

Classroom Strategies to Support ESL Students in College Composition

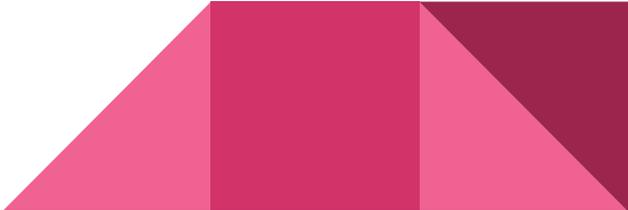
Brought to you by the CAP ESL Team:
Melissa Reeve & Jose Cortes,
with help from several special guests.

Oct. 15, 2021



Audience, Purpose & Method

Audience:

- ESL faculty who are preparing students for composition, teaching composition, or developing ESL composition courses
 - English faculty hoping to better support ESL students enrolled in mainstream composition
 - Anyone else who is interested in maximizing opportunities for non-native English speakers to complete transfer-level composition
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Audience, Purpose & Method

Purpose:

- To hear what's working in composition courses developed especially for non-native English speakers (18 colleges now have these offerings)
 - To learn what instructors of these courses assess as the particular needs of ESL students, and how they address these needs
 - To consider which of these strategies may work in mainstream composition classes with native speakers or mixed populations
 - To give you-- our audience-- the chance to reflect on these practices, and to share your own
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Audience, Purpose & Method

Method:

- July-August: Researched schedules of classes to find out which colleges offer ESL-specific college composition classes (IGETC-1A) this Fall
 - Late Sept: Emailed all current instructors of those classes (33 instructors at 18 colleges) with a brief survey and request for further participation
 - Early Oct: Recorded Zoom interviews with 6 willing instructors from 4 colleges
 - Reviewed, edited and organized video clips to bring you today's highlights (full recordings are available for the super-interested)
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Program Outline:

- **Interview highlights** (20 min.)
 - Community building
 - Support for reading: Topic & text selection
 - Support for reading: Schema building and language development
- **Breakout 1** (8 min.)
- **Interview highlights** (25 min.)
 - Support for writing: analyzing prompts & avoiding plagiarism
 - Support for writing: Contextualized language instruction & resources for editing
- **Breakout 2** (8 min.)
- **Interview highlights** (5 min.)
 - Advice to newer instructors
- **Closing remarks**

Feel free to use the chat throughout, to pose questions, share responses, and call out highlights from your breakout discussions.

Some of our guest speakers are here with us today too-- we hope you'll interact in the chat!

Meet our guest speakers:



Rebecca Martinez Beck
Irvine Valley College

WR 1 + ESL 302
Writing 1 + Academic
Language Support for
College Writing



Kelly Kady
Diablo Valley College

ENGL 122AL
First-Year College
English Intensive for
Multilingual Students



Nathan Cayanan
Irvine Valley College

WR 1 + ESL 302
Writing 1 + Academic
Language Support for
College Writing

Meet our guest speakers:



Bitia Bookman
Santa Rosa Jr. College

ESL 10
ESL College Composition



Luz Navarrette Garcia
Santa Rosa Jr. College

ESL 10
ESL College Composition



Elizabeth Roedecker
Bakersfield College

EMLS B1A
Expository
Composition

The Interviews

Here are some of the questions you'll hear our speakers answering today:

- In which of these area(s) are you finding that your students demonstrate the greatest need for supplemental support?
 - Reading comprehension
 - Vocabulary development
 - Writing: organization
 - Writing: development
 - Control of formal, academic English syntax
 - Affective domain: self-doubt as ESL students
- Could you share a routine, activity or assignment that has worked well in your class to support the need(s) you've identified?
- What advice would you give to an instructor teaching a class like this for the first time?

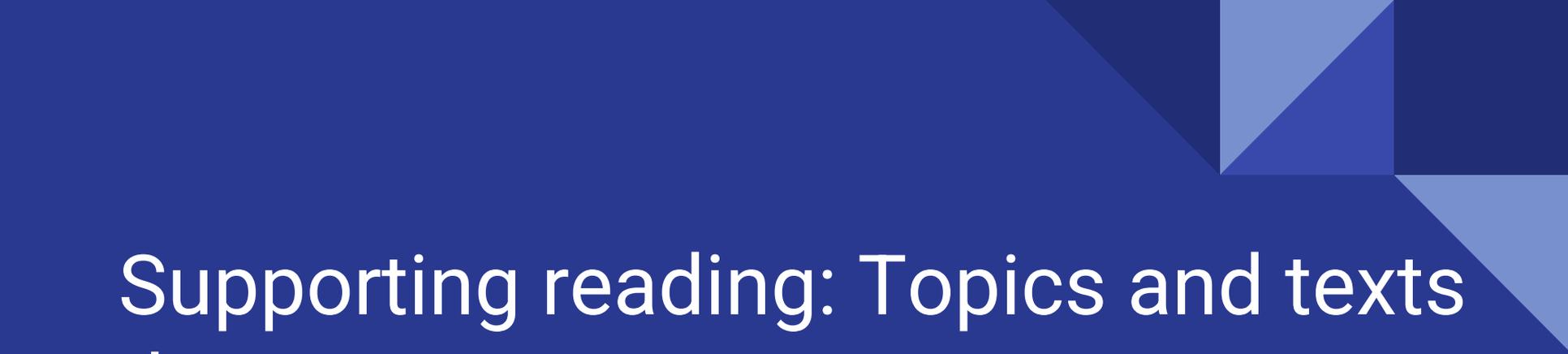




Building community, and using disparate cultural knowledge as an asset

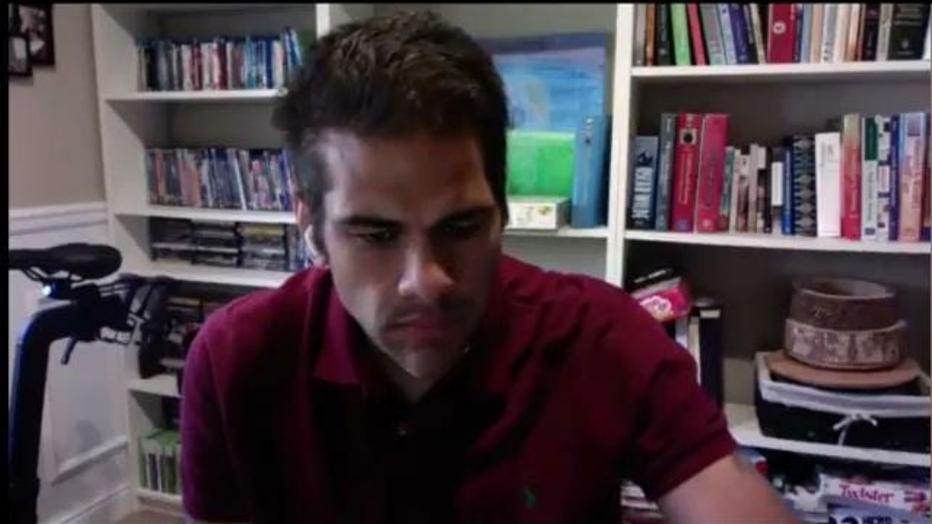
Rebecca and Nathan

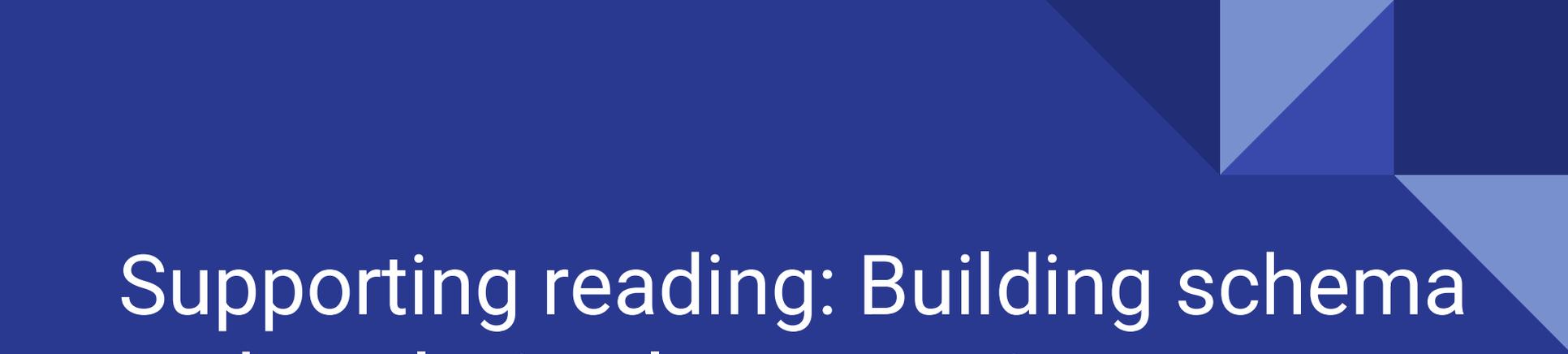




Supporting reading: Topics and texts that promote engagement

Nathan and Bitá





Supporting reading: Building schema and analyzing language in context

Rebecca and Luz



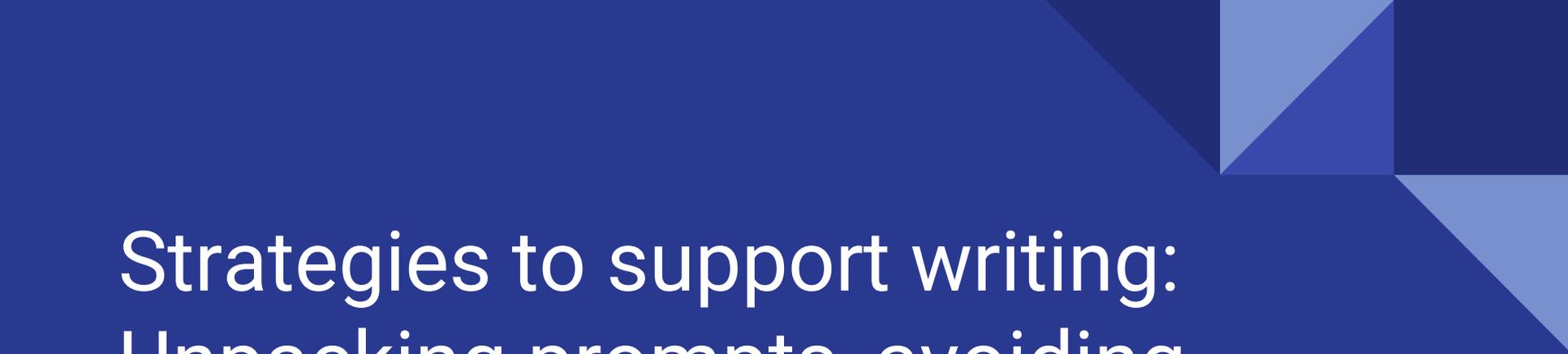
Breakout 1

Focus on:

- Creating community
- Disparate cultural knowledge as an asset
- Topic & text selection
- Building schema
- Language and vocabulary in context

Click the link in the chat to open the padlet and add your ideas.

1. Which of these strategies do you think you might try to support ESL students?
 2. Which of these strategies do you think might help all students in college composition?
 3. What other strategies have worked well for you to build community and to support reading?
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Strategies to support writing: Unpacking prompts, avoiding plagiarism

Rebecca and Kelly



OCTOBER IS FILIPINO AMERICAN HISTORY MONTH





Strategies to support writing: Contextualized grammar and resources for editing

Nathan and Kelly



Breakout 2

Focus on:

- Unpacking prompts
- Integrating sources / avoiding plagiarism
- Teaching grammar in context
- Resources for editing skills

Click the link in the chat to open the padlet and add your ideas.

1. Which of these strategies do you think you might try to support ESL students?
 2. Which of these strategies do you think might help all students in college composition?
 3. What other strategies have worked well for you to address global or local writing concerns?
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General advice and encouragement

Rebecca, Nathan, Luz and Elizabeth



Continue the conversation with today's presenters.

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The top right corner of the slide features a decorative arrangement of overlapping triangles in various shades of blue, ranging from dark navy to light sky blue.

Thank you for joining us!

Please click the link in the chat to give
feedback on today's session.



SANTA ROSA
JUNIOR COLLEGE









