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Professional Development Through Community Partnership: How a Class Project Led to Graduate Student Teaching Practices

This article is written from the perspective of 4 current MA TE-SOL graduate students at the Monterey Institute of International Studies (MIIS). These students have written about their experiences by incorporating their theoretical and pedagogical English language-teaching knowledge into the growth and maintenance of a community-based ESL program at the Peace Resource Center in Seaside, California. The article highlights the continual development of their original peace and social justice–themed curriculum, which involves graduate students in Linguistics, Education, and non-TESOL courses at MIIS. The writers respectively reflect upon professional growth as a result of their commitment to the ESL program. In addition, their appendices and details of their work may serve as resources and tools for the TESOL community interested in curriculum development, needs assessment, community-based language instruction, language-program administration, ESL critical pedagogy, and content-based instruction.

I n spring of 2011, a community-based organization offered five TESOL graduate students the opportunity to put their graduate skills to practice, gaining an invaluable professional-development experience as volunteer curriculum designers and teachers. The Peace Resource Center (PRC) is a community-based organization that hosts a number of local meetings and learning courses. One of these learning courses was an adult ESL class taught by a local ESL teacher 12 hours a week. Early in 2011, the ESL teacher offered Heidi Laidemitt, a TESOL graduate student, the opportunity to be involved in course design and implementation. Soon after, Heidi recruited four of her peers in the program's curriculum-development course to collaborate on the adult ESL curriculum that she and the local teacher would later be implementing. The self-named "Peaceside Team" worked to develop a curriculum that integrated and addressed the needs of the teachers, students, and PRC Board of Directors (BOD). The team's work, along with the efforts of the PRC BOD and the support of other TESOL colleagues, established the foundation for the

PRC ESL program. This community partnership enhanced the team's graduate school experience by giving the students on the team the opportunity to learn more about curriculum design and implementation, language-program administration, and the benefits and challenges of community partnership. In this article, four of the students on the Peaceside Team illustrate how TESOL graduate students can use their course work not only to grow as professionals but also to address a need in their community.

Curriculum Design Project

Curriculum Rationale

Our team designed a six-unit curriculum as an example of content-based instruction. Following curriculum design philosophies of researchers such as Wesche and Skehan (2002), we used "subject matter as the content for language learning" and agreed that a contextualized curriculum "maximizes learners' exposure to the second language" (p. 220). Although the units are sequential, they can also function as stand-alone platforms. A unit easily adaptable to a variety of learner levels and needs allows instructors to implement a larger framework, the curriculum, within the contextualized and unique environments of a classroom. However, even when a curriculum is planned for a multilevel class, some ESL teachers, such as those at the PRC, have new students every class. Their lesson plans call for last-minute changes, and they must steer away from their carefully laid plans. In this situation, extra classroom volunteers can provide support to the teacher and team teach if necessary. Volunteers can be another team leader when the class splits into small groups. At the PRC, the class often splits by level to accommodate the new students with basic-level English language skills.

Needs Analysis

Our team looked to Porcher (as cited in Brindley, 1984) for perspective on how to conduct our needs analyses. Porcher says,

> Need is not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed, the center of conceptual networks and the product of a number of epistemological choices (which are not innocent themselves, of course). (p. 29)

Our team understood "need" as constructed by multiple networks and stakeholders, and as such, conducted both informal and formal needs analyses with the ESL students and teachers and the PRC BOD. Our team worked first with the students, gathering information about their learning needs and goals through informal conversation and short interviews. We learned that many of the PRC adult ESL students did not have formal education backgrounds and that although they had similar educational pasts, their vocational pasts varied greatly. We asked teachers to set aside some instruction time to administer a more formal survey as well, with questions about English language-learning backgrounds, needs, and goals. (See Appendix A for survey questions in Eng-

lish and in Spanish.) Ongoing informal analyses were conducted with the ESL teachers and PRC BOD to maintain open communication and incorporate their opinions and vision into the curriculum. A continued dialogue with the BOD throughout our curriculum-development project also influenced class logistics such as enrollment procedures, start and end dates, and total teaching hours per week.

Our needs-analyses results affirmed the notion that each student comes from a different background and that the PRC curriculum must account for these differences. Students' distinct backgrounds shaped their learner identities differently, and as such, their classroom practices and English language abilities greatly vary. Their pasts have provided them all with unique perspectives that they contribute to the PRC English language-learning experience. Additionally, a curriculum must meet the variable demands of the specific learning context in which it is implemented. In designing the PRC ESL curriculum, our team aimed to create a flexible framework for English language instruction from which language learning might emerge. While it would have been ideal for both teachers and students to create a one-size-fits-all curriculum, we found PRC ESL learners attended class only when they could and that the curriculum had to be able to respond to unpredictable class sizes and content needs.

Continued involvement with the PRC BOD taught our team more about language-program administration, often more global in scope. For example, the Board of Directors created two positions for MIIS students on the board to formally establish an ongoing relationship between the ESL program volunteers and the center. This intimate collaboration has increased communication and understanding. Also, having a local TESOL graduate student on a community-based organization's BOD can increase the possibility that other venues would offer free community ESL classes and would help secure financial support for similar projects. Our team learned about these teaching and language-program administration opportunities via both informal and formal needs analyses with PRC students, teachers, and BOD representatives.

Syllabus Design

In team meetings, the PRC BOD expressed its desire to have themes of peace and social justice integrated into the ESL curriculum. The ESL students showed interest in learning topics such as history, education, and discrimination. The two visions paired quite nicely. In addition to dedicating specific units to the themes of peace in the community and world, the BOD and our team agreed that including units focusing on "survival English" was another way to promote themes of peace and social justice. Our proposed curricular framework included six 2-week content-based units: learner training, professional life, education, health awareness, peace and social justice in the community, and peace and social justice in the world. For each unit we set cognitive, meta-cognitive, affective, and performative goals to address the emotional and functional needs of the students. All the units were framed around similar thematic goals and built to address students' specific needs. For example, the "professional life" unit set the following objectives to reflect student needs and goals:

1. Students will be able to read and evaluate information provided in local Craigslist job advertisements.
2. Students will work with peers to discuss and determine the skills required for particular professions.
3. Students will be able to document their professional skills, experience, and qualifications.
4. Students will be able to take part in a job interview and talk about their own professional skills, knowledge, and experience.
5. Students will be able to set professional-development goals for themselves.
6. Students will be able to engage in conversations with their coworkers and superiors in the workplace.

During the curriculum-development process, two Peaceside Team graduate students, Caroline Kelley and Heidi Laidemitt, attended the TESOL 2011 convention in New Orleans, Louisiana. There they connected with other adult ESL administrators and teachers also interested in community language learning and adult immigrant literacy. The TESOL convention was an important professional-development experience for these two members of our team. They realized how their work is connected to the larger TESOL community and how we could model the final content-based instruction units on work already done in the field. For example, a study by Prins, Toso, and Schafft (2009) that documents the effects of social support systems in learning contexts inspired our team's classroom-management philosophy. Although study participants were women learners in family-literacy programs, the overall findings informed our understanding that participation in informal education settings can not only fulfill learners' academic needs but also their social and emotional needs. Prins, Toso, and Schafft (2009) point out, "As human beings, we need to know that we are not alone, that we have someone to turn to" (p. 338). Both learners and teachers should be able to find this in their learning spaces as well as in their personal spaces. Our team has not conducted qualitative studies to determine the social and emotional needs of PRC ESL students and teachers, but we think a feeling of community and connection is an important component of the PRC ESL curriculum. During monthly staff meetings, many of the teachers, especially preservice teachers, expressed that the PRC was a unique opportunity to apply graduate school education in the "real world" while building meaningful working relationships with a local English language-learning population.

Learner Training and Goal Setting
In the needs-analyses and syllabus-design stages of our curriculum-development project, our team realized that it is difficult but important that the PRC adult learners learn how to be learners. As we mentioned, many PRC ESL adult students have little formal education experience. For our team, "learner training" meant fostering an understanding of the culture of U.S. ESL classes and equipping learners with tools to successfully navigate and complete the PRC ESL class, such as organization skills. We found that integrating learner train-

ing over the 12-week course helped address the ongoing needs of the PRC ESL learners. (See Appendix B.)

By integrating learner training into the PRC ESL curriculum, our team attempted to inculcate more global themes of language ownership, learner identity, and community belonging. An important part of learner training was encouraging students to set their own learning goals and reflect on their learning strategies. As mentioned, PRC learners have a range of educational backgrounds. Our team wanted to honor their different personalities and learning styles, or as Brown (2007) puts it, their "consistent and enduring traits, tendencies, or preferences that may differentiate you from another person" (p. 260). To promote relevant, contextualized curriculum and learner autonomy (Kumaravadivelu, 2003), our team developed a curriculum that included learner training and addressed student-specific goals.

Lesson Planning

Lessons were designed for 2-hour class periods. Each lesson presented an opportunity to address and discuss the lived difficulties or complex histories PRC immigrant students may have experienced. In each lesson, we tried to integrate themes of peace and social justice. Morgan and Vandrick (2009) embrace the reality that the ESL classroom is a productive setting that promotes the telling of stories and suggest that flexible lesson plans may support peace and social justice through welcoming all chances to promote language communication. At PRC, our team encountered the problem of new students who speak little to no English and, at times, who did not return after the first class. Our team created a "welcome packet" for these new ESL learners, hoping to start a dialogue with these students about student retention and ESL class investment. By having two teachers in the classroom plus additional helpers equipped with welcome packets, we felt confident in reaching out to new students who could only sporadically attend class. As Morgan and Vandrick (2009) assert, all classroom interaction "has its roots in the backgrounds and stories of its participants" (p. 511), and whether a student is a regular attendee or first-time inquirer, we believe incorporating their backgrounds and stories in the curriculum helped them feel more welcome and motivated them to come back to class.

Assessment

The PRC team of curriculum designers, teachers, and volunteers has found working with a multilevel and ever-changing population of learners challenging but rewarding. To track student progress, our team integrated self-assessment as one of our learner-training goals. Self-assessment includes, but is not limited to, the students' periodically weighing their daily English use against their stated needs and goals in order to evaluate if their practice is supporting their objectives. Our team knew assessment was important to measure students' progress, but we did not propose standardized testing because of inconsistent student attendance. Our intention was to follow Turner's (1995) design of "Curriculum and Test Development as Complementary Activities," in which needs

analyses provide information about learner training and materials. We also had progress tests, periodic tests to measure material learned, to use as fodder for unit and lesson development and to support learner autonomy.

Out-of-Class Learning Activities

In our needs analyses, our team discovered that PRC ESL students felt removed from English-speaking contexts outside of their Spanish-speaking communities. In our ongoing dialogue with the PRC BOD, we learned that the BOD envisioned the ESL program as an inclusive learning space, aimed to increase communication and strengthen the relationship among the PRC, the local graduate school, and the Spanish-speaking community members. To address the students' needs and carry out the BOD's vision, our team included extracurricular events, such as bilingual potlucks, as an important component of the PRC ESL curriculum. Like Norton Peirce (1995), our team believes that

> the second language teacher needs to help language learners claim the right to speak outside the classroom. To this end, the lived experiences and social identities of language learners need to be incorporated into the formal second language curriculum (p. 26).

These extracurricular events were key to facilitate relationships among community members and to create another space for English and Spanish conversation opportunities. They created avenues for students to engage with the English-speaking community and further shape their social "English-speaking" identities. Together with the PRC teachers, our team encouraged the students to take advantage of these extracurricular events, not only to practice their English but also to continue to value and use their Spanish to build relationships with community members who are interested in their culture and their language.

The Present and the Future

The Peaceside Team has laid the foundation for the PRC ESL program. It is our intention to present a sustainable curriculum that will change and improve through time.

Documents from different stages of our curriculum-development project—needs analyses, group meeting minutes, board meeting notes, teacher announcements, flyers for PRC events, and presentation slides—have been made available to involved stakeholders through Google Documents, Google Sites, and DropBox. The PRC ESL administrative team will continue to set regular teaching hours, implement classroom guidelines, and collaborate with the TESOL program at the local graduate school. Still today, practicum TESOL graduate students fulfill their teacher-training hours at the PRC. They observe PRC ESL classes to learn from their colleagues and to reflect on the teaching process.

The opportunity to conduct needs analyses with a variety of stakeholders and incorporate those needs into a curriculum-development project in our graduate studies has changed the graduate experience for future MA TESOL students at our graduate school. We believe our work can be applied in other

graduate programs and community-based organizations that strive to bring together professional and academic communities. This work is especially important in a TESOL graduate school context where preservice and in-service teachers aim to apply concepts from their studies in a real-life learning environment.

Our team's work with the community has extended beyond the PRC. For example, Heidi Laidemitt has worked to address the computer-literacy needs of PRC ESL students in Basic Bilingual Computing classes at the local library. We hope for our project to serve as a model and for our team to provide guidance and support to other TESOL practitioners embarking on curriculum-development projects. Although our team graduates in the spring of 2012, we look forward to learning more about the new direction MA TESOL colleagues and other community members will take this community collaboration.

Reflection Pieces

Four of the five original curriculum-design team members have included reflection pieces to highlight how and why this curriculum-development project was important for their TESOL careers. Heidi Laidemitt, Sarah DeMola, Jaymee Martin, and Caroline Kelley worked together on the Peaceside Team, but their interests in TESOL took different paths during their graduate studies. The PRC ESL curriculum-development project and later opportunities to take on teaching and administrative duties have supported both their academic and professional growth.

Jaymee Martin: Interest in the Seaside Community and Beginning Teaching

When the PRC BOD requested that our team include social justice issues in the PRC ESL curriculum, I envisioned a compatible content and context. In our Curriculum Design class, we learned the importance of incorporating "the local" into content-based instruction as an entry point for student involvement. Being from the Monterey area, I had some familiarity with Seaside's unique foundation of racial integration and civil rights. Using Stanford historian Dr. Carol McKibben's research as an anchor, I compiled a short history: the systematic integration of the nearby military base during the World War II era; the civic involvement and coalition building among black, white, Latino, and Asian residents; Dr. Martin Luther King Jr.'s visit with city officials in 1962; and how Seaside had the US's first Filipino-American mayor.

The history presented itself as a vehicle not only for course content, but also for critical pedagogy (Freire, 1970), in which lessons about civil rights could generate student empowerment on a local scale. In the classroom, meanwhile, I realized that putting this vision into practice as a novice teacher would be quite challenging. The students wanted to practice, take notes, and above all feel that they were learning English. Many of the students, because of their limited educational backgrounds, may have experienced only very traditional grammar-based lessons. I found that my most successful classes included locations in Seaside to present concrete and practical language points. Here, students were excited to draw maps, give directions, and compare local Mexican

grocery stores. These activities signaled that their community is significant, that they have expertise to draw on, and that language learning does not take place in a vacuum detached from real-world contexts.

The most satisfying critical pedagogy moment came in a class of only 2 students, who looked through old photographs and read through the Seaside history together. After the reading, they said, "It's a good story," which led into a discussion of how their choice to learn English related to civil rights. One student said that she no longer wanted to be afraid to stand up for herself, and she related a time when her manager sent her home for not speaking English well enough. After class, she remarked in Spanish that she had *más confianza* (more confidence). The complexities of striking a balance between local content with social justice themes and the reality of students' hunger for formal learning and a grammatical foundation have been challenging and rewarding. I plan to continue this exploration in my future teaching.

Sarah DeMola: A Unique Graduate School Experience

In January 2011, I accepted an offer to volunteer as an ESL teacher at the PRC. Since then, my role has expanded beyond that of ESL teacher to becoming a liaison between the MIIS community and the center. In order to establish an ongoing relationship based upon achieving common goals, my colleagues and I have taken advantage of opportunities such as presenting to 1st-semester students to gain the support of our professors, MA TESOL classmates, the BOD, and citizens of the Monterey Bay community. The payoff of our hard work and commitment to developing the ESL program has been monumental. The current ESL teachers gave a presentation at the beginning of the semester to new MA TESOL students to perhaps interest them in becoming volunteers at the center. As a result of the presentation, many of the students demonstrated a high level of interest in incorporating the PRC into their graduate school experience. These students are able to gain immediate exposure to instruction by observing ESL teachers, and by serving in the various committees, which have been developed to support our expanding involvement with the organization.

I now serve as the academic coordinator for the ESL program. My primary responsibility in this position is to assist the current Curriculum Design students with expanding the original project that was developed in Spring 2011. Together, the members of the Academic Committee have evaluated the strengths and weaknesses of the original curriculum and are now in the process of redefining lesson content that will more accurately meet the needs of the ESL students we serve. One of the questions we use to guide decisions is: What peace and social justice issues directly impact the lives of the students? We now understand that the answer to this question will not simply appear in the results of a paper-based student-needs analysis, but rather through ongoing dialogue between the students and their teachers. To address this issue, we have modified the needs-analysis instrument (see Appendix C) to include an oral interview section delivered by the teachers to the students in their specific classes. In addition to the planning purposes of needs analyses, we have found

these interviews to be a useful medium to develop ongoing relationships with students that are built on mutual trust and understanding.

Getting involved at the PRC helped me take control of my learning experience at MIIS. I could shape my own path through graduate school while illustrating to my colleagues, and to future students, how to take advantage of professional-development opportunities related to the MA TESOL program. As a 4th-semester student, I now feel confident presenting our experiences and goals to new MA TESOL students in hopes that they will want to become involved in this continually expanding and developing project. I look forward to handing this project down to future students with all of its potential for growth and to watching the progression as it continues to provide students with a unique graduate school experience.

Caroline Kelley: Time Management: From Teaching to Funding

The opportunity to teach while attending graduate school has been a positive and challenging learning experience. Through my teaching at the PRC, I have connected to the local community and I now have a greater understanding of the importance that funding plays in the success of educational programs, especially in not-for-profit contexts. In May 2011, I stopped teaching to take on the role of marketing and financial coordinator to explore additional funding for the PRC ESL program. Additionally, my research during the summer in language assessment highlighted the need of additional adult basic-skills programs in the state of California.

My involvement with the Marketing and Financial Committee allows me to explore professional networks and opportunities that I developed during my summer employment to secure funding, both for the program and the PRC. For example, I acquired the skills to apply for grants, such as those funded by the Monterey Peninsula Foundation, and create a site for MontereySTART, a microphilanthropy program that MIIS recently started for its graduate student body. The process of applying for grants has involved learning about the specific needs of the ESL students, the BOD, and current MA TESOL students. We aim to provide for current financial needs such as classroom resources, contribution to rent and utilities, extracurricular activities, gas mileage, as well as for the future needs that we work with all stakeholders to formulate.

I look forward to teaching at the PRC again, once funding has been secured. Until that happens, I will continue to work with my colleagues to make sure that the program offers quality English language instruction for free. Though at the time of writing the Fall 2011 semester had just started, the ongoing interest of MA TESOL students in teaching at the PRC has made me realize that my focus should remain on securing funding for the space. I will miss the energy of the classroom, but I find comfort in knowing that the funds that my colleagues and I work to secure will enable the positive relationship between MIIS, the PRC, and the local immigrant population to continue.

Heidi Laidemitt: Reflection and Language-Program Administration

After finishing our curriculum-design project and receiving substantial

feedback for growth, the other committee coordinators and I reflected on the past, present, and future work at the PRC. Based on the success of the first spring semester, I anticipated a busy summer session with practicum students using the opportunity to complete teaching hours. While planning for the summer, I also realized that the Fall 2011 semester was quickly approaching, bringing new students, ideas, and opportunities to improve the original curriculum.

The overarching reality is that our program must account for the needs of the ESL students, MIIS professors and graduate students, and community groups, which inevitably requires balancing the needs of many stakeholders. As a result, I have committed myself to the duties of scheduling, information relay, documentation of teaching and learning experiences, and accessibility of resources. Because the program grew rapidly in terms of student population and MA TESOL student involvement, the need to divide responsibilities among our team arose. I became the program coordinator, Sarah DeMola the academic coordinator, Caroline Kelley the marketing and financial coordinator, and incoming students took on the roles of publicity coordinators. I created the following tools and resources for program development:

1. An online form for "getting involved" (https://sites.google.com/site/educ8520eslpeacecenter/involvement-form);
2. An adapted "Observations Guidelines" handout provided by our Classroom Observation professor for future observers;
3. A "Teacher Responsibilities and Resources" sheet, entailing all of the finer to greater details that come along with teaching at the center.

While our curriculum-design group and current committee coordinators set the foundation for the program, I find it extremely rewarding that nothing will stay the same. Rather, new MA TESOL and ESL students will come through and call it their own. My involvement in the development of the PRC ESL program and my interaction with local ESL students, colleagues, professors, the PRC Board of Directors, and other community members has been an unparalleled professional experience. I look forward to further developing my language-program administrative skills as a result of experience with and my commitment to the PRC.

Conclusion

As a result of this experience, our team learned how to maintain open-minded and ongoing dialogue with a variety of sources and stakeholders involved in the curriculum-development process. At the beginning of the project, it was overwhelming to keep the many stakeholder groups involved, informed, and invested. But throughout the process we learned how to organize our team to head curricular committees and organize our time to meet with each stakeholder. Although Hedgcock's (2009) following quotation relates to second language reading, we believe it is applicable to the coauthoring and codevelopment program process:

Share your questions, conclusions, and frustrations with fellow readers. Reading doesn't need to happen in a vacuum. Becoming a reader and writer in a discipline isn't always a solitary activity: When you feel confused or need clarification, share your questions and concerns with classmates and your instructors. Likewise, share your epiphanies with others. (p. 148)

Hedgcock's practical guidelines for MA TESOL students are essential for any "reflective practitioner," a term introduced in Dewey's (1933) work that situates teachers as professionals who can become curriculum developers and education reformers. We all identify ourselves as a part of the greater TESOL community, striving to be reflective practitioners as well as language educators, teacher trainers, and program administrators. Our decision to write a coauthored article impelled us to collaboratively reflect on and analyze our individual and interdependent graduate school studies and assigned projects completed at the center. Our MA TESOL at MIIS experience has required teamwork in order to successfully complete almost every class, and by having the center as a site for application of theory and projects, we have been able to better materialize our growth as TESOL professionals. Yet the benefits are not solely ours because we are held accountable to others: students and affiliates of the Peace Resource Center, MIIS professors and graduate students, and most specifically, the TESOL community, where we hope to inspire professional and community activism through a reflective educational practice. Combining the graduate student, or professional, experience into community activism is an experience that we believe can be established and uniquely configured in any context.

Authors

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Sarah DeMola is a graduate student of TESOL at the Monterey Institute of International Studies. She works as the academic coordinator and ESL teacher at the Peace Resource Center in Seaside, California. Her interests include curriculum design and language-program administration. To pursue these interests, she traveled to Visnagar, India, in December 2011 for a 6-week internship, during which she developed and implemented a new curriculum for an Intensive ESL Program (WIRED) at Sankalchand K. Patel Vidhyadham (SK Colleges). She plans to return to India after graduating in May 2012 to continue her work at SK Colleges.

Jaymee Martin is a MA TESOL alumna from the Monterey Institute of International Studies. She combines her previous background in the Los Angeles art world and as an art student at UCLA with her current interests in discourse communities, educational institutions, identity formation, and voice. After graduating in December 2011, she returned to Los Angeles to continue her work with adult immigrants and to pursue her creative endeavors.

Caroline Kelley is a graduate student of TESOL at the Monterey Institute of International Studies. She works as a marketing and financial coordinator for the Peace Resource Center, applying her summer internship in language assessment at CTB/McGraw-Hill and previous work with immigrant communities. Her interests include second language acquisition, working with Spanish-speaking communities, and not-for-profit administrative, marketing, and financial needs.

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Appendix A
Spring 2011 Student Needs Analysis

Curriculum Design for the Peace Resource Center
Monterey Institute of International Studies
Student Survey / Encuestra Estudintil

Section 1: Background Information
Sección 1: Información Básica

1. Today's date / La fecha de hoy
2. Your native language / Su lengua materna
3. Your second language(s) / Su(s) segundas lengua(s)
4. Your highest level of education / ¿El nivel de educación más avanzado que ha culminado?
    ____ Elementary school/ La Primaria
    Which grade did you complete? / ¿Cuál grado cumplió? _____
    ____ 8th grade (middle school) / La Secundaria
    ____ 12th grade (high school) / La Preparatoria
    ____ two-year college (AA degree) / Título de una comunidad universitaria (2 años)
    ____ four-year college (BA degree)/ El Bachillerato o La Licenciatura
    ____ graduate school (MA degree) / La Maestría
5. Do you want to continue your education? If so, what degree would you like to have?/ ¿Desea continuar su educación? Si es así, ¿cuál título quisiera cumplir?
    ____ High school (G.E.D.) / La Preparatoria
    ____ Two-year college (A.A.) / La Comunidad Universitaria
    ____ Four-year college (B.A.) / El Bachillerato
    ____ Graduate school / Escuela de Posgrado
    ____ Other _____ / Otro _____

6. Where do you work? / ¿Dónde trabaja?
7. What is your job? / ¿A qué se dedica?
8. How many hours a week do you work? / ¿Por cuántas horas trabaja cada semana?
9. Your previous jobs? / ¿Cuáles son sus trabajos anteriores?
10. Your ideal job(s)? / ¿Cuáles son sus trabajos ideales?
11. How long have you lived in the United States? / ¿Cuánto tiempo lleva aquí en los Estados Unidos?
12. How long have you been taking English classes? / ¿Cuánto tiempo lleva tomando clases de inglés?
13. Where have you taken English classes? / ¿En dónde ha tomado clases de inglés?
    _____ Elementary school / La Primaria
    _____ Middle school / La Secundaria
    _____ High school / La Preparatoria
    _____ Adult school / Escuela para adultos
    _____ Community college / La Communidad Universitaria
    _____ University / La Universidad
14. Do you have children? Please write their names and tell us their age. / ¿Tiene hijos? Por favor, escriba Ud. los nombres y las edades de sus hijos.

Name	Age

Section 2: The Classroom Experience
Sección 2: La Experiencia de la Aula

Please circle yes or no / Por favor, rodee la respuesta adecuada
Y = sí   N = no

Usefulness for my language learning / La utilidad al aprender el idioma
Resources / Los recursos
1. Vocabulary lists / Listas de vocabulario   Y/N
2. Picture dictionaries / Diccionarios visuales   Y/N
3. Children's books / Libros para niños   Y/N
4. Newspaper articles / Artículos de periódicos   Y/N
5. Magazine articles / Artículos de revistas   Y/N
6. Songs and music lyrics / Canciones y letras   Y/N
7. Movie/TV clips / los clips/fragmentos de películas o programas de tv Y/N

Classroom activities / Actividades de la clase

8. Grammar rules / Las Reglas de la gramática   Y/N
9. Grammar drills / Ejericios de la gramática   Y/N
10. Role-plays / Juegos de roles   Y/N
11. Group presentations / Presentaciones en grupos   Y/N
12. Pair presentations / Presentaciones en pares   Y/N
13. Homework / Tarea   Y/N
14. Quizzes / Pruebas   Y/N
15. Explanations in Spanish / Explicaciones en español   Y/N
16. Guest speakers / Presentadores Invitados   Y/N
17. Discovering my learning style / Descubrir mi estilo de aprender   Y/N

Spanish in the classroom

18. Does it bother you when Spanish is used during class... / ¿Le molesta que usen español durante clase ...
    By teachers? / Los maestros?   Y/N
    By other students? / Los estudiantes?   Y/N
19. Do you want translations (English to Spanish, Spanish to English) for vocabulary? / ¿Quiere traducciónes del inglés al español o del español al inglés para el vocbulario?   Y/N
20. Do you want grammatical explanations in Spanish? / ¿Quiere explicaciones de la gramática en español?   Y/N

Please check the items that you would like to learn about. / Por favor, marque las cosas que le gustaría aprender.

Topics in the classroom

21. General
    ____ History / La historia
    ____ Geography / La geografía
    ____ American popular culture (TV, movies, music, fashion, literature) / La cultura popular de Estados Unidos (TV, películas, moda, literatura)
    ____ Science / La sciencia
    ____ Food and cooking / La comida y cocinar
    ____ Hobbies / Pasatiempos
    ____ The environment / El medio ambiente
    ____ American culture / La cultura del los Estados Unidos
    ____ Health and diet

22. Social Justice and Peace / La Justicia Social y La Paz
    ____ Global warming / El Calentamiento Global
    ____ Health care / El Cuidado de la Salud
    ____ Domestic violence / La Violencia Domestica
    ____ Human trafficking / El Tráfico Humano
    ____ Violence in our community / La violencia en nuestra comunidad

_____ Education / La Educación
_____ Discrimination / La Discriminación
_____ Immigration / La Inmigración
_____ Politics and government / La Política y El Gobierno
_____ Citizenship issues / Los temas de la naturalización
other interests / otros interéses de la jusicia social y la paz _____
_____

Section 3: Personal and Family Needs
Sección 3: Las necesidades familiaes y personales

On a scale from 1 to 5, with 1 being not important at all and 5 being very
important, please rate the following items: /
En una escala del 1 al 5, con 1 significando no es importante para nada y 5
significando es muy importante, catalogue las cosas siguentes:

I need English / Necesito inglés
in my everyday life / en mi vida cotidiana   1 2 3 4 5
to communicate with neighbors /
    para comunicarme con vecinos   1 2 3 4 5
to communicate with my children's teachers /
    para comunicarme con los maestros de mis hijos 1 2 3 4 5
to communicate with my coworkers /
    para comunicarme con compañeros del trabajo   1 2 3 4 5
to communicate with my boss / para comunicarme con mi jefe 1 2 3 4 5
to communicate with my doctors /
    para comunicarme con los médicos   1 2 3 4 5
to communicate with people from a company: TV, electric,
water, gas, trash, credit-card, DMV, bank, etc. /
    para comunicarme con personas de companías: TV,
    la electriciad, el agua, el gas, la basura, las tarjetas
    de crédito, el DMV, el banco, etc.   1 2 3 4 5
to communicate on the telephone /
    para comunicarme por teléfono   1 2 3 4 5

Importance of understanding / Me importa enteder
Bank statements / extracto de cuenta   1 2 3 4 5
Bills (electric, gas, credit, etc.) / Las cuentas generales
    (la electricidad, el gas, las tarjetas de crédito, etc.) 1 2 3 4 5
Voting and DMV forms / Las formas de votar y del DMV   1 2 3 4 5
Medicine labels / las instrucciones de las medicinas   1 2 3 4 5
Receipts / los recibos   1 2 3 4 5
Job applications / las aplicaciones para empleo   1 2 3 4 5
Job postings / las listas de empleo   1 2 3 4 5
Work schedules / los horarios de trabajo   1 2 3 4 5
Post office forms / las formas del correo   1 2 3 4 5
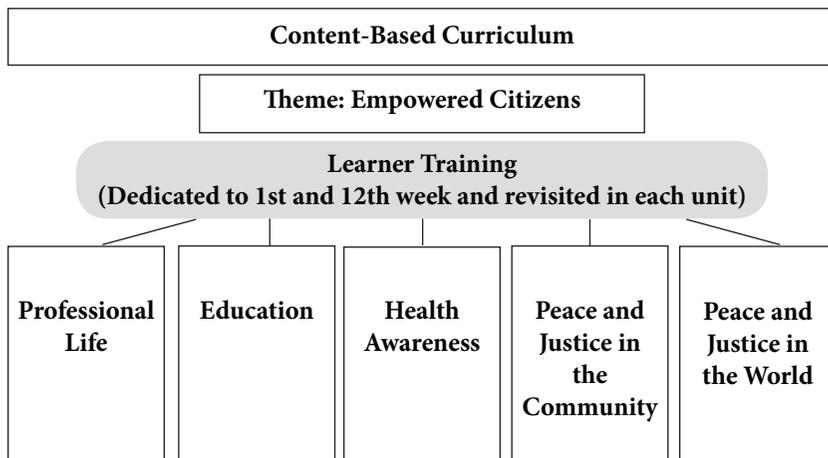
Medical history forms / las formas de la historia médica   1 2 3 4 5
Tenant's rights / los derechos de los arrendatarios   1 2 3 4 5
Tax forms /las formas de impuestos   1 2 3 4 5
Benefits (medical, vacation) / Los beneficios de trabajo
    (médicos, vacaciones)   1 2 3 4 5
Report cards / Los boletínes de calificaciones   1 2 3 4 5

How important are the following? / ¿Cuánto valen las cosas siguientes?
    improving my pronunciation / mejorar mi pronunciación   1 2 3 4 5
    being given detailed grammatical explanations /
        recibir explicaciones detalladas de la gramática   1 2 3 4 5
    reading newspapers and magazines / leer periódicos y revistas 1 2 3 4 5
    using the Internet / usar el internet   1 2 3 4 5
    improving reading skills / mejorar mi habilidad de leer   1 2 3 4 5
    developing writing skills / mejorar mi habilidad de escribir 1 2 3 4 5
    improving speaking skills / mejorar mi habilidad de hablar   1 2 3 4 5
    improving listening skills / mejorar mi habilidad de escuchar 1 2 3 4 5
    learning about American culture /
        aprender sobre la cultura Americana   1 2 3 4 5

Do you have additional comments for us? / ¿Tiene comentarios adicionales para nosotros?

_____

_____

_____

_____

Appendix B
Spring 2011 Peace Resource Center Syllabus

Content-Based Curriculum

Theme: Empowered Citizens

Learner Training
(Dedicated to 1st and 12th week and revisited in each unit)

Professional Life	Education	Health Awareness	Peace and Justice in the Community	Peace and Justice in the World

Syllabus: Monday, June 13th – Saturday, September 3rd

1 6/13 – 6/19	Learner Training / Orientation	**Community Building** • Ice Breakers. Find Someone Who • Learner Preferences Survey • My English Goals • Personal Goal Setting • Spanish Translations: Tips, Suggestions	**Vocabulary/Lessons** Basic Classroom Vocabulary Welcome Booklet Grammar in Spanish: Activating Linguistic Heuristics
2 6/20 – 6/26	Unit 1: Professional Life	**Learner Training** • Performative Goal Setting • Professional Goals Worksheet • Community networking through service learning	*Week 1* Developing a resume Guest speakers from local businesses
3 6/27 – 7/3			*Week 2* Job search strategies Interview skills and language Language used in the workplace
4 7/4 – 7/10	Unit 2: Education	**Learner Training** • American classroom behavior work sheet • Learner Resources Survey • My Education Goals	*Week 1* Life's Lessons: Lecciones que da la vida My beliefs about education
5 7/11 – 7/17			*Week 2* Setting academic goals Parent-teacher conferences Applying to adult education programs / GED
6 7/18 – 7/24	Unit 3: Health Awareness	**Learner Training** • Personal Goals: How to stay healthy • American Health Practices Survey • Performative Goals: Recognizing, Reacting, & Responding	*Week 1* Introduction to Health Awareness Community Health & Seaside Guest speaker(s) from local medical providers My Medical History: An Autobiography

7 7/25 – 7/31			*Week 2* Filling out new patients forms Doctor-Patient Appointments Medical Diagnosis and Treatment
8 8/1 – 8/7	Unit 4: Peace and Justice in the Community	**Learner Training** • Introduction to Project-Based Learning • Brainstorming about community	*Week 1* Welcome to Seaside History of Peace and Justice in Seaside People in the Community My Place in Seaside
9 8/8 – 8/14			*Week 2* Changes in the Community How to do Peace and Justice Writing for Peace and Justice
10 8/15 – 8/21	Unit 5: Peace and Justice in the World	**Learner Training** • Learner Autonomy • Personal Strategies and Learning Styles	*Week 1* Historical Perspective on English as a colonial language Peace and Social Justice through Music Current Events: Peace and Social Justice in the News and Radio
11 8/22 – 8/28			*Week 2* Human and Civil Rights Immigration Rights in the News
12 8/29 – 9/4	Learning Training / Closure	**Evaluations** • Class • Personal - What have I learned? • Teacher Goal setting • Creating a self-portfolio Reflection • "What have I learned?" • "What do I want to learn?"	**Vocabulary/Lessons** Vocabulary wrap-up Grammar Wrap-up: Weaknesses? Gaps? Strengths?

Empowered Citizens:
A Curriculum for the Peace Resource Center ESL Program

Peace Resource Center
1364 Fremont Blvd.
Seaside, CA 93955

"Empowered Citizens" is a 12-week outreach program of free ESL classes designed for adult learners in the local community. The classes aim to meet the needs of English learners seeking language skills and the Peace Resource Center's mission to foster community engagement, as well as to provide an opportunity for MIIS TESOL students to hone their skills in a real-world setting. The program intends to develop a mutually beneficial and sustainable relationship between all three parties that creates "peace through understanding."

Courses*:   Tuesday 6pm – 8pm
                    Wednesday 3:30 – 5:30pm
                    Thursday 6pm – 8pm
                    Friday 10am – 12pm
                    Saturday 1pm – 3pm

*Courses subject to change at the end of each 12-week program cycle. Please check the Peace Resource Center for schedule postings.

Current teachers:
- Caroline Kelley and Heidi Laidemitt
- Stefani Mistretta
- Jaymee Martin and Amy Coad
- Saara Kamal, Sarah DeMola, and Bryan McClellan
- Yulia Nikolskaya, Derek Yiu, and Maggie Steingraeber

Contact: smistretta@miis.edu
Website: https://sites.google.com/site/educ8520eslpeacecenter

ESL Resources: http://www.delicious.com/MIISIESL

"Empowered Citizens" Course Goals

Cognitive Goals
As a result of taking this course …
1. Students will become familiar with peace and social justice issues that are relevant to their lives.
2. Students will know that language learning occurs in forms beyond traditional methods such as worksheets, grammar, and translation.

Metacognitive Goals
As a result of taking this course …

3. Students will become aware of their learning styles and strategies.
4. Students will be able to set learning goals for themselves.
5. Students will be able to find and utilize appropriate learning resources, such as bilingual dictionaries, websites, etc.

Affective Goals
As a result of taking this course …

6. Students will feel more integrated into the Seaside community and the English-speaking community in general.
7. Students will feel confident when applying for jobs and/or enrolling in educational programs of their choice.
8. Students will feel more comfortable when encountering unfamiliar texts and interactions in English.

Performative Goals
As a result of taking this course …

9. Students will be able to navigate through social processes such as: applying for a job, renting an apartment, registering for classes, and participating in interviews and parent-teacher conferences.
10. Students will be able to provide personal information in contexts such as job applications, doctor intake forms, educational enrollment paperwork, and school correspondence.

Appendix C
Fall 2011 Student Needs Analysis

Initial Needs Analysis
Análisis de las Necesidades Inicial

A. BIOGRAPHICAL INFO—DATO BIOGRÁFICO

Age / Eda:
Nationality(ies) / nacionalidades:
Place of birth (city, state, country) / Lugar de nacimiento: (ciuidad, estado, departamento, país):
Native language(s) / Idioma(s) nativo(s):
Length of time living in the US to date? / ¿Actualmente, cuánto tiempo ha vivido usted en los EEUU?
Occupation/ Ocupación:
    What do you do for work? / ¿Qué trabaja usted?
    How many hours? / ¿Por cuánto horas un día/semana?
    What is your ideal job? / ¿ Cual es su trabajo ideal?

B. MOTIVATIONS FOR LEARNING

Why do you want to learn English? / ¿Motivaciones sobre aprendizaje / actividades sobre aprendizaje?

1	2	3	4	5	N/A
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo	No aplica

Circle the number that is most correct for you. / Circule el numero que siente es correcto para usted.

I want to learn English to learn about American culture   1 2 3 4 5 N/A
    Quiero aprender Inglés para aprender sobre cultura estadounidense
I want to learn English to get a (better) job   1 2 3 4 5 N/A
    Quiero aprender Inglés para obtener empleo "mejor"
I want to learn English to communicate better
on the telephone   1 2 3 4 5 N/A
    Quiero aprender Inglés para comunicarme mejor por teléfono
I want to learn English to speak with native English speakers in the
community   1 2 3 4 5 N/A
    Quiero aprender Inglés para hablar con gente anglofono en la comunidad
I want to learn English because I like the sound of English   1 2 3 4 5 N/A
    Quiero aprender Inglés porque me gusta como se suena
Other comments/ Otro comentos: _____

C. HOW IMPORTANT ARE THE FOLLOWING? / ¿CUÁNTO VALEN LAS COSAS SIGUENTES?

Circle the number that is most correct for you. / Circule el numero que siente es correcto para usted.

Improving my pronunciation/ mejorar mi pronunciación   1 2 3 4 5
Improving my vocabulary/ mejorar mi vocabulario   1 2 3 4 5
Improving speaking skills/ mejorar mi habilidad de hablar   1 2 3 4 5
Improving listening skills/ mejorar mi habilidad de escuchar   1 2 3 4 5
Improving reading skills/ mejorar mi habilidad de leer   1 2 3 4 5
Developing writing skills/ mejorar mi habilidad de escribir   1 2 3 4 5

D. I WANT TO LEARN ENGLISH TO COMMUNICATE/QUIERO APRENDER INGLÉS PARA COMUNICARME ...

Circle the number that is most correct for you. / Circule el numero que siente es correcto para usted.

At my children's school   1 2 3 4 5 N/A
    A la colegio de mis hijos (e.g. con los maestros, la administración)
At the doctor's office / al medico   1 2 3 4 5 N/A
At the post office / al correo   1 2 3 4 5 N/A
With the police, firefighters, or EMTs   1 2 3 4 5 N/A
    Con policía, bomberos, o medicos de emergencia
With landlords / con dueños de edificios   1 2 3 4 5 N/A
With my coworkers or boss   1 2 3 4 5 N/A
    Con compañeros del trabajo o con mi jefe
With service people from a company
    Con personas de companías servicias:
    TV-Internet-phone / TV-internet-teléfono   1 2 3 4 5 N/A
    Electric-gas / la electriciad-el gas   1 2 3 4 5 N/A
    Water / el agua   1 2 3 4 5 N/A
    Credit card / las tarjetas de crédito   1 2 3 4 5 N/A
    DMV / el DMV   1 2 3 4 5 N/A
    Bank / el banco   1 2 3 4 5 N/A
    Car mechanic / el mecánico   1 2 3 4 5 N/A
    Package delivery people / (UPS, FedEx, DHL, USPS)   1 2 3 4 5 N/A

E. IMPORTANCE OF UNDERSTANDING … / ME IMPORTA ENTENDER …

Circle the number that is most correct for you. / Circule el numero que siente es correcto para usted.

Bank statements / extracto de cuenta   1 2 3 4 5 N/A
Bills (electric, gas, credit, etc.)   1 2 3 4 5 N/A
    Las cuentas generales (la electricidad, el gas, las tarjetas de crédito, etc)
Voting and DMV forms / Las formas de votar y del DMV   1 2 3 4 5 N/A
Medicine labels / las instrucciones de las medicinas   1 2 3 4 5 N/A
Medical history forms / las formas de la historia médica   1 2 3 4 5 N/A
Job applications / las aplicaciones para empleo   1 2 3 4 5 N/A
Job postings / las listas de empleo   1 2 3 4 5 N/A
Work schedules / los horarios de trabajo   1 2 3 4 5 N/A
Post office forms / las formas del correo   1 2 3 4 5 N/A
Tenant's rights / los derechos de los arrendatarios   1 2 3 4 5 N/A
Tax forms / las formas de impuestos   1 2 3 4 5 N/A
Benefits (medical, vacation)   1 2 3 4 5 N/A
    Los beneficios de trabajo (médicos, vacaciones)
Report cards / Los boletínes de calificaciones   1 2 3 4 5 N/A

F. USEFULNESS FOR MY LANGUAGE LEARNING / LA UTILIDAD AL APRENDER EL IDIOMA

Circle Yes or No for what you think is helpful in the classroom. / Dibuje un circulo alrededor de Sí o No para lo que piense es útil por la clase.

Resources / Los recursos

Vocabulary lists / Listas de vocabulario	Yes / No
Picture dictionaries / Diccionarios visuales	Yes / No
Children's books / Libros para niños	Yes / No
Newspaper articles / Artículos de periódicos	Yes / No
Magazine articles / Artículos de revistas	Yes / No
Songs and music lyrics / Canciónes y letras	Yes / No
Movie/ TV clips	Yes / No
los clips/fragmentos de películaso programas de TV	

Classroom Activities / Actividades de la clase

Grammar rules / Las Reglas de la gramática	Yes / No
Grammar drills / Ejericios de la gramática	Yes / No
Role-plays / Juegos de roles	Yes / No
Homework / Tarea	Yes / No
Explanations in Spanish / Explicaciones en español	Yes / No
Guest speakers / Presentadores invitados	Yes / No

G. TOPICS IN THE CLASSROOM

Put a ✓ next to the subjects you are interested in learning about. / Escribe un ✓ al lado de los sujetos que le interesa de aprender.

General
_____ Geography / La geografía
_____ American popular culture (TV, movies, music, fashion, literature) /
        La cultura popular de Estados Unidos (TV, películas, moda, literatura)
_____ American culture / La cultura del los Estados Unidos
_____ Food and cooking / La comida y cocinar
_____ Hobbies / Pasatiempos
_____ The environment / El medio ambiente
_____ Health and diet / Salud y nutrición

Social Justice and Peace / La Justicia Social y La Paz
_____ Health care / El Cuidado de la Salud
_____ Domestic violence / La Violencia Domestica
_____ Violence in our community / La violencia en nuestra communidad
_____ Education / La Educación
_____ Discrimination / La Discriminación
_____ Immigration / La Inmigración

_____ Politics and government / La Política y El Gobierno
_____ Citizenship issues / Los temas de la naturalización
_____ Information about the local community /
       Información sobre la comunidad local
Other interests / otros interéses de la jusicia social y la paz_____
_____

H. SELF-EVALUATION OF LANGUAGE ABILITIES—
AUTO-EVALUACIÓN DE HABILIDADES LINGÜÍSTICOS

How would you rate your overall language abilities in English? / ¿Comó se catalogue su habilidades lingüísticos en ingles?

1	pure beginner / principiante puro	I don't know anything / No sé ninguna cosa.
2	principiante comenzando	I can do a few things but I am extremely limited. / Entiendo y puedo hacer algunas cosas pero mi capacidad es limitado.
3	principante alto	I can do about half of my daily activities in English and I can understand short and simple sentences but I still need a lot of vocabulary and grammar. I still need to think about what I'm going to do before I begin. / Puedo hacer la mitad de mis actividades cortinas en Inglés y entiendo frases cortas y fáciles pero me falta mucho vocabulario y gramática. Todavía tengo que pensar sobre lo que voy hacer antes de comenzar.
4	Intermediate / intermedio	I can understand more of what people say. I can use English more smoothly and for longer. I still have many questions and need vocabulary. / Puedo entender mas de lo que gente dice. Puedo usar inglés más suave y para largo. Todavía tengo muchas preguntas y me falta vocabulario.
5	Comfortable/ cómodo	I feel comfortable with English. I don't have to think when I use it. / Estoy acostumbrado cuando uso ingles. No tengo que pensar cuando lo uso.

Speaking (Para hablar)   1 2 3 4 5

With whom/where/when do you feel most comfortable speaking in English? (e.g., with friends, to other students, with the teacher, etc.)
    ¿Con quien/donde/cuando siente más comodo hablando en ingles? (ej., con amigos, con otros alumnos, con el maestros, etc.)

Listening (Para escuchar)   1 2 3 4 5

Where/what/who do you feel is the easiest to listen to in English? (e.g.
children's TV, teachers, friends, etc.)
> ¿Dónde/qué/con quien siente es lo más fácil de escuchar en inglés? (ej.,
> TV de niños, maestros, amigos, etc.)

Reading (Para leer)   1 2 3 4 5

What do you feel is the easiest to read in English? (e.g., comics, signs, food
labels)
> ¿Qué piensa es lo más fácil a leer en inglés? (ej., Dibujos, señales, las
> etiquetas de alimentos)

What do you feel is the hardest to read? (e.g., the newspaper, tax forms, rental
agreements, job applications, etc.)
> ¿Qué piensa es lo más difícil a leer? (ej., El periódico, formularios de
> impuestos, los contractos de alquiler, aplicaciones de empleo, etc.)

Writing (Para escribir)   1 2 3 4 5

What do you feel is the easiest thing to write? (e.g., name and address, signs)
> ¿Qué piensa es lo más fácil a escribir? (ej., Nombre y dirección, señales)

What do you feel is the hardest thing to write? (e.g., tax forms, letters, notes)
> ¿Qué piensa es lo más difícil a escribir? (ej., El periódico, formularios de
> impuestos, los contractos de alquiler, aplicaciones de empleo, etc.)

I. LEVEL OF LANGUAGE-LEARNING ANXIETY

In general, how anxious do you feel when you think about your abilities or
needs in these language areas?
> ¿En general, cómo preocupado siete usted cuando piensa sobre sus
> capacidades o necesidades en estos aspectos de lenguaje?

1 = I'm extremely anxious, I have no confidence in English.
> Siento muy preocupado, no tengo cofinancia en ingles.
2 = I'm really anxious about making mistakes and about other judging me.
> Siento muy preocupado, no tengo cofinancia con ingles.
3 = I'm anxious about making mistakes and about others judging me.
> Siento preocupado que hago errores y otros me juzgan.
4 = I'm a little anxious about making mistakes, but I'm mostly relaxed and
confident.
> Siento un poco preocupado cuando hago errores, pero la mayoría del
> tiempo siento relajado y confidente.
5 = I'm not anxious at all, I'm totally relaxed and confident in this skill.
> No siento preocupado, siento completamente relajado y confidente en
> este capacidad.

When I speak English, I feel ...   1 2 3 4 5
    Cuando hablo in Inglés, siento ...

When I listen to English, I feel ...   1 2 3 4 5
    Cuando escucho in Inglés, siento ...

When I read in English, I feel ...   1 2 3 4 5
    Cuando leo in Inglés, siento ...

When I write in English, I feel ...   1 2 3 4 5
    Cuando escribo in Inglés, siento ...

Note: The formats of Appendices A, B, C have been modified for space reasons; the content remains intact.