

How to Maximize Your Income by Teaching English to Spanish Speakers Locally: A Business Guide for Aspiring Spanish-Speaking English Teachers

David “El Profe” Stevens

David “El Profe” Stevens’ guide, *How to Maximize Your Income by Teaching English to Spanish Speakers Locally*, offers a timely and practice-driven contribution to the fields of adult English as a second language (ESL) education, bilingual education, and teacher entrepreneurship. Grounded in over two decades of classroom experience, the guide bridges pedagogy, community impact, and sustainable program design, positioning adult English instruction not only as an educational endeavor but also as a pathway to social integration and economic mobility.

At its core, the guide challenges traditional, grammar-heavy ESL models that often fail to produce real-world communicative competence—particularly for adult learners. Stevens argues that adult Spanish-speaking learners in the United States have distinct linguistic, cultural, and motivational needs that are poorly served by monolingual or academically oriented curricula. Drawing on influences such as Krashen’s comprehensible input, sociocultural learning theory, and communicative language teaching, the guide advocates for a conversation-first, bilingual approach that prioritizes confidence, relevance, and immediate usability of language.

One of the guide’s most compelling contributions is its emphasis on **specialization**. Stevens makes a clear case for focusing on Spanish-speaking adults as both a pedagogical and strategic decision. From an instructional standpoint, shared language and cultural empathy allow teachers to lower affective filters, accelerate comprehension, and build trust. From a programmatic standpoint, specialization simplifies messaging, increases demand, and allows educators to command sustainable pricing—an important intervention in a field where teachers are often overworked and underpaid.

The guide is particularly valuable for educators seeking to move beyond institutional constraints. Stevens introduces readers to the concept of *teacherpreneurship*, outlining how educators can design flexible, community-based programs without requiring teaching licenses or traditional academic credentials. Through concrete chapters on where, when, and how to teach, readers are guided through practical decisions such as choosing instructional spaces (homes, libraries, community centers, or online platforms), optimizing class schedules around working adults, and launching programs with rolling admissions rather than rigid academic calendars.

A central pedagogical recommendation in the guide is the strategic use of **pre-made, classroom-tested curricula**. Stevens critically examines the allure of custom curriculum development and contrasts it with the realities of time, cost, and instructional consistency. He argues that for adult ESL programs—especially those run independently—leveraging a proven curriculum allows teachers to focus on what matters most: student interaction, feedback, and conversational practice. The *Let’s Start Talking!* curriculum is presented as a case study in AGILE curriculum development, emphasizing continuous iteration based on real classroom data rather than static theory.

The inclusion of detailed **case studies** strengthens the guide’s credibility and applicability. Programs implemented at MSU Denver, the Denver Public Library, and within Stevens’ own language school demonstrate measurable outcomes, including higher student retention, rapid language gains, and increased community participation. These examples illustrate how conversation-based, bilingual instruction can outperform traditional adult ESL benchmarks while also fostering belonging and confidence among learners.

Beyond pedagogy and business, the guide is explicitly values-driven. Stevens situates adult ESL education within a broader mission of community building, cultural exchange, and resistance to xenophobia. Teaching English is framed not as assimilation, but as empowerment—enabling learners to access better jobs, participate more fully in civic life, and build relationships across linguistic lines. This human-centered framing aligns closely with contemporary scholarship on culturally responsive teaching and translanguaging practices.

In sum, *How to Maximize Your Income by Teaching English to Spanish Speakers Locally* is both a practical manual and a reflective manifesto. It speaks to educators who are seeking more effective ways to serve adult learners, more sustainable ways to earn a living, and more meaningful ways to contribute to their communities. For practitioners, program designers, and scholars interested in adult education, bilingual pedagogy, and alternative educational models, this guide offers a grounded, experience-based perspective that is both accessible and impactful.