English for Multilingual Students
A Program Proposal for SCC
Cheiron McMahill
Presentation on Assessment and Placement for the AASC, 10/12/18

Point of departure: Learning and the learners

- Curriculum design should be based on sound theory and research
- Curricula should respond to current and future demographic changes of the local community
- Knowing who are students are, the needs, and the obstacles they face should form the basis of any program design
- The needs for ESL at SCC are diverse, but can be understood broadly through three main types of learner backgrounds, based on educational history and age at immigration
- I have proposed three levels of English for Academic Purposes courses at SCC for Spring, 2019, to serve these learner profiles

Changing Demographics in Minnesota
Nicollet County Demographics

Blue Earth Country Demographics

SCC Demographics (2016): Who of these speak a language other than English?

- 20.0% Students of Color
- Employees: 95% White, 2% People of Color

College Persistence and Completion Rate:
- Percent of Fall 2015 cohort of entering full-time students who have graduated, transferred, or retained to the second fall: 69.2%

Completion Rate:
- Percent of Fall 2014 cohort of entering full-time students who have completed in 3 years: 46.5%
Delayed or interrupted schooling: the case of Abdul

- Born in Somalia
- Age 15: Attended school for the first time in Kenya (in English)
- Age 17: Came to the US, attended a charter high school, obtained a high school diploma at age 21
- Has been studying at SCC for one year, passed 80 and 90 levels of College Readiness, but could not keep up with ENGL 100

A future novelist

- Catching up with 12 years of education in just six years, in a new language
- Loves reading and writing, powerful essay content, but struggles to express himself clearly in English because of gaps in his acquisition of grammar
- Gaps in English grammar, vocabulary, writing skills could be met by the new EAP 80 and 85 courses

Basic Interpersonal Communication Skills

- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a ‘silent period’

Cognitive Academic Language Proficiency

- school, textbook, academic language
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully
Returning to school in a second language: The case of Salma

• A high school diploma from Somalia
• In Minnesota for 14 years, but never attended school in English
• Worked full-time to help support her children
• Good listening comprehension, knowledge of local educational system
• Her chance to go back to school now that her kids are older

A future entrepreneur

• A high school diploma from Somalia; came to the US as an adult with her three children
• A struggle with pronunciation, vocabulary, and cultural content
• Wiser and more determined than many other students
• Strong values and opinions, but hesitates to share them in her classes
• Her dream: study accounting, get a good job or start her own business
• Would benefit from the intense scaffolding of academic vocabulary, explicit instruction in textbook reading skills, exposure to academic writing in English, chance to bring her own culture and values to the center, in the new EAP 90 and 95

A future leader and teacher: Mohammed

“Everyone should live in another country and learn another language. If you don’t experience that, you cannot develop the open and flexible mind you need to be a world citizen.”
A charismatic speaker who could expand his mastery of the registers of English speech and writing

- Came to the US at the age of 13
- Educated in four different countries and languages
- Excees in every educational system; wants to be a computer engineer or a teacher
- Still struggles with reading and writing, academic vocabulary, formal and academic phrases in English
- Could benefit from explicit, targeted instruction in academic word choice, rhetorical styles, advanced syntax for second language learners, and the cross-cultural contrastive analysis focus of the new EAP 100 course

Inside the CPT Accuplacer

1. What language did you learn to speak first?
   - English only
   - English and another language
   - Another language

2. Which language do you speak most often at home?
   - English
   - English and other equally
   - Another

AND ANY ANSWER TO THIS QUESTION:

3. How many years of your education (elementary through high school) were in the United States?
   - 0-4
   - 5-7
   - 8-10
   - 11 or more

Branching For ELL students
A sample assessment and placement sequence for EAP

Students apply and take the Accuplacer ESL. Cheiron/the ESL coordinator places/advises them within 3 days, looking at their educational histories and interviewing them if necessary.

Depending on results, some students are advised to go to ABE/ESL, others are placed in a possible ABE/ESL bridge course at SCC, others place into the following three levels.

EAP 90 (4 cr) & 95 (4 cr)
ESL 75 (ESL Support for Math 85, 3 cr)
MATH 85 (4 cr)

EAP 100 (4 cr) + 2 Paired 100-level Courses (4 cr each) (EAP support course plus academic subject courses such as biology, medical terminology, etc.)

Multiple measures of assessment: These scores are just general guidelines. Students would be individually placed within 3 days.

| Beginning, High Beginning, Low Intermediate students: | | | | | |
|---|---|---|---|---|
| • Accession ESL, ESL Reading Skills 57 and under | • Accession ESL, ESL Reading Skills 58-82 | • ESL Listening 50-69 | | | |
| • ESL Sentence Meaning 60 and under | • ESL Sentence Meaning 61-104 | • ESL Language Use 55-81 | | | |
| • ESL Language Use 54-68 and under | • ESL Language Use 55-81 | | | | |
| ADVISE TO TAKE ADVANCED FREE ENGLISH COURSES IN ABE/ESL PROGRAMS | | | | | |

| EAP Reading and Listening 80 | | | | | |
|---|---|---|---|---|
| • Accession ESL, ESL Reading Skills 58-82 | • ESL Listening 70-89 | | | | |
| • ESL Sentence Meaning 61-104 | • ESL Language Use 55-81 | | | | |
| • ESL Language Use 52-68 | | | | | |

| EAP Reading and Listening 90 | | | | | |
|---|---|---|---|---|
| • Accession ESL, ESL Reading Skills 83-102 | • ESL Listening 70-89 | | | | |
| • ESL Sentence Meaning 88-105 | • ESL Language Use 82-99 | | | | |
| | | | | | |

| Place into Advanced ESL Composition (EAP Composition 100) | | | | | |
|---|---|---|---|---|
| • Accession ESL, ESL Reading Skills 103-120 | • ESL Sentence Meaning 106-120 | • ESL Language Use 110-120 | • ESL Listening 90-120 | |