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Pronunciation Classes for Intermediate English Learners in the Literacy Program

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Final Capstone Project Title and Abstract

Pronunciation Classes for Intermediate English Learners in the Literacy Program

Monterey County Free Libraries is a public government organization that provides a wide range of resources and services for residents of Monterey County including a Literacy Program that serves 52 learners who are eligible to participate in this capstone project. The macro problem that this project is related to is the increasing number of immigrant residents who do not have access to equal educational opportunities in Monterey County. The micro problem is that learners who have participated in the Literacy Program are not confident with their English pronunciation even after their initial tutoring sessions conclude. This project provided an educational intervention for learners who wanted to improve their English pronunciation by engaging learners in a classroom setting. Based on an assessment of this project's success in building the learners' confidence through the classes, the Literacy Program should incorporate more pronunciation sessions to help learners build pronunciation skills and confidence.

Keywords: pronunciation, literacy, English Language Learners (ESL), libraries

Agency Information and Partnering Organizations

Agency Description

The Monterey County Free Libraries (MCFL) is a state library organization that provides the Monterey community with tools and resources for engagement. MCFL also provides books and crafts for their community members to enjoy. The Literacy Program is a program that MCFL offers to English Language Learners (ELL) in the community and the unit under which this capstone project will be implemented. The Literacy Program matches a volunteer tutor from the community with a voluntary learner; where the two meet once every week or so to work one-on-one on the learners' English literacy skills. (MCFL, 2021). Many learners seek out services like this for both personal and professional reasons and decide what the focus of their tutoring sessions should be.

MCFL is considered a county department that receives funding from a share of property taxes as well as taxes on cannabis sales. (County Administrative Office, 2020). MCFL also receives state and local grants for the different programs they provide (County Administrative Office, 2020), such as the Literacy Program which utilizes the funds that they receive from grants. (MCFL, 2021). The funding that MCFL receives would go towards the books that they are sharing with the community and the materials they would use in workshops or for other necessities within the literacy program. They also receive book donations from local nonprofit organizations. (MCFL, 2021).

Mission & Vision

The overall mission of MCFL is, "... to bring ideas, inspiration, information and enjoyment to our community." (MCFL, 2021). The Literacy Program's mission is to "meet the needs of the many adults in Monterey County with limited literacy skills." (MCFL, 2021). MCFL works towards providing happiness and equal opportunities to their community. Through the Literacy Program, MCFL can give the members of their community the chance to gain a better understanding of English and move one step closer to pursuing

their educational or professional goals. The Literacy Program also values the contributions that they receive from their community members to assist fellow members through their endeavors.

Community Partners

MCFL partners with a wide range of organizations in order to carry out their workshops or other community events. The organization partners with the Foundation for Monterey County Free Libraries as this organization provides advocacy for the libraries. Through this partnership there is an exchange of funding for resources and materials for events. MCFL also partners with the Read to Me Project and Mujeres en Acción on various events that are developed for the community. These events include children story time, COVID testing for Spanish speakers, and more. They also work together to carry out programs like the Conversation Circle and the Educational Story Time.

Communities Served: Demographic Profile and Needs Analysis

Community Description

MCFL serves the entire Monterey County population of 434,061 individuals. (United States Census Bureau, 2019). Whereas the Literacy Program serves anyone who is 18 years or older. Currently, there are a total of 52 learners in the Literacy Program. (California Library Literacy Services, 2021). The data presented in Figure 1 is based on the end of the year report developed by the California Library Literacy Services and indicates that the primary population served by MCFL consists of most individuals who identified as women in their 30's to 50's who are either Hispanic or Asian. A slight majority (51%) of clients have less than a 9th grade education and only about 10% of the population served has obtained a bachelor's degree. (California Library Literacy Services, 2021).

Figure 1. Demographic profile of MCFL clients			
	Agency client statistics	Monterey County statistics	California statistics
Age	30-39:38% 40-49: 36% 50-59: 15% 60-69: 0.07% 70+: 0.02%	18 & up: 73%	18 & up: 77.5%
Gender	Female: 78% Male: 22%	Female: 49.1% Male: 50.9%	Female: 50.3% Male: 49.7%
Race/ ethnicity	Hispanic: 82.7% Asian: 17.3%	White alone: 29.4% Black or African American alone: 3.4% American Indian and Alaska Native alone: 2.6% Asian alone: 6.7% Native Hawaiian and Other Pacific Islander alone: 0.6% Two or More Races: 3.8% Hispanic or Latino: 57.3%	White alone: 36.5% Black or African American alone: 6.5% American Indian and Alaska Native alone: 1.6% Asian alone: 15.5% Native Hawaiian and Other Pacific Islander alone: 0.5% Two or More Races: 4% Hispanic or Latino: 35.4%
Education	Less than 9th grade: 51% 9th-12th grade: 39% College or above education: 10%	Less than 9th grade: 19% 9th to 12th grade, no diploma: 8% High school graduate (includes equivalency): 20% Some college, no degree: 17% Associate's degree: 8% Bachelor's degree: 15% Graduate or professional degree: 10%	Less than 9th grade: 8.7% 9th to 12th grade, no diploma: 7.3% High school graduate (includes equivalency):20.6% Some college, no degree: 20.6% Associate's degree: 7.9% Bachelor's degree: 21.9% Graduate or professional degree: 13.3%

Sources:

1. California Library Literacy Services, 2021
2. United State Census Bureau, 2019
3. DataShare, 2019

The primary problem faced in Monterey County is the lack of educational opportunities and development of English Literacy skills for low-income families. (Abrego, 2006). It could also be that there aren't enough programs like the Literacy Program available for more community members to utilize. There are only a handful of known services available. (United Way, n.d.).

Community Needs & Assets

The Foundation of Monterey County Free Libraries is an important community asset to MCFL because it provides the libraries with the advocacy it needs in order to get funding and resources for the Literacy Program. The Foundation for Monterey County Free Libraries is an independent nonprofit organization whose mission is to “help make literacy programs possible.” (FMCFL, 2020) As mentioned, one of the biggest obstacles that the community faces is the lack of resources for an equal opportunity of education. The Foundation makes sure that community members are getting the resources they need in order to achieve their educational goals.

Capstone Project Description & Justification

Problem Model

The micro-level problem that is addressed by the capstone project is that English Language Learners (ELL) in the Monterey County Free Libraries Literacy Program are not confident with their English pronunciation even after the initial tutoring sessions. The groups that are directly impacted by this problem include the learners in the Literacy Program, their employers, and their families. The learners are the ones who are taking the time to work on their literacy skills. Employers tend to look for employees that have a basic understanding of English and could speak it. “A lack of awareness of the connection between learning and career prospects hamper participation in adult learning [Kis & Field, 2013]. Not seeing this connection can even contribute to a “vicious cycle” of minimal learning and fewer career opportunities [OECD, 2013, p. 137].” (Patterson & Paulson, 2015). Their families are essentially there to assist them along the way and to support them through any hardships they may face.

The macro-level problem that is (indirectly) addressed by this project is that too few immigrant residents have access to equal educational opportunities in Monterey County. The group that is mostly affected by this is immigrant families. The programs that are offered to them are minimal and if they want to pursue an education, they must put more effort into the research of programs and their academic endurance once in the program. (Gray, et al., 2010). MCFL looks to provide equal opportunities for members of their community, but if this group isn't made aware of the resources available to them, then they won't be able to utilize the programs.

Figure 2. Problem Model		
CONTRIBUTING FACTORS TO AGENCY PROBLEM	AGENCY-SPECIFIC “MICRO-LEVEL” PROBLEM STATEMENT	CONSEQUENCES TO AGENCY/CLIENTS IF PROBLEM IS NOT ADDRESSED
Lack of practice	Literacy Program Learners are not confident with their English pronunciation even after the initial tutoring sessions.	Learners lose interest
Introductory classes don’t focus on pronunciation		Limits pronunciation ability
Older learners assume it’s too difficult		Diminish confidence of learners
CONTRIBUTING FACTORS TO BROADER PROBLEM	BROADER “MACRO-LEVEL” HEALTH OR SOCIAL PROBLEM STATEMENT	CONSEQUENCES TO SOCIETY IF PROBLEM IS NOT ADDRESSED
Lack English Literacy	Too many immigrant residents do not have access to equal educational opportunities in Monterey County.	Limited opportunities for immigrant children
Work longer hours		Limits to employment advancement
Lack of digital tools		Increased communication barrier

Micro-level Problem

Although learners should be able to communicate with their families and other members of their community using their modified English literacy skills after completing their tutoring sessions, they report to staff that they are not confident with their English pronunciation. Some learners have mentioned to MCFL staff that they would appreciate a setting or environment where they can practice their English pronunciation with others who are at their same literacy level.

The first contributing factor to this problem is that the learners lack practice in the real-world setting. Majority of the interactions that they have are with their family members or their tutor. Though this group would do their best to support the learner, the learner may not get the same responses from a random individual. In a study done to determine the importance of pronunciation classes, researchers found that teachers and tutors are able to better understand learners because their ears have been trained to understand “bad” English. (Gilakjani, 2016). However, people outside of their classrooms may not have the same

responses to the learners because they don't have the same set of tools that the teacher or tutor has when conversing with a learner. It is the same when it comes to family members. They are also unconsciously trained to understand the learner's broken English after years of living with one another. "Learners need motivation and time to really practice pronunciation." (Fraiser, 1999). The other contributing factor is that teaching English literacy focuses more on the definition of the word rather than how the word is pronounced. In many classrooms, there are instances where the teacher teaches the learners what the words mean and how it sounds, but rarely is there a chance for the learner to practice their pronunciation of the words. Bradley-Bennett (2007) observed in her study course that as time goes on and the pronunciation of the learner begins to develop, their contextualization will also begin to develop so it is better to "teach English but not teach about English." It isn't the instructors' fault entirely. The third contributing factor is the appearance of a fixed language mindset in the learners when it comes to learning a new language. (Lou & Noels, 2020). In a study done by researcher Nigel Mantou Lou and Kimberly A. Noels (2017), they found that ESL learners who thought that "language learning requires a talent that cannot be changed" (fixed language mindset) were more likely to avoid the learning process entirely while those of whom were believed it doesn't require a talent to learn a language (a growth language mindset) were prone to engage in the educational experience. Though learning a language can be difficult, having a fixed language mindset will make it two times harder for the learner to get the entire experience.

A consequence to this problem is that learners begin to lose interest in the learning process of their English literacy skills. Rogers (2017) conducted a study on his English language learners about the effects of teaching pronunciation in his classroom and found that there was a significant improvement in the learner's attitude towards learning English and their ability to speak when he included English pronunciation in the class. Their improved motivation and retention stemmed from being able to practice the words they were learning. Not being able to pronounce the words would make the students feel less capable of carrying out their English literacy skills. Thus, also resulting in the second consequence to the problem

that learners lose the effectiveness of their literacy skill. “Moreover, with an increasing focus on communication, has come a growing premium on oral comprehensibility.” (Morley, 1991). The lack of a space to practice their new pronunciation skills would ultimately deprive them of expanding their pronunciation ability. Another consequence of this problem is that learners who have a fixed language mindset would begin to develop anxiety towards the idea of learning a new language which would inevitably cause them to avoid the practice entirely. (Lou & Noels, 2020). It’s not going to be a perfect pronunciation that they use, but they will be confident and comprehensive enough for others to understand clearly.

Macro-Level Problem

Recent immigrant families to the United States don’t have the same access to educational opportunities as those who have lived in the United States longer. (Abrego, 2006). “Immigrants comprise over 30% of the total [California] population, and at 21.7% Monterey County has the highest percentage of non-citizens of any California county.” (Monterey County, 2019). Even though they make up just about 30% of the population within Monterey County, the resources for this population are still scarce. Additionally, “29% of adult immigrants in the United States do not hold a high school diploma.” (Brookings, n.d.). There are only a handful of programs in Monterey County that accommodate migrant workers in their education journey. Looking at the 211 Monterey County webpage, those programs only include the Migrant Education Programs by the Monterey County Office of Education, High School Equivalency Program in Hartnell College and the National Migrant Worker Referral Hotline in the Migrant Education Hotline. (United Way, n.d.).

The top contributing factor to the overarching problem is that recent immigrant families who come into California possess little speaking and writing skills. (Hill, 2011). “Among immigrants who arrived in the last 10 years, 6% speak only English and an additional 47% report that they speak English very well or well. The most common language spoken among California immigrants is Spanish—53% report speaking

Spanish at home, 20% of whom report speaking English “not at all.” (Hill, 2011). They cannot reach out for educational services because the majority of the education taught is in English. This would discourage them from pursuing their education. (Garcia, 2002). A contributing factor to this problem is the fact that immigrant families take on more hours of work than any average nonimmigrant. This is because they are unable to obtain a good paying job to keep their family secure. “In service sectors, foreign-born [female] workers were significantly more likely to report working more than 8 hours a day.” (Bae, 2017). Another contributing factor is that most of the time immigrant residents don’t have access to the internet at home or the tools needed. “-Over 10,000 students do not have internet access in their home because internet access is not available in their community or is unaffordable to their families.” (Monterey County, 2021). With the effects of COVID-19 and the academic life moving onto the digital platform. It has become much harder for immigrant families to take part in furthering their education.

A consequence to the problem is that there is an increased risk of future generations following in the footsteps of their parents. This is due to the fact that they have to help their parents provide for the family and pay some of the living expenses. Researchers have found that “74% of all 16- to 25-year-old survey respondents who cut their education short during or right after high school say they did so because they had to support their family.” (Pew Research Center, 2009). If not for the responsibilities to their parents and families, these children could get a better education and maybe even a better job that could really help their families. The other consequence to the problem is that good employment becomes harder to find for the immigrant because they aren’t able to develop their skills or obtain the education level needed. Many middle wage jobs require that the applicants have a bachelor's degree or higher. Some even only require a high school diploma. However, because there are fewer educational resources for immigrants, they are stuck with the low wage jobs that require a lot of hours to make up the same amount as a middle wage job. (Belman, et. al., 2015). Another consequence to this problem is that the daily life of immigrant families becomes more difficult. For one, it limits the health care services that they receive. In a study done by a team of

researchers, they were able to find that one tenth of immigrant families with low education, income, and less likely to speak English had proper health insurance. (Urrutia-Rojas, et al., 2006). With the limited education that the immigrant families have, they are subjected to receive health insurance, if any, from whatever is offered.

Project Description

The capstone project title is “Pronunciation classes for intermediate English learners in the Literacy Program”. This project will be an educational intervention of a 5 week long course. The course will be implemented on Thursdays from 6pm to 6:50pm each week starting the week of February 6th, 2022. During the class, a small group of 5 English learners will have the opportunity to interact with one another and the instructor to improve their English pronunciation. The reason for choosing this method of teaching is because researchers have found that incorporating speaking into the curriculum would bridge the gap between understanding and communicating. (Lewis & Grant, 2003). It would give the learners an opportunity to work with other members of their community, in addition to their tutor.

The stakeholders in this project include community members, current MCFL Literacy Learners, tutors and the libraries that are a part of MCFL. The learners would be the ones receiving the intervention and the tutors could seek out improvements in the pronunciation of specific words the learners use. The libraries strongly support this project because it will be implemented at all of the libraries. Community partners like the Read to Me Project and Mujeres en Acción could be inspired to join the program if there is an increase in learner’s success with the intervention.

The short-term goal of this project is to encourage learners to feel more confident in their English-speaking abilities. Learners should feel confident with their English literacy skills that they have worked hard to achieve. The overarching goal for the project is to expand educational and professional opportunities for members of the community through improved English literacy. With the skills and tools that the learners are gaining from the program, they should be able to obtain better educational and job

opportunities. The benefits of the intervention would start with the learners gaining a better pronunciation of the English language. With all of the work that they are putting into their skill-building, they should be able to confidently speak with a native speaker. Another benefit is that the Monterey County Free Libraries will receive recognition from their general community which should result in additional funding for MCFL.

Project Implementation Plan and Scope of Work

Project Implementation

The implementation method will begin with the development of a curriculum for the classes, an assessment form to determine a learner's eligibility for the course, a pre-survey to determine learner's confidence and comfort in their speaking abilities, and participation in the recruitment of the ESL learners and a teacher for the course. Researchers have found that oral dialogue between the assessor and the learner was one of the best practices. (Kirkova-Naskova, et al., 2013). Due to the high rise of the Coronavirus (COVID-19) disease, the students for the course were limited to current MCFL Literacy learners who have shown interest in the making of the course. Once the course begins, the pre-survey will be distributed to the learners to track how confident and comfortable they are with their current pronunciation skills in English. At the end of the course, the post-survey will be used to see how their confidence has increased or decreased. Both of the surveys will include a series of open ended and multiple-choice questions. There may be a short open dialogue assessment at the end of the course to assess if there are any verbal changes to the learners' pronunciation. This way is a great practice that can determine where the learner's pronunciation stands. (Breitkreutz, et al., 2001). The curriculum will be developed by the instructor through their own research. In any case that the instructor is unable to instruct a class, there will be a couple of activities that the learners could participate in. One of the first concepts that was researched was on "minimal pairs". (ESLGames.Com, n.d.).

The participants in this project will include my mentor, the instructor we will be hiring, the Seaside Library staff and myself. The Seaside Library has more of an open space for learners to spread out and safely distance themselves from one another as per the COVID-19 safety regulation implemented. With the help of the Seaside staff, the rooms can be available and prepped ready for the learners. I will work with my mentor to develop some activities for the curriculum, the invitation letters, and pre-/post-assessment forms. Once the sessions are up and running, both my mentor and I will observe the class dynamics and the

learner's response to the sessions. Since the classes will be held at the Seaside library, their staff may assist with logistics. The project will require about 4-8 hours a week in order to carry it out effectively. The funding will be needed to pay for general class materials needed, such as books and office supplies.

A couple of potential challenges that may arise in this project is the commitment of the learners and the availability of someone to teach the sessions. If students do not participate as expected, the curriculum may need to be adjusted to fit the needs of the learners. If the availability of the instructor cannot match the availability of learners, then my mentor will have to take on the role of the instructor and provide them with a new curriculum. As with the COVID-19 regulations, students may not be able to communicate with one another face to face which could negatively affect the learner's progress on pronunciation.

Scope of Work

Figure 3 illustrates the implementation steps that will be taken to complete the project. In the preparation phase, the development of the pre- and post-surveys will be developed and approved by the end of December. The final version will be completed by the end of January and submitted to the mentor for approval and the instructor assigned to the project. Once the course has begun in February, the intervention will take place and observations made until the end of the course, at the end of March. Learners would then take the post-survey and the data would be compared from the pre- and post-surveys. Once all data is collected, I will present the results at the Capstone festival.

Figure 3.

Phases		Activities		Deliverables	Timeline
1	Select capstone project	1.1	Discuss capstone project ideas with mentor and agency staff	Generate a list of capstone project ideas.	Sept 2021
		1.2	Discuss capstone project ideas with mentor and agency staff	Submit a list of ideas and final project option to mentor for review/approval	Oct 2021
2	Plan project	2.1	Develop draft pre- and post-surveys for the course.	Submit drafts to instructor and mentor	Jan 2022
		2.2	Develop some activities for the curriculum for the course.	Receive a draft curriculum from the instructor and submit to mentor	Jan 2022
3	Implement project	3.1	Recruit 3-6 learners from MCFL Literacy program	Receive a list of learners for the course	Feb 2022
		3.2	Begin the course with learners	Submit an agenda and list of participants	Feb 2022
		3.3	Distribute the pre-assessment form to learners	Preliminary data for later comparison	Feb 2022
		3.4	Observe the pronunciation course and make adjustments as needed by the instructor and mentor	Submit weekly feedback to the instructor and mentor to make possible adjustments	Feb - Mar 2022
4	Assess project	4.1	Distribute the post-assessment form to the learners	Comparable data table with pre-survey test and post-survey test	Mar 2022
		4.2	Compile and analyze data from pre- and post-surveys	Submit preliminary results to mentor for review and feedback	April 2022
5	Report on project findings	5.1	Prepare capstone presentation in selected format	Present at Dress Rehearsal for grading	April 2022
		5.2	Final preparation for Capstone Festival	Final Capstone Festival presentation!	May 2022
		5.3	Complete reporting requirements	Final agency and capstone reports	May 2022

Project Assessment Plan

Project Description

The Pronunciation Classes for Intermediate English Learners is an educational intervention for learners who are a part of the program and have shown interest in furthering their English pronunciation skills. The micro-level problem is that there are too many learners in the Monterey County Free Libraries Literacy Program who are not confident with their English pronunciation even after the initial tutoring sessions. The main project deliverable is a curriculum for learners to work on their pronunciation in the class.

Expected Outcomes

The short-term outcome that this project should produce is learners gaining confidence in their English pronunciation. This is applied to both their professional lives and personal lives. It is expected that they can learn a few new phrases and words that they can apply to their lives. The intermediate outcome for this project is that learners interact more with their community than they used to. Some of the learners don't go out into the community or interact with it as much as they'd like to. With the project, there is an expectation that they would feel more comfortable doing so. The long-term outcome for this project is for English Language Learners to further their education and careers. The ESL learners in the program are not aware of or provided the same educational and professional advancement opportunities as others so once they have completed a start of their literacy journey, they can further their careers.

Short term outcome	Intermediate outcome	Long-term outcome
Learners gain confidence in their English pronunciation.	Learners increase their interaction with the broader community.	English Language Learners are able to expand their educational and career options.

Outcome Measures

The outcome measures that will be used to assess the progress of this project will be the learners' satisfaction and any new words or phrases that they've learned from the course. There will also be a component to see whether or not the learner was able to complete the survey in English or the language they are dominant in.

Data Collection and Analysis

The method used to assess the project's effectiveness is a survey that was distributed to the learners with questions about their satisfaction and improvement in pronunciation after completing the course. There was also an assessment sent to the instructor to assess their observations on the class from their perspective.

Conclusion

By using the pre and post assessment surveys, there can be a definitive assessment as to what the course may need in the future for a better educational experience. Though there were a few learners who missed a couple of classes, they were able to catch up with what was missed and still meet the intended short-term outcome. There is a question as to whether the learners would have gotten more out of the experience had they been able to attend all 5 sessions.

Findings, Assessment Results, Recommendations, Conclusions

Findings

A total of 5 learners participated in the project's classes and although 3 out of the 5 learners missed at least one day of the class, they were able to catch up with the other learners and attend the last class to complete the course. In the instructor survey, they noted that learners probably weren't able to reach their goals because they only met once for 5 weeks. In the post-assessment survey, 100% of the learners found the classes helped build their confidence in their English pronunciation. They provided suggestions including 40% who thought the class should be extended to one hour and a half and 60% who thought it should be extended to two hours. These results will prove helpful for future classes. In the post survey, 100% of the learners said that they were able to learn 2-3 new phrases as well as improve their pronunciation of those words. They all said that the dialogue discussions held between peers were instrumental in the development of their confidence. If there are any future classes provided, 100% of the learners said that they would be more than willing to participate.

Assessment Results

The short-term outcome of learners gaining confidence in their English pronunciation was achieved. Learners noted in the post survey that they learned new phrases and words that would help with their daily interactions. A couple of words that the learners took away from the classes included those they learned from the "minimal pairs" session. For context, minimal pairs are "two words that vary by only a single sound." (Case, n.d.). A couple of phrases that the learners took away were ordering food and making conversation about films. The intermediate outcome was also achieved because learners felt like they were able to interact with their community a bit more. For example, they reported feeling more confident ordering pizza over the phone after the classes.

One of strengths that contributed to the success of the short-term outcome was the patience of the instructor. The instructor did not push the learners to know how to pronounce a word exactly. They gave the

learners space to make mistakes and ask for clarifications. Another strength was that it was a smaller group, allowing the learners to get a little closer and interact more with their peers. These strengths, combined with the dialogue discussions and weekly activities, were helpful in making the class feel like a safe environment for the learners to speak more freely.

A limitation that was discovered in the project's design was the lack of rules for the learners to follow. It was not established that they had to attend a certain number of classes to complete the course. Another rule could have been to limit the amount of Spanish that the learners were allowed to speak because the class is about learning how to pronounce in English. An important limitation was the length of time of the classes. Both the learners and the instructor felt like they did not have enough time to really reach their goals.

Recommendations

The Monterey County Free Libraries should continue with the class, if their budget allows. It gave learners the opportunity to connect with their peers and work on improving their English literacy skills together rather than alone. If there is a continuation in the classes, they should extend the length of the class to at least an hour and a half, as well as expand the number of classes from 5 weeks to 10 weeks. It would also be helpful for the classes if the instructor prepared a syllabus for the learners to know what to expect. The post-assessment could also be improved by using an interview style, similar to the pre-assessment survey.

This project was helpful to the macro-level problem of there being too many immigrant residents who do not have access to equal educational opportunities in Monterey County. It was a stepping stone for learners to begin their academic journey. These classes would also prepare the learners for what they should expect in their own classes when they choose to go back to school.

Conclusion

Throughout this experience, I have learned a couple of new skills. The first was conflict resolution. I was able to participate in various workshops and training that gave a new understanding of conflict. For example, there can be positive conflict and negative conflict. Sometimes the positive conflict is needed to produce growth or creativity while negative conflict should be avoided if possible. Another skill acquired was collaboration. Now being in person, I was able to work with other departments on their projects and it gave me some insight as to how their departments work. Some knowledge I gained from this experience is that the local library holds so many resources for anyone to utilize. There are plenty of resources online for people who need assistance in applying for migrant status or even for our fellow veterans. An insight I took away is that libraries are full of resources. They are not only here to provide you with books, they have so much more to offer. Some lessons that I've learned from this experience is that as a researcher and intern, you should always be open to adaptations as you never know what may be thrown at you. An advice for the future CHHS students, don't knock it until you try it. I didn't choose the library as my first choice but after meeting my mentor and doing some of the work in the library, I found that there can be so many possibilities within it. I don't regret the internship experience I had with this program.

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Appendix

Invitation Letter:

<https://docs.google.com/document/d/1sca10ANToR2goKTVxZUGKKuAwKYgEQrvHxTudOb6Z7M/edit?usp=sharing>

Pre-Assessment Form:

<https://docs.google.com/document/d/1MCvJEBIQ67H-vDdbkN62C-FPHdIoxorrTqZt6UgyEE/edit?usp=sharing>

Post-Assessment Form:

https://docs.google.com/document/d/1A3We65tCJmWM7_5mYG9Z4iQotbXUUK_GNukrkxQLWG4/edit?usp=sharing

Pronunciation Word List (Pre/Post-Assessment):

<https://drive.google.com/file/d/1tO-FBsarueWgpjUOg42hLzKeZGArIFyd/view?usp=sharing>

Minimal Pairs Activity Card:

<https://eslgames.com/wp-content/uploads/2017/03/minimalpaircards-mixed.pdf>