

ITL Discipline-Based Initiative Report: ESL/EAP/TESOL Project

Discipline:

ESL/EAP/TESL/TESOL/CLAD* faculty in the CSU system

(*Areas of Second-Language Studies of English: English as a Second Language; English for Academic Purposes; Teaching English as a Second/Subsequent Language; Teaching English to Speakers of Other Languages; Cross-Cultural Language and Academic Development)

Focus of Initiative: The faculty of the CSU-ESL/EAP undergraduate programs (English as a Second Language/English for Academic Purposes), and those in graduate programs (i.e., TESL/TESOL) who train teachers for these areas, have recognized that the growing demands of second-language students in the system require much more time and attention than the once-a-year 90-minute meetings offered at the State CATESOL Conference (Calif. Teachers of English to Speakers of Other Languages).

In order to develop significant opportunities for collaboration regarding issues of concern to our students, faculty and programs, we proposed and conducted a weekend meeting of two and a half days and developed action plans for follow-up meetings and teleconferences to refine and confirm the implementation of our developed strategies. In addition to the many opportunities afforded us through personal networking, we also developed other plans to further our collaboration through technological means we introduced at the workshop, e.g., MERLOT, and are in the process of producing an up-to-date report on the status of our programs and their effect on second-language students in the CSU today via the articulation document, *California Pathways*, material and dissemination.

Names of Participating Campuses: Seventeen CSU campuses had faculty who participated: Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, Sonoma, and Stanislaus. Although all campuses in the system were contacted, not all have separate ESL or TESOL programs at this time and thus no participants were available from the few remaining campuses; however, in the future we hope to include these other campuses as these programs grow and the word spreads.

A contact list of the 35 participants is included at the end of this report.

Project Coordinators:

The project coordinators were Dr. Janet Eyring, TESOL Coordinator at Cal State Fullerton, and Dr. Karen Russikoff, ESL/TESL Coordinator at Cal Poly Pomona. These two faculty collaborated in order to: establish a contact list and invite appropriate participants; make site arrangements at Kellogg West Conference Center at Pomona and in the lab at Cal Poly Pomona; arrange and plan appropriate MERLOT training; devise, research, gather, copy and disseminate materials for background information prior to and during the meeting; and develop a program with presentations relevant to the discipline issues by inviting participants to speak on their areas of research and specialization. The coordinators also gathered evaluation material, are participating in planning for subsequent meetings, and authored this report.

Accomplishments:

The Weekend Workshop was exactly the opportunity we envisioned when we proposed this project. Thirty-five faculty (an ideal number for collaboration in a close and collegial manner) from ESL, EAP, TESL, TESOL, CLAD, Applied Linguistics, Learning Centers, and Composition Programs participated and contributed in numerous ways. Repeatedly, we heard the participants comment on how much our diverse disciplines overlap and how necessary our collaborative efforts are to infuse support for nonnative speakers of English in the CSU and in California schools. Thus, our weekend workshop included some, but not all, of the issues relevant to the education of ESL students.

Our plans were limited only by time (just an initial weekend), but we used every moment to lay detailed groundwork for what we perceive to be ongoing collaboration in the CSU. Before the participants arrived, in addition to the general program, map, parking permit and airport shuttle announcement, they were sent three articles to serve as background material for the first evening' presentations, along with assignments to bring material related to their curriculum, EPT and GEAR requirements, and names and addresses of colleagues who should be included in the future. All arrived at Kellogg West Conference Center on time and prepared. Upon check-in, they were presented with a notebook which included more related articles on other issues appearing on the agenda, to serve as reference, background or later reminders, and the latest version of the *California Pathways*, an intersegmental publication, defining language skill levels, CATESOL position papers, and related compiled matters (e.g., CSU EAP/ESL placement, courses, EPT score usage).

The program (listed below) included lengthy work sessions beginning on the first evening with three presentations on diverse issues (the needs of the "1.5 Generation," EPT scores and placement, and support by Learning Centers). Saturday morning began with collegial sharing at breakfast, and was followed by a half-day computer lab workshop, detailing the teaching and learning opportunities afforded by the new technology available through the CSU-developed MERLOT repository, with requests for development of appropriate ESL and TESOL categories and input for the site. Lunch focused the participants

on detailed table topics with worksheets that were shared afterward. The afternoon moved the group into new rooms with more topic presentations. At this point, the only negative comment was that there should be more opportunity for reflection and less structure. But we felt our time could be best used by the defined plan and the program moved onward at a steady pace. Later, all agreed that the weekend was very successful because of the tightly constructed program and the many opportunities to hear from so many of our colleagues on issues important to our students' success. The sessions each ended with a call for action dependent on the issue, and numerous action plans were developed and assigned to participants at the closing meeting on Sunday morning, which provided the requested synthesis of reflection with action.

Much of what allowed for the numerous positive outcomes was created by the fact that the faculty participants were treated well by the hosts, the conference center staff and the overall ambience of the location, and by the awareness that we were creating a template for future collaboration. The guitarist at dinner the first night (an ESL graduate student himself), the social hour, the pleasant and easily accessible accommodations, the theme dinner at the campus specialty restaurant on Cinco de Mayo all resulted in a great deal of goodwill and eagerness on the part of all participants. Indeed, because all felt respected, they reciprocated with the same respect for the work of the weekend. The only negative comment in the final written evaluations was a teasing comment that the "Hot tub was a tad too cool!" Indeed, we were all very satisfied with the weekend.

The following is the list of program events and participant-presenters:

2001 CSU-EAP WORKSHOP SCHEDULE OF EVENTS

Friday, May 4

- 4:00 Check in (Hotel check in begins at 3:00 p.m.)
- 5:00 Wine and Cheese Social (Courtyard)
- 6:00 Dinner with live classical guitar (Dining Room C)
- 7:00 Welcome and Introductions
Karen Russikoff, CSU Pomona
Jan Eyring, CSU Fullerton
- 7:30 Results of the 1997 CATESOL College/University Survey
Jan Eyring, CSU Fullerton
- 7:45 **PANEL: English Language Learners in the CSU**
Ellen Lipp, CSU Fresno
Robby Ching, CSU Sacramento
Sue McKee, CSU Sacramento
Nathalie Destandau, San Francisco State University
- 8:45 Questions and Discussion

Saturday, May 5

- 8:00 Breakfast Buffet (Dining Room A)

9:00 DEMONSTRATION/HANDS-ON WORKSHOP WITH MERLOT (CLA Lab) (Multimedia Educational Resource for Learning and Online Teaching):
Putting Ourselves in the Driver's Seat
Kylie Hsu, CSU Los Angeles

- Overview of MERLOT
- Input of Websites on MERLOT
- Small group Discussion of our own Lectures and Lesson Materials on MERLOT

English Language Learning (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Phonics, Literature, etc.)

Teacher Training (Linguistics, SDAIE Methods, Second Language Acquisition, Testing, Curriculum, Multicultural Education, etc.)

12:00 Lunch and Discussion Issues (Dining Room A)

- Graduate Programs: Entrance Requirements and Culminating Experiences
Sharon Hilles, CSU Pomona
Barbara Kroll, CSU Northridge
- Writing Programs: Curriculum and Assessment
Michelle DuBarry, CSU Hayward
- K-12: Curriculum and Assessment
Johanna Rubba, Cal Poly San Luis Obispo
- Teacher Training Abroad
Linda Buckley, CSU Sacramento
- Language and Literacy
Malcolm Finney, CSU Long Beach
- Research and Grants
Sabrina Peck, CSU Northridge

AFTERNOON DISCUSSION SESSIONS

2-2:45 Teacher Training for our Non-native English Speakers (Valley Vista)
Lia Kamhi-Stein, CSU Los Angeles

3-3:45 Credentialing of TESOL Grads: Elementary, Secondary, and Adult Credentials (Hillside 2)
Lynne Diaz-Rico, CSU San Bernardino
Vanessa Wenzell, CSU Dominguez Hills

4-4:45 Chancellor's High School Grant Projects (Hillside 3)
Cheryl Zimmerman, CSU Fullerton

5-5:45 Service Learning for our Students (Valley Vista)
Jim Kohn, San Francisco State University

6:15 RANCH RECEPTION (Kellogg Ranch at Collins Center)

7-9:00 CSU-EAP BANQUET AND CELEBRATION DINNER
(Kellogg Ranch at Collins Center)

Sunday, May 6

8:00 Breakfast Buffet (Dining Room A)

9:00 **PANEL: TESOL/Applied Linguistics/English/CLAD Intersections: Collaborating for Strength**
Robby Ching, CSU Sacramento
Thom Huebner, CSU San Jose
Barbara Birch, CSU Fresno
Juan Carlos Gallego, CSU Fullerton

10:00 Questions and Discussion

10:30 Building our Identity and Prioritizing Our Goals

11:00 Future Planning: Meetings, Teleconferences, Directories, Listservs, MERLOT Follow-up

12:00 Lunch (Dining Room A)

Lessons Learned:

We found that several key ingredients contributed to the success we have experienced thus far:

- The size of the group (n=35) was just large enough to have many collegial responses to a problem but not so large as to silence the input;
- The number of campuses (n=17) provided an excellent number of varied responses to the same problems;
- ESL is the common denominator for our varied departments and programs, and we reconfirmed that we are in the best position to be advocates for our ESL students on the CSU campuses;
- Opportunities for networking across programs and campuses resulted in taking back practical ideas to our own campuses;
- The reading package and homework assignments sent in advance set a positive structure and determined tone for the weekend, as did the notebook and handouts upon check-in;
- Diverse areas of concern were addressed in common meetings (not concurrent sessions) and most found interest in commonality they had not expected;
- Assigning topics to many of the participants in advance (including table leaders at lunch) involved everyone;
- Creating action plans for subsequent work allowed us to do more than just talk through an issue;
- Introducing MERLOT as an opportunity for ESL/EAP/TESOL professionals to determine their own set-up for the site engaged all;
- Moving the group to new rooms/lab/settings, instead of staying in a single room, allowed for freshness of ideas and spirit throughout the weekend.

The lessons from the few negative circumstances are probably still some things we could not have planned more or differently for: One concern was the length of time spent for MERLOT training. Because some of the participants were technologically very savvy, they would have been happy with a full day session in the computer lab, but others felt the morning session was a bit too long. The reality is probably a compromise somewhere in between. Another concern outside our realm yet related to MERLOT was the fact that the MERLOT website shut down when all the participants tried to log on all at once during the session. This caused some confusion but most participants understood and made the best of it. Dr. Kylie Hsu was well prepared and used a prepared Power Point presentation to explain what *should* happen when participants log on, but this also confused some who were less experienced web users. However, the overall summative evaluation of the MERLOT introductory session was that it was well

worth our time and that its future potential application to our fields made it very valuable.

Budget:

The following costs were associated with the Weekend Workshop and allowed us the opportunity to experience the many positive outcomes discussed above:

• Travel for 35 participants (air and auto)	\$3668.14
(Housing at Kellogg West Conference Center was paid for by participants' own campuses or by individual participants)	
• Kellogg West Conference Package (included meeting rooms, food, audio/visual needs, and with drinks and snacks throughout the day)	5691.88
• Banquet at the Ranch, Collins Center (5/5/2001)	1216.00
• Release time for Dr. Janet Eyring (1 course, Cal State Fullerton, Sp. Semester 2001)	4197.00
• Student Assistant(s) 12 hrs. @ approx.\$13 hr.	162.00
Student Guitarist	125.00
Materials	
Copying, supplies, postage	976.92
<i>California Pathways</i>	642.90
TOTAL COSTS	\$16,679.84
(\$17,500 was originally budgeted for the initiative project)	
<i>Remaining Margin</i>	\$820.16

Other Funding: Support for the use of computer lab at Pomona was made available by Dr. Barbara Way, the Dean of the College of Letters, Arts and Social Sciences at Cal Poly Pomona. Additional technological faculty support was provided by Dr. Liliane Fucaloro from Cal Poly Pomona during the lab session, and by Dr. Kylie Hsu from Cal State Los Angeles through her half-day MERLOT presentation at the workshop. The English and Foreign Languages Department staff at Cal Poly Pomona, Ms. Sherry Allen and Ms. Jennifer Fox, provided thoughtful and detailed clerical support. And Ms. Margaret Titular, clerical support at Cal State Fullerton, created the very attractive program and contact list.

A Budgetary Note: It would have been easier to budget for housing and have faculty pay their own travel. Airfares and driving costs varied greatly across the state while housing costs were set and reliable!

Outcomes:

As a result of the weekend workshop, we, as a collaborative disciplinary entity of CSU-EAP and TESOL professionals, have devised the following action plans and assigned high priority to the following set (but not listed in any order here):

- Develop a website for CSU-EAP (Completed! Dr. Jim Kohn has established the site at <sfsu.blackboard.com>)
- Develop a proposal for streamlining teacher credentialing to include TESL subject matter (CATESOL is currently working on this matter at the State level)
- Send resolution to EPT Developmental Committee requiring administration of language background surveys at time of admission with the EPT
- Establish an understanding of the relationship of ESL/EAP to GE campus requirements across CSU campuses
- Disseminate information on GEAR and EPT applications across the CSU by updating the *California Pathways* document
- Assess language abilities/needs of international and domestic students enrolled in Master's, Credential, and Liberal Studies Programs
- Share the summarized techniques (with degree of effectiveness) of CAPI Projects throughout the CSU
- Create a publication that generates material for/by nonnative-speaking pre-professionals in TESL
- Author CSU test to assess transfer students; request support from the Chancellor's Office to work with testing specialists
- Develop a flowchart of all assessment measures for entrance and exit to CSU programs/campuses

We have further devised the following action plans and assigned a lesser priority to the following set (but again not in any order here):

- Create competition between campuses to build the MERLOT website

- Raise the profile of EAP and TESOL on individual campuses
- Establish associations on all campuses to bring together faculty from different programs with related needs and experiences (e.g., Education, English, Anthropology, Linguistics, Graduate Programs, Intensive English Programs, etc.)
- Develop research agendas for areas such as literacy, service learning, teacher education, etc.
- Disseminate awareness of grammar standards for nonnative speakers of English across the CSU
- Collaborate to publish and share a list of TESOL/CLAD courses across the CSU for year-round enrollment application

And Now:

To continue the collaboration so successfully initiated at this meeting, we had originally outlined in our proposal that teleconferences linking north and south would follow. However, in sharp response to the successful face-to-face opportunities experienced at this meeting, there was surprisingly no interest by participants in teleconferences when we offered this option as a subsequent step. With some deeper consideration, we were encouraged to find limited topics for participants engaged in special areas who may desire to use this format for further collaboration. The group as a whole, however, decided instead to meet at the Northern California CATESOL Regional meeting in the fall, Nov. 3 at CSU Hayward. Although the regional conference is only a one-day meeting, we plan to meet the day before to focus on CSU-related issues and to extend our collaboration to serve the regional conference as well. A new coordinator, Dr. Cherry Campbell from CSU Sonoma, was selected to begin the necessary planning with support from the coordinators of the Kellogg West Conference. The State CATESOL Conference, which has previously been our only collaborative venue, will be held in San Francisco in March 2002 and will continue to provide some, albeit limited, opportunity for networking, sharing and comparing our support systems for serving language minority students in the CSU.

Several other projects resulting from this weekend workshop are already in progress. A panel presentation on disseminating the language teaching potential of MERLOT has been proposed for the TESOL International Conference in Salt Lake City next year; the EAP Directory is being updated for dissemination and the Communication option on J. Kohn's site has replaced the CSU-EAP listserv; the EPT and GVAR requirements across the CSU are being collected for sharing in the fall; the new categories for MERLOT are being ranked and organized for usage; the EAP/ESL and TESOL Program curriculum sheets are

being collected and organized for sharing in the fall; and a new workshop is in the planning stages.

Acknowledgments:

We are very grateful to Dr. Carol Holder and the Institute for Teaching and Learning at the CSU Chancellor's Office. Dr. Holder's support of our interests, that is, the needs of our ESL students in the CSU and of our TESOL graduate students who will teach ESL students throughout the state, has been consistently positive and generous. The weekend workshop would not have been possible without this support which was much more than only financial; indeed, Dr. Holder provided our first awareness of MERLOT, access to MERLOT training and support, and numerous thoughtful suggestions on practical workshop issues as we laid out our plans. We are also appreciative of the guidance provided by Dr. Gerard Hanley at the Chancellor's Office, who also generously supported our needs in establishing the direction of our discipline's interest in MERLOT.

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