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LIA D. KAMHI-STEIN
SHARIN RAWHIYA JACOB
ANA HERRERA
ROBERT SEABORNE
California State University, Los Angeles

Linking a Community-based ESL Program with the MA TESOL Practicum Course: The Tale of a Program

Immigrant adults in the United States often have limited opportunities to learn English. To address this issue and to strengthen the preparation of future English language teachers, a practicum course offered in a Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) program in California was modified to engage student teachers in the design and implementation of a community-based ESL program. This article describes how a teacher educator and three student teachers collaborated to design and implement the program; identifies the program's teaching philosophy, centered around the communicative approach; and discusses the program's learning outcomes, ranging from introducing oneself to participating in the Individualized Educational Plan meeting. As explained in the article, breaking down the walls that existed between the MA TESOL program and the community of students about whom the program theorized not only helped the ESL students the community-based program served, but it also strengthened the MA TESOL program as a whole.

Las clases de ESL son excelentes para nuestra comunidad, ya que el idioma es una gran limitación para nuestra comunidad hispana, y es una barrera para poder abogar por sus hijos, nuestra comunidad tiene sed de "educación", y el asistir al programa de ESL mientras sus hijos estaban en clases de su programa es muy hermoso, ya que es un "tiempo de aprendizaje familiar," el recibir un certificado al final del semestre es una tremenda motivación para continuar asistiendo el próximo semestre. Gracias por hacer posible las clases para nuestra comunidad y gracias a ustedes por dar cada semestre su mejor esfuerzo y empoderar a nuestra comunidad, abriendo para nosotros la posibilidad de la educación, porque educación es poder, el poder de creer en tí mismo. ("Elina," ESL student, December 2018).

The ESL classes are excellent for our community, since the (English) language is a great limitation for our Latino community, and it is a barrier that hinders us from advocating for our children; our community is

> thirsty for "education;" and taking the ESL classes while our children are attending classes in their program is beautiful, since this is "a time for family learning," getting a certificate at the end of the term is great motivation to continue attending classes the following semester. Thank you for making the classes possible for our community. Thank you all for the great effort you make semester after semester and for empowering our community, since you open the doors to be educated, because education is power, and it gives us the power to believe in ourselves. ("Elina," ESL student, December 2018)

This pseudonymous comment was made by an adult immigrant learner who attended an ESL course designed and taught by student teachers enrolled in a teaching practicum class offered in a Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) program at a state university in Southern California. It is a fact that the growth rate of immigrants is transforming the United States' demographic landscape, particularly in California, which represents home to nearly one third of the nation's immigrants. One of the most linguistically diverse states in the nation, California residents speak over 200 languages (US Census Bureau, 2018). The largest and one of the most diverse counties in California, and in the nation, is Los Angeles (LA) county. Nearly one in three LA county residents are born outside of the US and the majority speak a language other than English at home (US Census Bureau, 2018). The two most commonly spoken languages in Los Angeles are Spanish (39%) and Asian or Pacific Islander languages (11%) (US Census Bureau, 2018). The cultural and linguistic diversity in LA is a valuable asset that often goes unrealized in social, economic, and political contexts.

Linguistic barriers represent one of the challenges to realizing the wealth of resources that LA county residents bring to bear. Approximately 2.5 million residents have limited English proficiency, meaning they have difficulty communicating effectively in English. These linguistic barriers result in a lack of access to fundamental resources, such as healthcare, education, and social services. While recent immigrants want to learn English, they face several challenges and have limited access to resources for learning the language. For example, there are not enough English as a Second Language (ESL) courses to meet the linguistic needs of this diverse population (Kwoh, 2009). Providing language learning opportunities for the nation's adult immigrant population is critical to ameliorating barriers to access and leveraging the rich linguistic and cultural assets within this community.

To this end, as part of a MA TESOL practicum course, one of the co-authors of this article, a teacher educator, set out to work with student teachers enrolled in a practicum course to design an ESL program that would benefit both the large immigrant community surrounding our state university in Southern California as well as the student teachers involved in the program. In this article, we (the teacher educator and three of the student teachers who participated in the program) start by briefly describing the practicum course that provides the backbone for the development of the ESL program. Then, we describe the ESL students' needs identified through needs assessment surveys and the teaching philosophy underlying the ESL program. After this, we describe the practical considerations that should be taken into account when designing a program like ours. We conclude the article with our reflections and final thoughts.

The MA TESOL Practicum Course as the Backbone for a Community-based ESL Program

An important activity in MA TESOL programs is the teaching practicum course, which is designed to provide student teachers the opportunity to hone their teaching skills (Richards & Farrell, 2011). Typically, practicum courses allow student teachers to fulfill their field experience by assigning them to a classroom —in our case, a classroom of their choice in settings like K-12, adult ESL, intensive English programs, or community college programs —where they complete a variety of tasks under the supervision of a mentor teacher —also known as the cooperating teacher. These tasks include, but are not limited to, developing lesson plans and activities; assisting the mentor teacher with lesson delivery; responding to individual students' needs; developing and teaching mini-lessons and culminating lessons; and engaging in reflective activities designed to analyze the various practicum activities (Posner, 2010; Richards & Farrell, 2011; Wood, Rogers, & Yancey, 2006).

In contrast, a practicum course structure that is not nearly as common as the one just described is one that involves student teachers in the development and delivery of English language courses (Alexandrowicz, Andres, Danaher, & Valdivia, 2019). In such courses, student teachers take part in the curriculum development process, involving, but not limited to, assessing learner needs; setting student learning outcomes and designing syllabi to meet such outcomes; developing and adapting materials; writing lesson plans and teaching from such plans; and evaluating individual lessons and course outcomes (Wood, Rogers, Yancey, 2006). This is the case of the ESL course that "Elina," our female immigrant student, attended for two academic years.

"Elina," like all the other students in the ESL program described in this article, is the parent (or caretaker) of a student who participates in a tuition-free Saturday program designed to provide academic intervention and enrichment for children with special needs who live in the community surrounding our university. This program is taught by student teachers completing field work requirements in special education. While "Elina's" child was in class, she attended the ESL course taught by MA TESOL student teachers.

Identifying the English Language Needs of Adult Immigrants and the Program Philosophy

The needs of immigrants who wish to learn English often differ from those who seek to learn a language for their own enrichment (Alexandrowicz et al., 2019). The goal is not necessarily to learn the target language as much as it is to survive in a particular setting and navigate contexts in which languages other than the students' first languages (L1) are spoken. Because understanding students' needs should be the first step in the curriculum design process (Graves, 1996; Richards, 2017), at the beginning of every term, we administer a simple needs assessment survey (see Appendix A) so student teachers can start mapping their teaching. The survey is conducted in Spanish (with English translation) to ensure that the questions are interpreted correctly and to obtain reliable data about the ESL students' perceived needs, including their wants and desires.

The results of the needs assessment administered over 16 consecutive terms have shown consistently that beginning ESL learners attending the program identify the following communicative needs as their top priorities: 1) introducing oneself to a new audience; 2) communicating with customer service staff at stores; 3) making doctors' appointments and communicating with doctors and/or nurses about ailments; 4) helping their children with school homework; and 5) communicating with their children's teachers and school administrators and participating in the Individualized Educational Plan (IEP) meeting orally and in writing.

Drawing on the results of the needs assessment and working under the supervision of the teacher educator, student teachers then set out to design the course syllabus, which is organized around the themes that are relevant to learners' self-perceived needs (Kostka & Bunning, 2018). In this way, it is possible to promote student interest while providing a mechanism for integrating language to develop acquisition (Duff, 2014). These themes are sequenced from less to more linguistically demanding and focus on registers that move from less to more formal. In this way, as the term progresses, we provide opportunities for students to advocate for themselves and their families. We start the term by teaching the language functions that focus on making introductions, making requests, asking for information, asking for clarification, and expressing complaints. In accordance with the communicative teaching approach, throughout the term pragmatic language functions, increasing in complexity, are weaved into the lessons. For example, in a lesson on parent-teacher conferences, we teach parents how to communicate problems and solutions, providing multiple forms to serve a single function (i.e., *We could (verb)…., One solution is to (verb)…., I think we should (verb)…., I recommend that we (verb)….*). These choices provide not only the opportunity to discuss language registers, but also to have students tie their responses to their own experiences as they attempt to explain why they chose specific language forms.

In order to address the students' self-perceived needs, the communicative language teaching approach is implemented to help students develop the communicative competence necessary to navigate their local communities and institutions (Celce-Murcia, 2014). To this end, we focus on the skills of speaking, listening, reading, and writing —with more emphasis placed on listening and speaking —and stress fluency (Larsen-Freeman & Anderson, 2011).

In doing so, the student teachers' primary role is to facilitate communication, act as advisors and co-communicators, monitor performance, and address global errors that impede communication (Celce-Murcia, 2014; Larsen-Freeman & Anderson, 2011).

To help students develop their identities as capable and knowledgeable class participants, while, simultaneously developing their sense of belonging to the class, student teachers implement several techniques to engage students in stimulating activities designed to elicit targeted language use. These include, but are not limited to, providing authentic materials, playing language games, viewing videos, engaging students in drama and role play, and using affective activities to enhance personal and linguistic growth.

Throughout the term, students have multiple opportunities to connect the curriculum to their own experiences. For example, they might identify solutions to behavior issues, set goals for their children's academic success, discuss health concerns, or identify their qualifications for potential careers. Connecting communicative activities to students' own personal experience allows them to use the target language in a manner that is immediately relevant to their lives and needs, which serves as a motivating factor for continued learning (Dörnyei & Muir, 2019).

We should also note that sometimes we dedicate the final portion of the term to one of two topics, depending on the students' interests and level of English language proficiency. These are career skills, such as interviewing and resume writing, or the use of email for communication purposes. To provide opportunities for career and technical literacies, lessons are heavily scaffolded and differentiated to meet the needs of diverse learners. Techniques such as explicit teaching of language functions, building on students' prior knowledge, modeling tasks and activities, and leveraging students' multimodal resources are used to afford parents multiple opportunities for language acquisition. For example, a lesson on developing resumes might include deconstructing sample resumes and analyzing the verbs used in resume writing (typical strategies of genre analysis) (Frodesen, 2017); describing professional qualifications to a partner; modeling the steps of writing a resume; and finally asking students to develop resumes on their own. Where appropriate, we use technological resources such as resume builders to provide additional support. These promising instructional strategies are used to support language and content development (Brinton & Snow, 2017) while empowering parents to position themselves within their communities.

A critical aspect of the course that is not reflected in the needs assessment or the written curriculum is the emphasis placed on creating a supportive classroom climate and on developing positive relationships between the teacher and the adult learners, as well as among the learners themselves. This is accomplished by implementing a number of techniques designed to promote a sense of trust among students, as well as among the students and the student teachers. This approach is expected to result in increased student motivation, which, in the case of a course that students attend on a voluntary basis, is critical for student retention and success. To this end, starting on day one, student teachers establish a sense of levity to help students feel comfortable in the classroom. Given that most of the students have had limited, if any, experience in US classrooms, we believe that keeping the classroom "fun" contributes to lowering students' affective filters. Another technique we implement is getting students to work with one another and become familiar with their peers as a means to promote trust among one another and with their teachers. By doing this, we expect to create a sense of community, which contributes to student investment in and commitment to the class (Dörnyei & Muir, 2019). Finally, because many of the student teachers, including the teacher educator herself, come from immigrant backgrounds and/or have faced a variety of challenges in their own lives, they often rely on their own experiences in their lessons. For example, the teacher educator used her first-hand experience with an IEP meeting to teach the do's and don'ts of consequential meetings with school administrators.

Practical Considerations

The implementation of a program like ours requires that teacher educators and student teachers collaborate and coordinate all the activities that are relevant to the program design and implementation. Table 1 reflects the major activities that are taken into consideration in the design and delivery of the program.

Table 1
Timeline of Major Program Activities

Timeline	***Activities Completed*** ***Student Teachers…***
Early in the MA TESOL Program	observe classes and interview student teachers leading the ESL classes to familiarize themselves with the program and its students.
Immediately before the term when student teachers teach in the program	participate in orientation meetings focusing on the program logistics. promote the program with prospective ESL students. This is done on the day when prospective ESL students register their children for the academic intervention and enrichment program offered by the college. contact prospective ESL students by phone and invite them to attend classes—which start the second week in the term.
Throughout the term when the classes are offered	collaborate with their peers in the development of lessons, obtain weekly feedback from their practicum supervisor, and revise their lessons accordingly. team-teach and give and receive peer feedback. engage in weekly reflection on their teaching. This reflection, shared with the practicum supervisor, is used in revising the program curriculum. are observed by the practicum supervisor and receive constructive feedback on their instructional practices and growth.
Last day of class	organize a potluck in which ESL students usually share traditional foods from their cultures. distribute diplomas of attendance to ESL students with an attendance of 80% or higher.

As can be seen in Table 1, well before getting involved in the program, student teachers who express interest in participating are encouraged to observe program classes. They are also invited to interview their peers teaching in the program to get a realistic idea about the program and its expectations. Once the student teachers commit themselves to the program, prior to the beginning of their teaching term, they participate in orientation meetings designed to familiarize them with the program logistics. During these sessions, the teacher educator shares prior course syllabi, lesson plans, and materials used by student teachers in previous courses. While student teachers are

expected to develop their own course materials, having access to previously used materials gives them a good understanding of what to expect in terms of students' English language proficiency, the types of activities that previous students have enjoyed participating in, and the like.

In addition, during the orientation meetings, student teachers and the teacher educator agree on a plan of action for the term. For example, student teachers are expected to submit their lesson plans and all accompanying handouts prior to the day they teach. This allows the practicum supervisor time to review lesson plans and provide suggestions and the student teachers time to modify their lessons with the feedback.

Because some ESL students may have inconsistent class attendance or lack opportunities to use English during the week, lessons contain significant time for review. In our case, heavy review during class time can compensate for irregular attendance due to our students' family and work responsibilities. Additionally, asynchronous tools, such as Remind (Remind 101, 2018)—a cell phone application used widely by schools for teacher-student communication that resembles text messaging without the use of phone numbers—can help students catch up outside of the class time. However, when making decisions about the use of technology in the classroom, it is important to consider account ESL students' degree of comfort with technology.

A further practical issue that should be considered is the need for collaboration among student teachers and between the teacher educator and the student teachers participating in the program. As explained earlier, the ESL classes are offered on Saturday mornings, when ESL students are in class for two hours and fifteen minutes, with a 15-minute break. In preparation for these sessions, student teachers agree on the next week's lesson topics and foci and set out to design their lessons individually, though with heavy consultation and coordination. Consultation further occurs prior to lesson delivery when student teachers exchange ideas about how they are planning to execute their plans. Additional collaboration occurs immediately after the end of the Saturday class, when the student teachers give one another feedback on their lessons. To ensure the feedback is candid, professional, and respectful, student teachers participate in a number of activities designed to prepare them for providing feedback throughout the MA TESOL program and, in particular, during the practicum course, For example, during the practicum course, student teachers exchange lessons with their peers and provide constructive criticism through the use of lesson plan rubrics. During these peer feedback activities, the teacher educator monitors student teacher feedback and models constructive criticism in a manner that is both professional and useful for improving classroom lessons.

In addition to collaborating with student teachers, the teacher educator spends a significant amount of time providing student teachers with the necessary information on the administrative aspects of the program (e.g., orientation sessions, class time, room assignments, etc.), as well as mentoring them in such topics as lesson planning and delivery, materials design, etc. In programs such as ours, the teacher educator serves as a substitute for the mentoring that a cooperating teacher would be expected to do if student teachers were to be placed in other classrooms. Extensive teacher educator support is expected to foster student teacher growth and curriculum refinement.

The notion of collaboration is central to the program since it reflects the real-life expectations that teachers face in their workplace. It is a fact that when the student teachers graduate from the MA TESOL program and start working, they will be expected to collaborate with their colleagues and supervisors; therefore, being required to collaborate at every step of this program prepares them for the real world.

Two other practical considerations are central to the functioning of the program. The first one is related to ESL student recruitment. As we explained earlier, the adult ESL students in the program are the parents and caretakers of children with special needs who attend an academic and enrichment program offered by our college. These children register for classes on the first Saturday of every term. The student teachers from the MA TESOL program promote the program with the children's parents on registration day. Then, they contact potential students and invite them to start attending classes on the second Saturday of the term, when the needs assessment is administered, and a welcome lesson is taught.

The other practical consideration that is central to the program is related to the completion diplomas that ESL students with an attendance rate of 80% or higher receive at the end of the term. The last day of the term, ESL students organize a potluck where they usually bring traditional foods from their cultures (mainly Mexican, Salvadoran, Guatemalan), receive their diplomas from their instructors and the teacher educator, and have pictures taken. As "Elina" put it, the diploma is a factor that motivates students to continue attending classes and, at the same time, is a source of pride for parents and caretakers who face daily challenges.

We should note that a notion underlying the design and implementation of the program lies on the idea that while the needs assessment provides the basis for conceptualizing the curriculum, the curriculum and its implementation are seen as "work in progress" (Graves, 2000, p. 9). This means that as the student teachers implement their curriculum, they continuously assess it and make the necessary adjustments as they obtain student feedback on the curriculum effectiveness and reflect on their own and their peers' instructional practices.

Reflections

Working in the program showed us the importance of using needs assessments to guide curriculum development and promote learner agency (Richards, 2017; Tomlinson, 2013. The needs assessment completed at the beginning of each term helped us to select instructional topics, methods, and techniques that were appropriate to meet our students' needs. For example, the implementation of the communicative approach as well as Total Physical Response (Asher, 1996, Jazz Chants® (Graham, 2001) and multimodal techniques helped scaffold instruction for beginning learners who were developing emerging speaking skills. Furthermore, involving students in topic selection led to increased student investment, as the topics were relevant to their immediate social and cultural needs. In fact, as the topics selected simulated real-life scenarios that students encountered on a regular basis, the purposeful integration of language and content helped maintain student interest while providing a medium through which the target language could be acquired (Brinton & Snow, 2017).

Participating in the curriculum development and implementation processes gave us insights into the challenges posed by teaching the communicative approach with adult language learners. The key tension involved balancing open-ended opportunities for interaction with direct instruction focusing on lesson objectives. This tension was largely apparent when "fun" and engaging activities might not always be perceived as appropriate for the instructional goals and objectives of a given lesson. For example, in a particularly engaging lesson, we had students play jeopardy—a game in which the answers are provided and the players have to guess the questions—on pragmatic job interview expressions, intended to facilitate students in politely and formally performing a variety of oral language functions, such as asking questions, disagreeing, summarizing, asking for clarification, interrupting, etc. Students then read a job interview role play in preparation for conducting their own mock job interviews. During post lesson reflection, we noted that we had not introduced student noticing and eventual uptake of job interview expressions and should have rewritten the role plays to include these expressions by highlighting them and discussing their uses and intended meanings with the class. From this experience, we learned that engaging activities are critical to promoting rich language use, but that these activities must be supplemented with direct instruction on lesson and language objectives to help empower students to communicate purposefully and appropriately. To this end, in a follow-up lesson, we provided more direct instruction to complement open-ended activities so that students would be better equipped with the concepts and language necessary to engage in productive communication.

Developing and implementing this program allowed us to put into practice the approaches, methods, and techniques that are part of the curriculum of our MA TESOL program. Perhaps the most direct benefit to participating in the development and execution of an ESL program was the opportunity to apply concepts that we had theorized about and practiced, though to a different degree, n our MA TESOL preparation program (Alexandrowicz et al., 2019). Our work in the ESL program allowed us to implement real-life lesson planning and delivery. In fact, connecting the stages of a lesson (warm-up/review, introduction, practice, evaluation), determining

how long each stage should take, and making necessary adjustments at the time of instruction were among the areas the student teachers benefited the most from in the practicum experience. For example, in one instance, one of us skipped or insufficiently provided a warm-up or review activity, and because of this, students showed confusion. As a result, we began to take great care when working on these first stages of a lesson. This was particularly important since student attendance was sometimes irregular due to work or family responsibilities.

In addition to putting concepts from our teacher preparation program into action, the team-teaching model implemented in the program allowed us to systematically reflect on our own instructional practices and those of our peers and provide one another feedback on our lessons. For example, the team-teaching experience helped us understand how authentic materials could be used most effectively. Specifically, in a lesson about informal spoken English versus formal writing, one of us planned to present a video clip from a TV show in which one of the show's characters used formal language in an uncommon way. The unusual use of formal language caused a funny moment that, initially, the teacher-in-preparation thought would be effective since it was thought to raise students' questions. While the video clip was initially going to be used in the introductory stage of the lesson, drawing on the advice of one of the team members, the student teacher moved it to the end of the lesson, as a review, because students would need time to practice the concept. This was an excellent suggestion that, had it not been for collaboration, would have gone unchecked and would have resulted in unnecessary student confusion.

Besides the in-classroom benefits, the experience of involving MA student teachers in every aspect of an ESL program was critical to our appreciation and understanding of the important work that needs to be done outside of the classroom to serve students. The various aspects of ESL program design and management, such as needs assessments, curriculum design, and placement and exit exam development and implementation, were activities that we had completed in our MA TESOL courses. However, through the ESL program, we were able to break down the barriers that exist between academia and classroom realities.

An additional idea we learned from our experience in the program was the importance of creating a positive social climate in the classroom and promoting positive relationships. As explained earlier, we accomplished this by creating a sense of trust and cooperation among all the program participants. We also emphasized students' class participation without putting them on the spot or leaving others out. Several of us are former ESL students; therefore, we know first-hand that not having confidence in the use of the language is one of the main constraints students must overcome. As teachers, it was important to implement instructional strategies and activities focused on developing students' self-confidence in the use of the English language. This was the case when one of us implemented a Vocabulary/Knowledge Rating scale, designed for students to rate and share their knowledge of vocabulary terms. This allowed for some parents to position themselves as experts within the classroom.

Finally, we should also note that among the student teachers who participated in the program, there was a wide range of teaching experience. While some teachers had limited teaching experience, others had K-12 teaching experience. This was the case of one of the co-authors of this article who, at the time of her work on this project, had four years of experience teaching ESL in secondary settings and had completed coursework in adult education through her enrollment in the MA TESOL program. Still, she had no formal adult ESL teaching experience. Through her experience teaching in this program, she developed a sense of efficacy in her ability to meet the needs of adult learners by applying the teaching methods and techniques she learned in her coursework to classroom lessons and adapting her teaching style to accommodate new contexts. For example, she discovered that she was able to translate several facets of her K-12 teaching experience to adult contexts. Over the course of one term, she found that activities ordinarily viewed as appropriate for children were also well received by adults—with some modifications. This was made evident through the high level of student engagement during language games, such as board games and jeopardy, and during communicative activities, such as drama and role play. While this teacher had been consistently overprepared with regards to lesson planning, knowing that the adults were receptive to many of the activities she had planned in her lessons gave her a sense of confidence and ease. This sense of ease helped her to disrupt the traditional power dynamic between teacher and students to engage in collaborative sense making, co-

construction of knowledge, and rapport building. Furthermore, this teacher's experiences with these learners enriched her understanding of the community surrounding the university as well as the value in providing service in culturally appropriate and meaningful ways.

Final Thoughts

The collaborative approach afforded by this program allows the student teachers to be initiated into a community of ESL professionals who are experienced in the design and implementation of programs aimed at expanding students' opportunities for acquiring a new language, as well as for enhancing social participation and inclusion in US society. These efforts towards community engagement represent the foundation of the program and help student teachers appreciate the cultural and political landscape that surrounds adult ESL education.

At the same time, breaking down the walls that exist between our MA TESOL program and the community of students about whom we theorize in our courses not only helps the ESL students we serve, but it also enriches us as TESOL professionals, while, at the same time, strengthening our MA TESOL program as a whole. Drawing on the belief that authentic community engagement should not be limited to the practicum course, the implementation of authentic opportunities for coordinated community engagement has been extended to a variety of MA TESOL courses. In addition, due to the success of the program described in this article, a larger ESL program is currently being offered in coordination with a local library. The full tale of this new program is yet to be told.

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Appendix A
Needs Assessment

Por favor, responda las preguntas. No se preocupe en completar las oraciones. (Please answer the questions. Do not worry about answering in complete sentences).

1. ¿Cuál es su primera lengua? (*What is your first language?*)

2. ¿Dónde nació? (*Where were you born?*)

3. ¿Cuánto tiempo hace que vive en los Estados Unidos? (*How long have you lived in the United States?*)
   1-10 años (*1-10 years)* 11-20 años (*11-20 years)* 21+ años *(21+ years)*

4. ¿Ha tomado clases de inglés? (*Have you ever attended an English class?*)
   Sí No *(Yes No)*

5. Si ha tomado clases de inglés, ¿que le gustó de las clases? ¿Que no le gustó? *(If you have attended English classes, what did you like about them? What didn't you like about them?*)

Escoja las 5 actividades que más le gustaría aprender a hacer en inglés en esta clase. (*Choose the top 5 activities that you would like to learn about in this class.* Circle the activities)

1. Ayudar a mi hijo/hija con la tarea (*Help my child with homework*)
2. Comunicarme con el maestro/la maestra de mi hijo/hija (*Talk to my child's teache*r)
3. Escribir una nota al maestro/o director/a de la escuela (*Write a note to a teacher or principal*)
4. Llenar documentos (*Fill out documents*)
5. Abrir una cuenta en el banco (*Open a bank account*)
6. Continuar con mi educación (*Continue with my education*)
7. Conversar sobre temas actuales (*Talk about current events*)
8. Crear una cuenta de email (*Create an email account*)
9. Aprender canciones en inglés (Learn English songs)
10. Leer bills en inglés (Read and pay bills)
11. Hablar con el/la house manager (*Talk to the building manager*)
12. Conversar por teléfono (*Talk on the phone*)
13. Resolver problemas con customer service (*Solve customer service problems*)
14. Mejorar mi lectura en inglés (*Read faster and better*)
15. Hablar con el/la doctor/a (*Talk to the doctor*)

Otras actividades en las que quiero usar inglés son (*Other activities in which I want to use English are*):
_____

_____
_____

Hago las siguientes actividades en inglés: Marque lo que corresponda. (Circle all the activities you do in English)

1. Veo televisión en inglés (I watch TV in English)
2. Escucho música en inglés (I listen to music in English)
3. Hablo con mi familia en inglés (I speak with family members in English)
4. Veo películas en inglés (I watch movies in English)