surface meaning

SUPERIOR
- understands technical or professional presentations and discussions in a field of specialization
- sustains understanding of conceptually and linguistically complex speech
- usually understands rapid, accented, dialectal, or regional speech
- understands implications beyond the surface meaning
- recognizes but may not always understand idioms, colloquialisms, and language nuances

DISTINGUISHED
- understands highly technical or professional presentations and discussions in a field of specialization
- understands rapid, accented, dialectal, or regional speech
- understands idioms, colloquialisms, and language nuances
- has listening skills essentially indistinguishable from those of an educated native speaker of English

SECOND LANGUAGE PROFICIENCY DESCRIPTORS
SPEAKING

NOVICE-LOW
- can sometimes produce isolated words and a few frequently occurring phrases but may not use them accurately
- demonstrates little or no functional communicative ability
- is usually misunderstood even by attentive listeners

NOVICE-MID
- uses vocabulary and short, learned phrases sufficient for meeting simple needs and for expressing basic courtesies
- frequently pauses and may repeat the listener's words
- speaks with some accuracy when relying on learned phrases
- speaks with limited accuracy when new vocabulary and structures are required
- is often misunderstood even by attentive listeners

NOVICE-HIGH
- uses concrete vocabulary that relates to familiar topics
- can ask and answer simple questions and initiate and respond to simple statements
- can participate in a brief face-to-face conversation on a familiar topic
- sometimes recombines learned material in original ways with limited grammatical accuracy
- often uses language that is not situationally or culturally appropriate
- is sometimes misunderstood even by attentive listeners

INTERMEDIATE-LOW
- uses basic concrete and abstract vocabulary
- uses a limited range of grammatical structures correctly
- can maintain a face-to-face conversation on a familiar topic
- occasionally expresses original ideas with limited grammatically accuracy
- sometimes uses language that is not situationally or culturally appropriate
- is occasionally misunderstood even by attentive listeners

INTERMEDIATE-MID
- can perform basic communication tasks in many social situations
- often demonstrates awareness of target culture by choosing language appropriate to context
- begins and participates in simple conversations on topics of interest
- can provide added detail or rephrase message to facilitate conversation
- over relies on familiar grammatical structures and vocabulary to communicate message
- has a basic functional vocabulary; attempts to use more academic vocabulary may result in inappropriate word choice and awkward phrasing
- can usually be understood by most attentive listeners

INTERMEDIATE-HIGH
- uses a variety of concrete and abstract vocabulary, sometimes inappropriately
- has control over many basic and complex grammatical structures
- can communicate in most social situations, though not always accurately
- can provide added detail or rephrase message to facilitate conversation
- usually uses language that is situationally and culturally appropriate
- can usually be understood by attentive listeners

ADVANCED
- uses a wide variety of concrete and abstract vocabulary
- often uses precise word choice to communicate shades of meaning
- has control over most basic and complex grammatical structures
- can communicate in many social, professional, and academic situations
- uses language that is situationally and culturally appropriate
- is usually easily understood

ADVANCED-HIGH
- uses a sophisticated range of vocabulary
- has control over almost all grammatical structures
- usually uses precise word choice to communicate shades of meaning
- can communicate in most social, professional, and academic situations
- communicates effectively in most social, professional, and academic situations
- is easily understood

SUPERIOR
- has control over virtually all grammatical structures
- can communicate in virtually all social, professional, and academic situations
- uses precise and sophisticated word choice to communicate shades of meaning
- is usually able to tailor language to a specific audience

DISTINGUISHED
- may be nearly or completely indistinguishable from an educated native speaker
- effectively tailors language to match the needs of a specific audience
- possesses native-like linguistic and cultural knowledge

SECOND LANGUAGE PROFICIENCY DESCRIPTORS
READING

NOVICE-LOW
- is sometimes able to read isolated words and common phrases, especially when they are strongly supported by visual context

NOVICE-MID
- comprehends familiar words and/or phrases which may appear in lists, labels, signs, forms, and directions
- understands simple sentences which contain familiar words and phrases
- sometimes understands clearly related sentences when context, background knowledge, or visual information support meaning

NOVICE-HIGH
- usually reads slowly, word by word
- understands many common words and/or phrases
- sometimes understands new words and/or phrases when the context supports meaning
- sometimes understands common sentence connectors and transitional devices
- can sometimes locate facts in short, simple texts
- often understands clearly related sentences when context, background knowledge, or visual information support meaning

INTERMEDIATE-LOW
- reads word by word or in short phrases
- understands most common words and/or phrases
- can often locate facts in short, simple texts
- sometimes understands new information from texts with familiar language
- occasionally uses textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text
- occasionally understands the central meaning and/or details of a text when content and language are familiar
- occasionally understands common cultural references

INTERMEDIATE-MID
- can often read simple texts on familiar topics with some fluency and speed
- sometimes understands the meaning of new words from context
- sometimes distinguishes between main and supporting ideas which are accessible because of familiar content and/or language
- often understands new information from texts with familiar language
- sometimes uses textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text
- sometimes understands texts that are grammatically complex or on unfamiliar topics
- sometimes understands common cultural references

INTERMEDIATE-HIGH
- reads simple texts on familiar topics with some fluency and speed
- often understands the meaning of new words from context
- usually distinguishes between main and supporting ideas in texts which are accessible because of familiar content and/or language
- usually understands new information from texts with familiar language

- uses a variety of textual cues such as sentence connectors and pronoun reference to comprehend the meaning and structure of a text
- often understands texts that are grammatically complex or on unfamiliar topics
- often understands common cultural references

ADVANCED
- can usually adjust reading rate according to the text
- understands most new words given a clear context
- is able to use a wide range of complex textual cues to comprehend the meaning and structure of a text
- usually makes appropriate inferences
- usually understands the authors purpose, point of view, and tone
- sometimes understands figurative language
- can read a range of personal, professional, and academic texts
- usually understands texts that are either conceptually or linguistically complex
- usually understands common cultural references

ADVANCED-HIGH
- reads most texts fluently and rapidly, adjusting reading rate according to the text
- usually understands texts that are conceptually and/or linguistically complex
- makes appropriate inferences
- understands the authors purpose, point of view, and tone
- often understands figurative language
- understands most complex hypotheses, argumentation, and supported opinions
- can read a wide range of personal, professional, and academic texts
- understands common cultural references

SUPERIOR
- reads most texts fluently and rapidly, adjusting reading rate according to the text
- understands figurative language
- understands complex hypotheses, argumentation, and supported opinions
- understands most common and unusual cultural references

DISTINGUISHED
- reads virtually all texts fluently and rapidly, adjusting reading rate according to the text
- understands common and unusual cultural references
- reads at a level essentially indistinguishable from that of an educated native speaker

APPENDIX A: SELECTED RESOURCE ORGANIZATIONS IN CALIFORNIA CONCERNED WITH THE EDUCATION OF ESL STUDENTS

Achievement Council
4055 Wilshire Blvd., Suite 350
Los Angeles, CA 90010
(213) 487-3194
Fax (213) 487-0879

AMAE
Association of Mexican American Educators, Inc.
328 Stowe Terrace
Los Angeles, CA 90042
(213) 487-3739

BW Associates
815 Allston Way
Berkeley, CA 94710
(510) 843-8574

CABE
California Association for Bilingual Education
320 West "G" Street, Suite 203
Ontario, CA 91762
(909) 984-6201

CACE
Education
PO Box 1672
Fair Oaks, CA 95628

California Community Colleges Foundation
717 K Street, Suite 320
Sacramento, CA 94814

The Chancellor's Office
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 445-8752

The California Round Table on Educational Opportunity
California State Department of Education
P.O. Box 271
Sacramento, CA 95802

CAIP
Center for Academic lnterinstitutional Programs
UCLA Graduate School of Education
304 Gayley Center
405 Hilgard Avenue
Los Angeles, CA 90024-1372
(310) 825-2531

CASBE
California Association for Secondary Bilingual Education
% Mr. Ditzler
2045 N. Dickenson
Fresno, CA 92722
(209) 275-3800 ext. 133

CATESOL
California Teachers of English to Speakers of Other Languages
1146 N. Central Avenue, #195
Glendale, CA 91202
(818) 502-4ESL

California Department of Education
Bilingual Education Office, 2nd Floor
P0 Box 944272
Sacramento, CA 94244-2720
(916) 657-2566

California Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 9581 2-0271
(800) 995-4099 (916)445-1260
Sacramento, CA 95814-3985
(800) 995-4099 (916) 445-1260

CPEC
California Post-secondary Education Commission
1020 Twelfth Street, 3rd Floor
Sacramento, CA 95814-3985
(916) 445-3427

California Tomorrow
Fort Mason Center, Building B
San Francisco, CA 94123
(415) 44107631

CCRC
Cross Cultural Resource Center
6000 J Street, T-JJ, Room 12
Sacramento, CA 95819
(916) 278-3708
Fax (916) 278-4980

CEEA
California Elementary Education Association
3420 Kashiwa Street, Suite 300
PO Box 3168
Torrance, CA 90510-3168
(310) 534-2934
Fax (310) 534-1002

ICC
The Intersegmental Coordinating Council
501 L Street, Suite 101
Sacramento, CA 95814
(916) 324-8593

ICAS
Intersegmental Committee of the Academic Senates
4004 Mesa Road, Suite 2000
University of California
Irvine, CA 92717-9004
(714) 824-3570
Fax (714)725-3091

KAEA
Korean American Educators Association
445 North Windsor Blvd.
Los Angeles, CA 90004

LARC
Language Acquisition Resource Center
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-7703
(619) 594-6177
Fax (619) 594-5293

MALDEF
Mexican American Legal Defense and Educational Fund, Inc.
634 S. Spring Street, 11th Floor
Los Angeles, CA 90014
(213) 629-2512
Fax (213) 629-8016

MEPIC
Migrant Education Program Improvement Center
Butte County Office of Education
530 Bercut Drive, Suite 201
Sacramento, CA 95814
(916) 443-9225
Fax (916) 443-2732

Office of the Chancellor
The California State University
400 Golden Shore
Long beach, CA 90802-4275
(213) 590-5506

Office of the President
The University of California
Kaiser Building
300 Lakeside Drive
Oakland, CA 94612-3550
(510) 987-0700

PAVE
Promoting Access to Vocational Education
El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506
(310) 660-3830

Southeast Asian Community Resource Center
2460 Cordova Lane
Rancho Cordova, CA 95670
(916) 635-6815

University of California
Linguistic Minority Research Institute
Building 402, Room 223
Santa Barbara, CA 93106-9490
(805) 893-2250
Fax (805) 893-8673
LMRI@lmrinet.gse.ucsb.edu

APPENDIX B: ESL STUDENT PLACEMENT PRACTICES AT SELECTED CALIFORNIA STATE UNIVERSITY CAMPUSES*

CSU CAMPUS	**EPT CUT OFF SCORE**	**BELOW CUT OFF SCORE Students take:**
Chico	148	Adjunct workshop with English 001 (Freshman Comp.)
Fresno	151 or 8 on essay	English A or ESL courses (in Linguistics Dept.)
Fullerton	145	Remedial English course
Los Angeles	151	English 96 scores 141-150 English 95 –96 scores 131-140
Pomona	147	ESL comp. course sequence, score 140 or below Developmental Writing Courses
Sacramento	151	English 1; English 2A for ESL Students scores 142-150 LS 15; LS 86 for ESL students scores 120-141
San Diego	150 plus 7 on essay	Developmental writing (ESL or native speaker sections)
San Francisco	151	Remedial course (ESL & native speaker sections
San Jose	151	Ac. Engl. 2 scores 142-150 Ac. Engl. 1&2 score below 142
San Luis Obispo	151	Freshman comp. + writing lab scores 146-150 Placement based on student's skills scores 145 or below
San Marcos	NA	NA
Sonoma	151 (149 – 150 –8 on essay can demonstrate readiness for comp. with previous writing, e.g., high school essay)	Remedial scores 142-148 ILE scores 141 or below

*INFORMATION PRESENTED IN APPENDIX C REPRESENTS CAMPUS RESPONSES TO THE FOLLOWING QUESTIONS.

What is the EPT cut off score for admission to freshman writing on your campus?
What happens to a student whose score falls below the cutoff?

APPENDIX C: ESL STUDENT GRADUATION WRITING REQUREMENTS AT SELECTED CALIFORNIA STATE UNIVERSITY CAMPUSES*

CSU CAMPUS	HOW GWAR IS FULLFILLED	GWAR ACCOMMODATIONS FOR ESL STUDENTS
Chico	Exam and Course	ESL tests read by ESL-trained faculty
Fresno	Exam and Course	None
Fullerton	Approved writing course and Writing test	None, but course satisfies test requirement after 2 failures
Los Angeles	Essay exam only or course option available after one attempt (UNIV401)	Non-native speakers given double time
Pomona	Essay exam	None
Sacramento	Essay exam; course required after two attempts	Extra time & ESK trained teachers read ESL papers
San Diego	Approved course or Upper Division Writing Test	ESL upper division writing course (in Linguistics Dept.)
San Francisco	Junior English Proficiency Essay Test	ESL course (Engl 410/411) satisfies GWAR
San Jose	Course and Writing Skills Test	Students who fail writing test twice may take a remedial course
San Luis Obispo	Pass WPE or writing test in upper division literature course	Trained readers score exams of L2 learners
San Marcos	GWAR satisfied through upper division course work	N/A
Sonoma	2-hour (300-word minimum) essay exam	All readers trained to read ESL papers

*INFORMATION PRESENTED IN APPENDIX D REPRESENTS CAMPUS RESPONSES TO THE FOLLOWING QUESTIONS:

In what way(s) can students fulfill the GWAR requirement on your campus?

For campuses that administer an essay examination (for the GWAR), are any adjustments in either the testing situation or the grading process made to accommodate second language learners of English

APPENDIX D: EFFECTIVE PRACTICES

Following is a compilation of practices that contribute to success of L2 learners in achievement of their educational goals. Most of these practices apply to the segments addressed in this document.

MISSION

An institution's mission derives from its particular educational mandate. Public institutions of education in California have as part of their charge the obligation to serve a geographic area by admitting a representative proportion of the total community population.

EFFECTIVE PRACTICES for fulfillment of the mission of California's public educational institution:

- establishing systematic guidelines to ensure that students are being representatively admitted.
- systematically monitoring student persistence according to language background and ethnicity.
- conducting institutional research to track persistence and graduation rates according to L2 learner categories and making follow-up recommendations to improve access.

OUTREACH

Outreach is an institution's response to its mission to serve a geographic area by admitting a representative proportion of the total community population. It is the means by which schools, colleges, and universities contact parents, students, and potential students to encourageparticipation in their programs.

EFFECTIVE PRACTICES for successful outreach to L2 learners:

- making information on admissions and other policies available in the home languages of parents and students.
- using interpreters to provide information during parent outreach meetings.
- establishing high school Bilingual Advisory Committees or other community-derived groups to recommend policies and to assist in disseminating information to L2 parents.
- using 12 learners as presenters, recruiters, and mentors.
- providing on-site presentations by representatives of the various segments of higher education.
- facilitating presentations to 12 learners by community, professional, and higher education student organizations.
- recruiting targeted 12 learners for special retention and academic preparation programs.
- administering college ESL assessment instruments in the high schools.
- monitoring and updating intersegmental articulation agreements.

ADMISSIONS

Admissions includes the processes by which eligible individuals are admitted to an institution. Admission processes typically involve, at a minimum, completion of an application or other personal information form.

EFFECTIVE PRACTICES for admissions of *[2* learners:

- not excluding students on the basis of their 12 background, their nation of origin, or their immigration documentation status.
- where appropriate, providing reasonable means for 12 learners to demonstrate a level of linguistic proficiency appropriate for success within the given segment.

IDENTIFICATION

Identification refers to the process of determining who the L2 learners are at a given institution. Accurate identification allows an institution to refer appropriate students to specially designed L2 services and/or courses.

EFFECTIVE PRACTICES for identifying 12 learners:

- identifying 12 learners on the basis of first language experience.
- at the CSU and UC, identifying *[2* transfers as well as freshmen.
- asking for primary language as well as related demographic information such as age of arrival in the U.S. and years of schooling in the U.S. on higher education admissions applications.
- identifying L*2* learners early in the admissions process to allow time for appropriate placement.
- referring students identified as L2 learners to both ESL professionals who can then assess whether ESL course work is appropriate, and specialized services such as bilingual counseling or, at the 4-year universities, Educational Opportunity Programs.

ASSESSMENT

Assessment (in this document) refers to a process through which 12 learners are evaluated and directed into appropriate courses. Assessment practices usually include testing, but may also take into account other factors thought to affect successful language acquisition (e.g., academic record, hours employed, years out of school).

EFFECTIVE PRACTICES for second language assessment and placement:

- using assessment and placement procedures which include all of the following characteristics:
- direct language assessment measures (e.g., a writing sample or oral interview), with raters trained to assess the language proficiency of L*2* learners.
- indirect language assessment measures (e.g., reading or grammar tests) which have been designed for and validated on L2 learners.
- background information pertaining to education and language exposure (e.g., age of arrival in the U.S., years of schooling, and home language use).
- instruments that not only place students in needed ESL or SDAIE courses, but are also capable of placing L2 learners whose skills show they no longer require ESL instruction in appropriate English courses designed for native speakers.
- developing an intersegmental battery of instruments in the four skill areas of listening, speaking, reading, and writing

ORIENTATION

Orientation processes offer new students information about an individual high school, community college, or university and its academic programs and services.

EFFECTIVE PRACTICES for providing orientation to 12 learners:

- providing handbooks, videos, and audio tapes in students' first languages.
- conducting special orientations with interpreters present.
- pairing L2 learners with a "buddy" who speaks the same language.
- including parents in orientations.

COUNSELING & ADVISING

Counseling gives students guidance in dealing with academic and personal issues that arise during their education. Advising helps students in selecting courses and fulfilling academic requirements in order to achieve their academic goals in a productive and timely fashion.

EFFECTIVE PRACTICES for counseling and advising *L2* learners:

- selecting a counseling and advising staff that is culturally and linguistically diverse, representing the student body being counseled.
- giving counselors and advisors special training to equip them to meet the needs of L2 learners including the benefits of ESL programs.
- familiarizing counselors and advisors with the explicit as well as the implicit language requirements for all courses and programs at their institution in order to direct students in the earlier stages of the L2 process to courses where the language demands are less intense.
- making current information available to counselors and advisors on ESL-related entrance requirements to the next higher educational unit.
- offering 12-oriented counseling and advising that addresses personal as well as academic issues.
- devising mechanisms for reviewing outcomes of counseling and advising L2 students.
- providing services for the special needs of international students (e.g., visas, work permits).

SUPPORT SERVICES
Support practices *include* any of *the* means *by which* a *school or institution provides direct assistance to students. These include practices such as orientation and counseling and advising, as well as other support practices and resources such as tutorial services,* spec *designed programs and course progress reports (early alerts), reading and writing labs, learning resource centers, and mentoring opportunities.*

EFFECTIVE PRACTICES for support services for L2 learners:
- providing readily available and accessible services.
- informing and encouraging students, on an ongoing basis, to seek out services.
- selecting peer tutors and counselors who reflect the ethnic and linguistic diversity of the student populations.
- selecting peer and staff tutors who are trained in effective tutoring methods, including those which help students become more independent learners, and in linguistic issues that student learning.
- providing in-service training to relevant personnel in the language acquisition process and in issues involving cross-cultural sensitivity, and in techniques designed to make communication with L2 learners more comprehensible, including ways to check for comprehension.

FACULTY
Faculty issues refers to the qualifications and policies pertaining to part-time and full-time faculty who provide instruction for L2 learners.

EFFECTIVE PRACTICES for ensuring well-qualified faculty teach L2 learners:
- selecting qualified ESL faculty informed about English linguistics, second language acquisition, TESL methodologies, and cross-cultural issues.
- having a core of full-time faculty for program development, and to serve as L2 learner advocates and as information sources to the campus on L2 issues.
- providing incentives for part-time faculty members to participate in curriculum development and other critical aspects of ESL program development.
- encouraging collaboration models among ESL and non-ESL faculty on topics related to the education of L2 learners.
- providing professional development for non-ESL faculty on issues related to meeting the needs of linguistically diverse students such as adapting courses, materials, and teaching and assessment methods.

L2 DATA COLLECTION

L2 data collection refers to the systematic gathering of information about L2 learners within and across individual institutions and educational segments. The data can be used to examine issues such as student populations, retention, language diversity, access, success in courses, persistence, and language proficiency.

EFFECTIVE PRACTICES for improving institutional and system-wide research:

- using a uniform, system-wide application with L2-relevant data elements.
- systematically collecting other data to establish L2 learner needs.
- using these data to examine retention and persistence rates for *L2* learners.
- devising a means to access system-wide data in all segments.

ARTICULATION

Articulation refers to the agreements and efforts which exist between educational segments to coordinate students' educational goals and standardize institutional practices; the purpose of articulation is to inform all involved parties of these goals and practices in order to ease the transition of students from one segment to the next.

EFFECTIVE PRACTICES for intersegmental articulation:

- creating a systematic means for intersegmental communication among ESL professionals at the local level.
- increased participation of ESL faculty in their own professional organizations such as CATESOL, CABE, and CASBE, many of which support actions which facilitate the transition of students from segment to segment.
- using documents such as the Second Language Proficiency Descriptors to facilitate movement between the segments.
- creating channels of communication between ESL professionals and others who work with ESL students (counselors, advisors, admissions officers, and English faculty) to deal with articulation issues.

ACCESS TO ESL COURSES AND THE CORE CURRICULUM

Providing access to the curriculum requires offering a sufficient number of ESL courses, having an ESL curriculum broad enough to address all areas of language proficiency, and ensuring that content faculty are able to convey curricular concepts to L2 learners.

EFFECTIVE PRACTICES for improving access to the curriculum for 12 learners:

- offering appropriately designed courses to meet the language development needs of ESL students.
- keeping students in appropriate courses until their language acquisition needs have been met. This may mean designing advanced level ESL courses, offering ESL courses for college credit, and offering ESL and SDAIE courses at the secondary level that meet CSU and UC admission standards.
- using appropriate textbooks and materials.
- requiring appropriate qualifications for ESL teachers.
- offering a reasonable number of sections of ESL classes at the community colleges and 4-year universities.
- staffing a reasonable proportion of ESL classes with full-time ESL faculty.
- addressing the language needs of L2 learners in the four skill areas of listening, speaking, reading, and writing.
- offering adequate support for L2 learners including orientation, counseling, and advising, and tutorial and other support practices.
- providing special training for tutors, counselors, and others who serve L2 learn
- providing faculty development for content-area faculty in how to work with L2 learners.

APPENDIX E: GLOSSARY OF ACRONYMS

AA	Associate of Arts Degree (2-year degree)
ACT	American College Testing
BCC	Bilingual/Bicultural Certificate of Competence
BCLAD	Bilingual Cross-cultural, Language, and Academic Development Certificate
CABE	California Association for Bilingual Education
CAN	California Articulation Number
CASBE	California Association for Secondary Bilingual Education
CATESOL	California Teachers of English to Speakers of Other Languages
CBEST	California Basic Education Skills Test
CELSA	Combined English Language Skills Assessment
CLAD	Cross-cultural, Language, and Academic Development Certificate
CSU	California State University
ELD	English Language Development
EOPS	Extended Opportunity Programs and Services
EPT	English Placement Test
ESL	English as a Second Language
ESLPE	English as a Second Language Placement Examination
FEP	Fluent English Proficient
GE	General Education
GPA	grade point average
GRE	Graduate Record Examination
GWAR	Graduation Writing Assessment Requirement
ICAS	Intersegmental Council of Academic Senates
IGETC	lntersegmental General Education Transfer Core Curriculum
ITA	International Teaching Assistant
K-12	Kindergarten through grade 12
LI	First or primary language
L2	Second Language
LDS	Language Development Specialist Certificate
LEP	Limited English Proficient
MALDEF	Mexican-American Legal Defense and Education Fund
SAT	Scholastic Aptitude Test
SDAIE	Specially-Designed Academic Instruction in English
TESL	Teaching English as a Second Language
TESOL	Teachers of English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
TSE	Test of Spoken English
TWE	Test of Written English
UC	University of California

APPENDIX F: ESL INTERSEGMENTAL PROJECT MEMBER E-MAIL ADDRESSES

Gail Browning, Project Director
Associate Director, Accrediting Commission for Community & Junior Colleges of WASC
gbaccjc@aol.com

Donna Brinton
Academic Coordinator, ESL Service Courses, University of California at Los Angeles
Brinton@humnet.ucla.edu

Roberta Ching
Director, Learning Skills Center, California State University, Sacramento
ChingRJ@csus.edu

Robert Dees
Vice President of Instruction, Orange Coast College
bdees@mail.occ.cccd.edu

Susan Dunlap
Title VII Coordinator, West Contra Costa Unified School District
sdunlap@wccusd.k12.ca.us

Melinda Erickson
Lecturer, College Writing Programs, University of California at Berkeley
erickson@uclink4.berkeley.edu

Katheryn Garlow
English as a Second Language Department Chair, Palomar College
Kgarlow@palomar.edu

Margaret Manson
Vice President of Academic Affairs, Santiago Canyon College
MEManson@aol.com

Linda Sasser
English as a Second Language Specialist, Alhambra School District
LSasserl03@aol.com

APPENDIX G: CATESOL POSITION STATEMENTS

The California Teachers of English to Speakers of Other Languages (CATESOL) has published the following position papers on issues of concern to the organization:

Additional copies of the position papers are available by contacting CATESOL (see Appendix A).

CATESOL POSITION STATEMENT ON THE ROLE OF ENGLISH AS A SECOND LANGUAGE (ESL) IN PUBLIC POSTSECONDARY EDUCATION

The many language needs of the adult limited English proficient (LEP) population of California can be best be served by a multiple delivery system for postsecondary education This postsecondary system includes 1) adult education programs in the K-12 system, 2) both credit and non-credit programs in the community colleges, 3) the California State University system, and 4) the University of California System.

Need

1. The State of California must recognize the varied backgrounds among the LEP population. Members of this population differ in
   - previous education
   - knowledge of English
   - age of first exposure to English
   - use of English (at home, in school, in the community)
   - number of years in the U.S.

2. The State of California must meet the diverse educational needs of this LEP population. Such needs include English for
   - academic study
   - vocational training
   - life skills
   - general purposes
   - citizenship

Access

1. The State of California must provide access for LEP students to all segments of postsecondary education. Access should be based on
   - language proficiency and assessment
   - tests normed on non-native speakers of English
   - other appropriate assessments, such as academic performance and motivation

2. LEP students should have access to ESL courses in whichever postsecondary segment they are enrolled. Within each segment, the instructor should:
   - be appropriate to the students' academic level
   - advance students' English language proficiency
   - meet students' career goals

Quality

LEP students must be served by quality programs in each segment.
To assure this, the instructional programs must:

- be designed specifically for learners of English as a second language
- reflect the fact that students may need more than one course to learn to use a second language adequately and appropriately
- have instructional faculty with training and credentials appropriate for working with linguistically and culturally diverse students
- maintain continuity through a core of tenured faculty
- provide support services, including counseling and advising
- assess student performance to maintain standards of excellence
- offer credit for ESL courses which meet the criteria established by each segment.

Funding

To ensure LEP students access to the quality ESL programs they need, the State of California must commit substantial funding--on a continuing basis--to these programs.

CATESOL (Califomia Teachers of English to Speakers of Other Languages) is a professional association for those concerned with the teaching of English as a second language and with bilingual education. Its membership includes faculty and administration at all levels of education.

CATESOL is issuing this statement because the demand for postsecondary ESL is immense, unmet, and rising. This demand results from the large number of immigrants and refugees and the implementation of the 1986 Immigration Reform and Control Act.

CATESOL POSITION STATEMENT ON ON THE ROLE OF ENGLISH AS A SECOND LANGUAGE (ESL) IN PUBLIC SCHOOL GRADES K-12

California continues to be the primary arrival or settlement point for many immigrant children. They and other limited English proficient (LEP) children, with their diverse language needs, are legally entitled to a quality public school education. California's K-12 public schools must provide English language instruction such as ESL and bilingual approaches, which will give these students equal access to the core curriculum.

NEED

1. The State of California must recognize the diversity within the K-12 LEP population. Members of this population differ in:
- age
- cultural and linguistic backgrounds
- exposure to and knowledge of English
- use of English in the home, school, and community
- previous formal education
- number of years in the United States

2. The State of California must meet the diverse educational needs of K-12 LEP students. Such needs include ESL and primary language instruction in order to:
- become English proficient
- achieve academic success
- become contributing citizens and taxpayers
- participate fully in the state's increasingly technological and global economy
- become lifelong learners

ACCESS

1. The State of California must provide LEP students access to quality K-12 education equal to that of their native English-speaking peers. Such access must be based on appropriate evaluation which includes:
- entrance, achievement, exit and follow-up assessment
- assessment of literacy and oral proficiencies in English and the student's primary language
- English and primary language assessment tests normed on non-native speakers of English
- other appropriate assessments, such as academic performance and motivation

2. LEP students must have access to daily English language development instruction either through ESL or bilingual programs which:
- are appropriate to the students' oral and literacy proficiencies in English and primary language
- are taught by certified bilingual teachers, language development specialists, or teachers trained in second language methodologies

3. LEP students must have access to content instruction across the curriculum equal to that of their native English-speaking peers. Instruction should:
- be at students' appropriate academic and linguistic level
- promote academic achievement in the core curriculum

QUALITY

LEP students must be served by a quality program. Such programs must:
- be designed specifically to meet the diverse needs of learners whose first language is not English
- accommodate the differences in the length of time needed to learn English for both social and academic purposes
- be articulated with programs for native English speakers
- provide opportunities for positive interaction among all students regardless of linguistic and cultural background
- be staffed by faculty appropriately credentialed and adequately trained to work with linguistically and culturally diverse students
- include incentive-based training for all staff concerning the cultural and linguistic needs of LEP students

FUNDING

Local school boards and the state must commit substantial funds on a continuing basis to guarantee access to quality LEP programs.

CATESOL POSITION STATEMENT ON THE NEED TO INCREASE FULL-TIME, PERMANENT TEACHING STAFF IN ADULT OR COMMUNITY COLLEGE NON-CREDIT ESL PROGRAMS

(revised 2/97)

The negative impact that the high ratio of part-time to full-time instructors has on the scope and quality of educational programs was recognized by the California State Legislature and the Governor by the passage of the Community College Reform Bill (AB 1725). This bill required a 75%-25% ratio of full-time to part-time instructors in the credit course programs of the community college system by 1992.

Unfortunately, AB 1725 does not apply to the non-credit programs in community colleges and K-12 adult schools, where 72% to 92% of the ESL faculty are part-time, temporary employees. CATESOL believes that the percentage of full-time faculty in these programs should be increased as well so that all learners who need and want to learn English and prepare to become US citizens can be provided with quality language instruction.

Need

A majority of ESL instructors are hired on a part-time basis despite an increasing demand for ESL instruction statewide as evidenced by:

- the growing population of adults now enrolled in non-credit ESL courses. This population has increased from approximately 176,000 in 1987-88 to 459,000 in 1995. By the year 2020, the California population over 18 will increase by 75% and immigrants will comprise 59% of the total population in California.
- the thousands of additional learners who are waiting to enter already crowded ESL classes. In Los Angeles Unified alone, thousands of learners are on waiting lists and many districts have waiting lists or are opening new classes to provide for the needs of their constituents.
- the demand of the California voters that the immigrant population in the State learn English as quickly as possible (demonstrated by the 73.2% vote on the English Only Proposition in 1986.)
- the need of the new residents (many of whom qualified under the Amnesty Program) for ESL/Citizenship instruction, which prepares immigrants to become fully productive citizens.
- the increased demand to prepare second language learners, particularly learners on public assistance, for vocational training programs and employment. By the year 2000, 41% of all jobs in California will be higher skilled occupations, thus demanding higher level English skills, even for entry level positions.
- the increased demand for family literacy classes (which include ESL instruction) for parents of elementary school children. This movement is supported by recent research that proves that the parents' literacy development has a positive effect on language acquisition by their children.

Quality

The quality of any program is determined primarily by the teachers in the classroom. Instructional quality cannot be maintained when districts continually hire new, inexperienced part-time instructors rather than give full-time positions to long-term employees.

Part-time instructors who must work without benefits in 2 or 3 districts in order to make a full-time salary are not able:

- to give sufficient attention to curriculum development, the planning of courses, or even to daily lesson planning.
- to give personal time to individual students whose language and acculturation needs are complex and varied.
- to give sufficient attention to the assessment of learners' progress in the classroom and document outcomes outside the classroom. (Requirements for documentation of learner outcomes as criteria for program funding have increased greatly.)

Recommendations

CATESOL therefore recommends that for all adult non-credit programs in the community college and K-12 districts the legislature move to:

- significantly increase the ratio of full-time to part-time instructors through requiring a formula similar to that of AB 1725 legislation which recommends a 75%-25% ratio of full-time to part-time instructors in credit courses throughout the community college system.
- require the delivery of full benefits to instructors whose combined assignments in two or more districts are equivalent to full-time status.

CATESOL POSITION STATEMENT ON SPECIALLY-DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (Sheltered Instruction)

Approved September 12, 1992

Almost half of California's K-12 students have a primary language other than English. These learners need to acquire English and content knowledge simultaneously. Three non-mutually exclusive approaches for teaching English language learners both language and content are:

- content-based ESL, an approach used to develop English language proficiencies through the use of concepts and themes from various subject areas. This approach emphasizes English language development.
- primary language instruction, an approach to provide access to the whole curriculum and to develop proficiencies in the students' own language.
- specially-designed academic instruction in English, (e.g. sheltered instruction), an approach used to make content comprehensible to English language learners with intermediate fluency. This approach emphasizes the development of grade-level academic competencies.

The purpose of this position paper is to describe the knowledge and understandings content area teachers need to successfully implement specially-designed academic instruction in English. Content area teachers already have mastery of their own subject area. The additional knowledge they need falls into three categories: teacher perception of students, classroom preparation and classroom interactions.

Teacher Perception of Students

To instruct English language learners effectively, teachers must create a learner-centered environment, recognizing that student diversity is a resource and an asset in the classroom.

Teachers need to:

- know general aspects and values of students cultures, including schooling.
- be sensitive to the cultures represented in their classrooms.
- be aware of the personal backgrounds of their students.
- understand the general principles of how languages are structured.
- know the processes of first and second language development.
- be aware of the cognitive, linguistic and social development of individual students.

Classroom Preparation

Appropriate grade-level course objectives are those established in the district's curriculum for all students. To make these course objectives comprehensible when planning their lessons, teachers need to:

- identify key concepts and the language which encodes those concepts.
- select a beginning point based on student's prior knowledge, experience and needs.
- select an appropriate sequence of activities which matches the students' developing linguistic abilities and leads to the attainment of the course objective.
- design activities which allow students to build a repertoire of learning strategies and experienced a variety of social roles.
- utilize a variety of materials which contextualizes the concepts and enhance comprehension.
- incorporate an ongoing monitoring and feedback system to verify students' comprehension.
- use a variety of assessments which enables students to demonstrate their accomplishment of course objectives.

Classroom Interactions

English language learners acquire both language and content more effectively when instruction facilitates student interaction.

Teacher to Student Interaction

Teachers need to

- establish a positive affective environment by acknowledging and respecting cultural and linguistic diversity.
- communicate content objectives clearly.

- activate and use students' background knowledge.
- use visuals, realia, manipulatives, graphic organizers, media and other sources to explain the concepts.
- modify speech (e.g. slower speech, controlled use of slang, idioms and sentence length, paraphrasing, etc.).
- use gestures, body language, mime and acting to enhance meaning.
- negotiate and clarify meaning throughout each lesson.
- question appropriately (using referential questions, wait-time, comprehension checks).

Student to Teacher Interaction

Since students progress at different rates in listening, speaking, reading and writing, teachers need to accept that they may:

- revisit earlier levels of proficiency as new concepts are introduced.
- use their primary language to participate in class.
- demonstrate knowledge in a variety of ways.
- need the opportunity to initiate interaction.
- continue to exhibit nonnative errors in language.

Student to Student Interaction

Students should:

- be grouped flexibly (e.g. in pairs, collaboratively or cooperatively, heterogeneously or homogeneously).
- be encouraged to acknowledge and respect cultural and linguistic diversity.
- have continuous and varied opportunities to use the target language to interact with each other and the content.
- be permitted to use their primary language.

The best way to ensure that students receive appropriate specially-designed instruction in English is that teachers develop the competencies described in this document through a Cross-cultural, Language, and Academic Development certification.

CATESOL POSITION STATEMENT ON LANGUAGE POLICY

CATESOL is a professional organization concerned with the teaching of English as a second or foreign language, standard English as a second dialect, or bilingual education.

CATESOL is committed to:

- respecting the diverse linguistic and cultural heritages of non-native speakers of English,
- promoting professional competence and professional standards in the teaching of English to speakers of other languages or dialects,
- monitoring relevant educational policy,
- representing the needs of non-native speakers of English and their teachers to decision-making bodies such as school districts and the state legislature, and
- advancing the professional field of teaching English to speakers of other languages or dialects of English.

In implementing these commitments:

■ We affirm that language is a major source of individual, personal and cultural identity since it is central to intellectual development and socialization plus basic to learning and concept formation.

Therefore:

- We support language policies which meet the needs of a pluralistic society in an era of global interdependence.
- We support public policies and actions which further understanding of the importance of language and culture in the education process.
- We recognize the rights of all individuals to preserve and foster their linguistic and cultural origins and to maintain their native languages.
- We affirm the rights of non-native speakers of English to use languages other than English.
- We support the right of all non-native speakers of English to have access to educational programs in which to learn to function in the common language of communication, English.
- We support the study of languages other than English especially for native English speakers.
- We affirm that all Californians have rights to government services and equal appropriate and fair treatment by the law regardless of English proficiency.

■ We advocate the respect and wide-spread acceptance of other languages as well as English.

Therefore:

- We affirm that non-native speakers are entitled to positive affirmation of their linguistic and cultural backgrounds.
- We advocate promoting multilingualism as a positive value to individuals and society.
- We advocate that schools develop and encourage the potential for multilingualism in students.

■ We affirm the right of non-native speakers of English in California to have access to educational equity through adequate and appropriate English as a second language and content area instruction programs in both public and private sectors.

This includes the right to:

- participate in a program that adequately assesses language proficiency through tests normed on non-native speakers of English and other appropriate assessments such as academic performance and motivation.
- participate in programs taught by teachers with training and credentials appropriate for working with linguistically and culturally diverse students.
- participate in a coherent curriculum using materials appropriate to the needs and levels of learners
- participate in programs for a sufficient time to develop English and academic competencies needed for personal, social, educational and career use.

CATESOL POSITION ON DEGREE APPLICABLE CREDIT ESL COURSES IN CALIFORNIA COMMUNITY COLLEGES

The legitimate educational attainments of ESL students should be recognized by giving degree applicable credit to appropriate ESL courses that are rigorous and contain college level content.

ESL is a separate discipline with its own minimum hiring qualifications; the content and rigor of each ESL course should determine credit status, not its place in a hierarchy of courses leading from ESL into English.

Policies must be developed that result in appropriate standards for granting degree applicable credit to ESL courses, that resolve inconsistencies in how degree applicable credit is granted to ESL courses, that foster better articulation of courses, and most importantly, that lower structural barriers for ESL students that impede their success in achieving their academic goals.

ISSUE

English as a second language is the fastest growing area in the curriculum of the California Community Colleges.[1] Colleges are granting credit to ESL courses in very inconsistent ways. At some colleges, ESL courses that match or exceed the rigor and content of college level courses are not assigned degree applicable credit while at other colleges, similar ESL courses receive both associate and baccalaureate degree credit. This inconsistency makes it very difficult to articulate ESL courses and creates an unacceptable barrier in the path of ESL students who want to earn certificates and degrees.

RATIONALE

English as a second language is a separate discipline from English.

The purpose of ESL, depending on the institution and the needs of the students, is to equip students for whom English is not their primary language with the linguistic and cultural proficiencies required for the fulfillment of personal, vocational, academic or citizenship goals, so they can participate fully in an English speaking environment;

ESL curricula address aspects of culture, phonetics, syntax, semantics, and rhetoric that are unique to ESL courses;

ESL as a discipline is classified in different ways but not as English: ESL is classified under General Studies (4930) not under English (1501) in the California Community Colleges Taxonomy of Programs (TOP) code. It is classified as a foreign language in the discipline area of humanities in the Liberal Arts Curriculum by the Center of Community Colleges at the University of California Los Angeles;

ESL is recognized as a separate discipline in the Community College Discipline List with its own set of minimum hiring qualifications developed by the Statewide Academic Senate and approved by the Board of Governors.

English as a second language is not a remedial discipline.

Just as mathematics courses range from arithmetic to calculus, ESL courses vary from entry level through transfer level freshman composition;

The skills needed to learn a second language are different from those needed by students whose dominant language is English but who lack academic literacy in reading and writing English;

English is a foreign language for ESL students, and the material studied in ESL courses demands a high level of second language proficiency, including knowledge of phonetics, syntax, semantics, and rhetoric. These studies do not equate with remediating first language skills;

Two-thirds of the California Community Colleges offer ESL courses for associate degree credit that are not identified as freshman composition or one level below;

ESL courses designed for transfer are accepted toward the baccalaureate degree by some campuses of the California State University as electives and as general education courses and by the University of California as electives;

ESL courses at the California State University and the University of California may apply toward the baccalaureate degree;

ESL students, who still need to enroll in ESL instruction, have language skills and critical thinking abilities that make them successful in college level courses across the community college curriculum that they are taking concurrently with ESL courses;

The California Postsecondary Education Commission stated in their 1983 report *Promises to Keep* that ESL is not remedial;

ESL courses at some community colleges have course outlines of record with the same scope, objectives, and content of a specific body of knowledge as comparable foreign language courses and are conducted with equal or greater intensity and level of difficulty.

For ESL students, educational attainments are impeded by linguistic and institutional barriers not faced by native speakers of English.

At some institutions, students acquiring English as a second or foreign language take a long series of ESL courses and then are required to take remedial English courses beginning at the lowest level;

Some institutions do not give degree applicable credit to ESL courses in which the academic rigor and college level content match or exceed the rigor and content of foreign language and degree applicable courses in the discipline of English.

ACTION

1. College policies and practices must assure that:

ESL courses are granted associate degree credit status regardless of their place in the hierarchy of courses leading from ESL into English, providing they meet the level, rigor, and content requirements for credit courses in Title *5* Section *55002(a);*

ESL is treated as a separate discipline, especially for purposes of hiring, evaluation, course assignments, curriculum development, program review, and planning and budget development;

Articulation is pursued for ESL courses that meet the level, rigor, and content requirements for baccalaureate degree courses as specified in standards such as CSU Executive Order 167 “Transfer of

Credit" and CSU Academic Senate statement "Considerations Involved in Determining What Constitutes a Baccalaureate Level Course;"

ESL courses that do not meet the requirements for degree applicable credit courses but that do meet those for nondegree credit courses under Title *5* Section 55002(b) are granted such status, when appropriate;

The structure, rigor, and content of ESL courses and the transition from instruction in ESL to instruction in English all assure students' success in achieving their academic goals in an expeditious manner.

2. Title *5* Section *55805.5* must be correctly interpreted:

ESL courses are not English courses. Their appropriateness to the associate degree is not determined by their place in the hierarchy of courses leading to "the first transfer level composition course, typically known as English IA" but rather by the extent to which they meet Title 5 Section *55002(a)* standards for degree-applicable credit courses.[2]

3. English as a second language must be represented as a separate discipline by inclusion of a specific four-digit code for ESL in the Taxonomy of Programs. ESL should be included in Area 15 - Humanities (Letters) with the following suggested description:

1508.00 English as a Second Language
Reading, writing, speaking, and listening skills in English, including both linguistic and cultural proficiencies, for those for whom English is not their dominant language.

Appendix

CATESOL Position Statement on Degree-Applicable Credit ESL Courses in Community Colleges, California Association of Teachers of English to Speakers of Other Languages, June, 1994.

CATESOL Position Statement on the Differences between English as a Second Language and Basic Skills Instruction at Post-Secondary Levels, California Association of Teachers of English to Speakers of Other Languages, June, 1994.

CSU Executive Order 167 "Transfer of Credit," California State University, January, 1973.

CSU Academic Senate Statement "Considerations Involved in Determining What Constitutes a Baccalaureate Level Course," Academic Senate of the California State University, November, 1986.

Title 5, Section 55002. Standards and Criteria for Courses and Classes, California Code of Regulations.

[1]G. Hudson. personal communication. March 1999.

[2]§55805.5. Types of Courses Appropriate to the Associate Degree.
The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following categories to be offered for associate degree credit:
(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

(b) Courses that apply to the major in non-baccalaureate occupational fields.
(c) English courses not more than one level below the first transfer level composition course, typically known as English IA. Each student may count only one such course as credit toward the associate degree.
(d) All mathematics courses above and including Elementary Algebra.
(e) Credit courses in English *and* mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subsections (c) and (d) above.

CATESOL POSITION STATEMENT ON THE DIFFERENCES BETWEEN ENGLISH AS A SECOND LANGUAGE AND BASIC SKILLS INSTRUCTION AT POST-SECONDARY LEVELS

(Approved by the CATESOL Board of Directors, June 11, 1994)

The needs of ESL students are not well served by treating ESL as a variety of "remedial" or basic skills education. A distinction at post-secondary levels of education must be made between students who are still at a developmental stage of acquiring English (ESL students) and students whose dominant language is English but who lack academic literacy/basic skills (basic skills students). These two types of students are best served by instruction which recognizes their different backgrounds and needs. Neither should be labeled remedial, a term which suggests that they need to make up for deficiencies; both types of students are involved in the cognitively demanding process of acquiring academic English.

Basic Skills Students

- have received all or most of their education in English, their dominant language, but still need to develop academic literacy in English.
- have oral fluency and an intuitive knowledge of the grammar of spoken English but need to develop literacy (i.e., reading and writing).
- are familiar with American culture and customs.

ESL Students

- are learning a language that is not their home or dominant language, and are using this language to acquire intellectual knowledge.
- may have academic skills which they have already developed in their first language.
- are often unfamiliar with American culture, customs, and academic expectations.

Needs of ESL students

- to learn English as part of an integrated curriculum, including listening, speaking, reading, writing-as part of an integrated curriculum.
- to receive instruction that recognizes that language learning is a developmental process. The oral or written ESL features which their language displays are a natural part of this language learning process.
- to learn the syntactic structures and organizational patterns of both written and spoken English.
- to receive instruction that recognizes their need to learn about American culture and, at the same time, validates their primary culture.
- to be identified, not by national origin or length of residence in the U.S., but by the language they produce. All assessment measures should be designed for appropriate ESL populations. Tests designed to assess native speakers of English are inappropriate for ESL students.

Foreign language instruction is not considered remedial. English as a Second Language is as cognitively demanding and academically rigorous as foreign language study. In fact, given that ESL students have to study their content areas in English, the demands on them are even greater than those on native speakers of English learning a foreign language.

For a statement of the relationship between this document and the issue of community college credit for ESL, see the *CATESOL Position Statement on Degree-Applicable Credit Courses in Community Colleges.*

COMPETENCIES FOR TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) IN FOUR-YEAR COLLEGES AND UNIVERSITIES

CATESOL, a professional organization concerned with the teaching of English as a second or foreign language, standard English as a second dialect, and bilingual education, affirms that language is a major source of individual, personal and cultural identity since it is central to intellectual development and socialization plus basic to learning and concept formation. Consequently, CATESOL recommends the following competencies as essential for instructors who teach ESL in a California four-year college or university.

1. COMPETENCIES RELATED TO LINGUISTICS (INCLUDING ENGLISH PHONOLOGY, MORPHOLOGY, SYNTAX, SEMANTICS, AND DISCOURSE)
    a. Understanding the major theories underlying the analysis of language structures:
        * phonetics/phonology
        * morphology/syntax
        * semantics
        * pragmatics
        * discourse/rhetoric
    b. Ability to analyze the English language for teaching purposes:
        * the sound system
        * the word formation and syntactic systems
        * the meaning systems
        * the use of language appropriate to a variety of situations
    c. Ability to analyze the interrelationship between
        * spoken and written English
        * English and the students' primary languages
        * language and thinking

2. COMPETENCIES RELATED TO SOCIOLOGICAL AND PSYCHOLOGICAL FACTORS OF SECOND LANGUAGE ACQUISITION
    a. Understanding the psychological factors that affect first and second language acquisition and use:
        * cognitive development
        * affective variables
        * interlanguage
        * input and monitoring
        * memory
        * language development and disorders
        * bilingualism
    b. Understanding the social, cultural and economic factors which affect first and second language acquisition and use:
        * language variation: standard language, register, roles, etc.
        * societal attitudes toward language
        * language contact, shift, and maintenance

3. COMPETENCIES RELATED TO METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE (INCLUDING MATERIALS AND TESTING)
    a. Understanding and evaluating historical and contemporary approaches and methods

b. Ability to vary curricula depending on the language needs of adult non-native English speakers:
   * English language development
   * survival English
   * academic English
   * vocational and career English
c. Ability to teach for communicative competence in listening, speaking, reading, and writing:
   * comprehension and interactive listening
   * pronunciation, intonation, stress, and rhythm
   * literacies and the reading process
   * the writing process
d. Ability to integrate listening, speaking, reading, writing, and creative and critical thinking in instruction
e. Ability to evaluate and adapt prepared materials and to create supplementary materials
f. Ability to assess the language and learning of adult non-native English speakers:
   * using holistic and discrete point instruments
   * evaluating, administering, and interpreting diagnostic, achievement, and proficiency assessment instruments.
   * preparing classroom tests
g. Ability to facilitate small group instruction and to manage peer tutors, aides and volunteers

4. COMPETENCIES RELATED TO <u>INTERCULTURAL COMMUNICATION</u>
   a. Ability to function cross-culturally through
      * effective interaction with ethnolinguistic minorities
      * recognition of the effects of prejudice and stereotyping
      * sensitivity to interrelationships between culture and verbal and non-verbal communication
      * knowledge of the historical and contemporary status of linguistic minorities in California
   b. Understanding how relationships between language and culture shape
      * thinking
      * learning styles
      * attitudes
      * motivation
      * preferences
      * perception
   c. Understanding how the immigrant experience affects
      * the process of learning to function in a new culture
      * readiness for second language acquisition
      * learning in a school setting
   d. Ability to integrate the culture and experiences of students into approved curricula frameworks.

Approved by CATESOL Board of Directors – June 5, 1993