

Spring 2012

Exploring Locally to Grow Globally: A Community Excursion-based Elective for Intensive English Programs

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**Exploring Locally to Grow Globally:
A Community Excursion-based Elective for Intensive English Programs**

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PIM 69**

**A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.**

May 25, 2012

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Abstract

The community excursion-based elective course (CE) has been designed for the Intensive English Program (IEP) at the International Language Institute (ILI) in Northampton, Massachusetts. The class provides access and information to international adult learners who are interested in learning more about the local community and culture for academic, professional and personal purposes. CE students will be exposed to various businesses, organizations, institutions and services in the community while being fully supported by a qualified teacher.

The types of excursions identified in this Capstone project differ in several ways from the extra-curricular activities and cultural exchanges that are commonly offered by most IEPs. First of all, these excursions are designed to focus on the everyday routines and practices of each hosting site. Secondly, students will participate in site tours and have discussions with each hosting community representative with the purpose of developing intercultural competency and language acquisition. Finally, students will spend a third of the elective reflecting upon their authentic experiences for the purpose of gaining a deeper understanding of their host community.

Introduction

My aim, in this capstone paper, is to demonstrate how a community excursion-based elective class is both a meaningful and worthwhile endeavor for Intensive English Programs (IEPs). This capstone was written as a partial requirement for my Masters degree in International Education at SIT and its organization reflects some of the programming components that are highly valued by my graduate institution.

The beginning sections of my paper provide a description of the International Language Institute (ILI) in Northampton, Massachusetts where I interned to fulfill my practicum requirement for my Master's degree. Readers will become familiar with the school's background information and mission that aims to promote intercultural understanding and quality language instruction (International Language Institute [ILI], 2011a). Readers will also become familiar with the IEP student population and with the structure of the IEP itself.

The next sections of my Capstone focus largely on the need and proposed curriculum for a community, excursion-based IEP elective. The need is identified on both organizational and professional levels. The curriculum has been designed to reflect the literature and theories primarily pertaining to language acquisition, intercultural competency, and experiential education.

The final sections identify, and then address, some of the possible challenges that can be associated with offering a community, excursion-based class. The

Capstone concludes by identifying key elements of this elective so that they may be incorporated, at least in some capacity, into other IEPs across the country.

Background

The International Language Institute is a private, not-for-profit institution that is located in the small, yet culturally and academically rich, town of Northampton, Massachusetts. Since 1984, the institution has earned a distinguished international reputation for its excellent language and teacher training programs (ILI, 2011). ILI is accredited by both the Accrediting Council for Continuing Education & Training (ACCET) and the International Association of Language Centres (IALC). ILI is also a member of the American Association of Intensive English Programs (AAIEP) and is associated with Education USA (ILI, 2011a).

Approximately 25 international students, over the age of 18, enroll in ILI's Intensive English Program each month and stay, on average, for three months. Many students choose to enroll in this program as a gateway experience into American college. As a founding member of Study Western Massachusetts, ILI has worked hard to establish connections with local, reputable colleges who will grant conditional acceptance to ILI's students who demonstrate a specific level of English proficiency. These colleges include: Greenfield Community College, Springfield College, Western New England University, Bay Path College, Elms College, Westfield State University and SIT Graduate Institute(ILI, 2011a).

Students in the IEP receive 21 hours of instruction each week. Classes have traditionally been structured so that students attend leveled English classes in the

mornings and then participate in a variety of elective courses offered in the afternoons. The elective schedule typically changes each month depending on such factors as student enrollment, student interests and staffing. A sample of these elective courses includes: American Culture, Current Events, American Literature, Art & Culture, Pronunciation through Song, Idioms through Movies, Literature for College, TOEFL Drills, Debating Controversial Issues, Listening to College Lectures and Writing College Essays (ILI, 2011b).

Rationale

An increasing number of international students are choosing to pursue higher education in the United States each year. In an effort to prepare for this education, many students are electing to study English in one of over 500 of the nations IEPs (Institute of International Education, 2011). While the majority of students enter the U.S. on their own, without any cultural orientation or external financial support, other students are fortunate enough to enter the country with the support of such programs as the prestigious Fulbright. Even then, according to one Fulbright representative, “success ... depends on participants’ ability to understand and adjust to U.S. culture” (Acclimation and Cultural Adjustment section, para. 4).

ILI recognizes the importance of teaching culture as well as language competency and this value is reflected in their mission (identified in the Introduction section of this Capstone project). To expose their students to local, American culture, ILI has highly promoted their homestay program as well as their extra-curricular activities. These activities, in the past, have included trips to such

places as: museums, fairs, local events and festivals, parks and other outdoor recreations sites, spectator events, and more. IEP students are also introduced to American culture through their daily curriculum and optional classroom-based electives that incorporate lessons on current events and American history.

As an intern at ILI, I had the opportunity to discuss cultural acquisition with both the IEP staff and students. While I learned that the experiences and opportunities being offered to the students had many benefits, I also gained a greater understanding of their challenges. The following paragraphs describe these challenges.

With respect to homestays, I learned that cultural acquisition is limited by such things as the host's interests, knowledge, and experiences. Additionally, students can have negative homestay experiences as a result of such things as possible time constraints and even fear although students are encouraged to discuss these sorts of issues with the homestay coordinator so that they may be resolved.

With respect to extra-curricular activities, I learned that cultural acquisition could be limited by both the quality and quantity of programming. More often than not, students are exposed to cultural highlights and do not necessarily gain an appreciation for the people, places and things behind the scenes that make things function in the way that is culturally practiced. Additionally, students do not always feel supported in their understanding of cultural issues because of language barriers and/or lack of guidance. Students can also feel unchallenged and frustrated when programming is limited or cancelled.

Finally, when it comes to classroom-based lessons, students often lose the benefits that are associated with active engagement. Students miss out on hearing authentic language being practiced in its natural context and they also miss out on witnessing such things as non-verbal communication patterns and conventional cultural behaviors. Inside the classroom, the teacher also plays the role of the sage on the stage and often provides the sole viewpoint for clarifying any student uncertainties and/or misunderstandings.

After learning about these cultural acquisition challenges, I decided that I would offer yet another, hopefully more supportive, opportunity for students to learn about the local, American culture. Authors Andresen, Boud and Cohen wrote the following:

One of this century's most influential educational thinkers, John Dewey, argued that 'all genuine education comes through experience [but] ... not all experiences are genuinely or equally educative.' Current thinking might amplify this and suggest that the learning is likely to be recognized and applied only in so far as the learner actively reflects upon the experience (as cited in Foley, 2000, p. 228).

With this philosophy in mind, I began to develop an elective course that would offer students the opportunity to go into the local community to explore the businesses, organizations, institutions, and services. The main goal for this course would be to expose students to the everyday routines, beliefs and practices of the people that, ultimately, shape and define the local culture. The design of this course

would also evolve to include the essential pre and post excursion lessons that would further support the students in their cultural awareness and understanding.

Theoretical Foundations:

The design and curriculum of the CE elective draws heavily from theories that describe intercultural competency, language acquisition and experiential education. Many of the elements of the CE course also naturally recognize concepts that are commonly identified in student development and adult learning theories but these theories will not be specifically addressed in this section.

Intercultural Competency (ICC)

Alvino Fantini, a well-respected authority on ICC, has written the following about the importance of intercultural education:

In countries where ethnic diversity is on the rise—whether due to political upheavals, economic conditions, climatic catastrophes, shifting populations, or simply increased contact among people of different backgrounds—successful relationships with friends, neighbors and intercultural partners depend on an ability to deal with differences in a positive manner. From the arena of international business to the intimacy of family life, there is an increasing need to be able to deal effectively and appropriately with diversity, whether ethnic, racial, religious or cultural (2000, p.26).

He continues to stress how important international and intercultural organizations are to enabling students to gain this intercultural competency that helps them become more effective in their chosen fields—“whether in social work,

education, politics, business, or others” (p. 26). Although Fantini didn’t specifically identify language programs as being part of these organizations, they should also be recognized for their responsibility in developing students’ intercultural competency.

While the value of teaching culture is often recognized by most language institutions and educators, the question often arises, as to how it can best be taught. As researcher Dimitrios Thanasoulas wrote, “admittedly, we cannot teach culture any more than we can teach anyone how to breathe” (2001, *Incorporating Culture into the Foreign Language Classroom* section, para. 1). According to the experts in ICC, however, we can learn that it is indeed quite possible for culture to be taught—especially through the modern approach described by the highly respected ICC authority, Milton Bennett.

Bennett (1998) suggests that modern methods of teaching culture should stress the *subjective side* of culture (also referred to as upper-case culture), which focuses on the “psychological features that define a group of people—their everyday thinking and behavior” (p.3). This is in contrast to the traditional method of teaching culture that stresses the *objective side* (also referred to as lower-case culture), which focuses on the “social, economic, political, and linguistic systems ...that are usually included in area studies or history courses” (p.3). His reasoning for teaching the subjective side of culture stems from the following, “one can know a lot about the history of a culture and still not be able to communicate with an actual person from that culture [and while] understanding objective culture may create knowledge... it doesn’t necessarily generate competence (p.3).”

This emphasis, on teaching the subjective side of culture, should be highly embraced by IEPs today because many programs aim to prepare their students for higher education in the United States. Today this education, for example, often requires that students work in teams on various kinds of group projects that require knowledge and skills in intercultural competency. Excursion-based initiatives, such as the one described in this Capstone, can help international students to develop their awareness and understanding of accepted American values, beliefs, and behaviors which will better prepare them for communicating with their future classmates.

Language Acquisition

Steven Krashen is a leading expert in the field of linguistics who specializes in theories of language acquisition and development. His theory, states that:

A second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than form; when the language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment (as cited in Jager-Vanderwal, 2004, p.33).

Krashen's Language Acquisition theory has developed, in part, from his hypotheses around the concepts of *input* and *affective filters*. According to researcher Ricardo Schütz, the input hypothesis, "improves and progresses [the learner] along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence" (Description of

Stephen Krashen's Theory of Second Language Acquisition section, 2007, para. 8).

The affective filter hypothesis identifies that "learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition"

(Description of Stephen Krashen's Theory of Second Language Acquisition section, 2007, para. 9).

The design of the CE elective class (as described later in the Curriculum section of this Capstone project) has been developed with these hypotheses in mind. Although it might be difficult to ensure that the "language input" is just one step above that of the learners, teachers will do their best to prepare the students by presenting commonly associated vocabulary and concepts. The teacher will also provide this information, in advance, to the hosting community representatives who will try to incorporate it into their discussion. By presenting this information to both the students and the hosts, the experience can begin on an identified level of shared common knowledge.

The CE elective class will also aim to reduce students' "affective filters" by creating a supportive and stimulating environment both inside and outside of the classroom. The CE teacher will organize excursions into monthly themed units, which will be introduced to the students prior to the course sign-up date ([Appendix A](#)). Students who are interested in the themed subjects will then enroll in the class with other students who are also interested in the same theme. Additional extra-

curricular activities can be organized to correspond with the themes of the CE course each month ([Appendix B](#)) but will be organized independently of the elective. Over the duration of each course, students will become extremely knowledgeable on the subject matter, which will ultimately lead to the promotion of lengthier, more engaging communication between students. In the end, this newly developed knowledge might also inspire some students to seek additional information and opinions from other, external, local sources.

Experiential Education

Advocates of experiential education, such as John Dewey, Paolo Freire, and David Kolb, frequently place value on educational activity that takes place outside of traditional classroom walls. They promote such concepts as *learning by doing* and *teaching to multiple intelligences*—both of which are recognized in the design and curriculum of this proposed CE elective.

Unfortunately, the philosophy of experiential learning has its critics and skeptics even though programs of sponsored experiential learning are on the increase in higher education (Kolb, 1984, p. 3). This skepticism seems to be especially prevalent amongst audiences outside of the Western world who still place a lot of value on traditional, teacher-centered education. For these audiences, it is especially important that educators stress the benefits of the theory's reflective component. Researcher Sonja Knutson described how *experience* is “only the first step in the learning process, and for learning to be drawn from it, the experience must be followed by the vital step of reflection” (2003, p. 53). She continued to say that experience-based learning only “becomes experiential when elements of

reflection, support, and transfer are added to the basic experience, transforming a simple activity into an opportunity for learning” (p. 54).

The CE elective has been designed with a third of the coursework to be devoted to the act of reflection. The reflection will take place following each excursion and will be practiced in both group and individual activities under the continuous support of the CE teacher. This reflective component will also be a major factor that helps to differentiate the excursion class from other ILI activities.

Needs Assessment

The immediate need and support for this CE elective was derived from background discussion collected from the ILI administration and staff, the IEP teachers and also the IEP students. This need was further solidified by the feedback that I received from the pilot CE class. Additional information was later collected from a targeted IEP survey that further identified the need for, and interest in, a community, excursion-based class for IEPs.

Background Discussion

ILI Administration and Office Staff

The administration and office staff, as identified in [Appendix C](#), has long recognized the Northampton community as being one of its greatest assets. ILI’s new marketing approach places great emphasis on this small, yet vibrant and diverse, town by portraying it on their website and on the backs of their business cards. The members of this group believed that a community, excursion-based elective would enable students to connect more deeply with all of the exceptional

local organizations, institutions, businesses and services that help to make the community so unique. They also hoped that the experience could potentially inspire students to study and stay longer—perhaps even returning for a future experience with their friends.

Several members of this group also expressed the need for an elective that would support and enhance community relations between ILI and the local Northampton community. Even though this not-for-profit institution already had a supportive circle of friends in the community, it was always seeking new ways to expand that circle knowing that its very survival depended upon the generosity of the community. The ILI administrators believed that this proposed community-based elective would help ILI to become more visible to the community, which could possibly attract increased interest from potential students and financial donors.

IEP Teachers

The IEP teachers expressed the need for their programming to reflect students' different learning styles. They believed that community excursions would further extend learning opportunities to the students who preferred learning through active engagement. They also acknowledged that learning opportunities outside of the classroom walls would allow some students to feel less anxiety and they felt that some students might also be more motivated to speak in natural settings about real, tangible topics.

The IEP staff also knew the value of field trips from first-hand experience as they had led a few isolated field trips in the past. Unfortunately, they had not yet found a way to incorporate them into their IEP curriculum on a regular basis. The

IEP staff was also especially enthusiastic to have a teacher who was willing to lay the groundwork for these experiences so that they could repeat them again in the future.

IEP Students

Many of the IEP students that I spoke with expressed a high level of interest in the possibility of having a community, excursion-based elective. Many of the students said that it would give them an opportunity to learn more about the town of Northampton and the local residents. Other students were more excited about the idea of getting out of the classroom on a regular basis and engaging in fun experiences with their classmates. All of the students thought that the excursions would be both informative and interesting and they said that the class would definitely be something that they would consider as an afternoon elective.

Pilot Class Feedback

The twelve students, who participated in the first month-long pilot class, were asked to submit written feedback on the CE elective at the end of the course ([Appendix L](#)). They were asked to reflect on their reasons for choosing the elective, what they learned, and whether or not they would recommend it to a friend. The student quotations that have been identified in the following paragraphs have purposefully been left unedited so that readers may gain a richer, more authentic, sense of the ILI students. The associated spelling and/or grammar mistakes are, therefore, all intentional.

When asked why they signed up for the class, one student wrote, "I want to learn the different between my country and United States." Another student wrote,

“I learn quickly when I see things that why I sign up for this class.” Several of the students wrote that they were interested in the class because they got to “do things” and they all stated that they were interested in learning more about Northampton and/or the United States.

When asked what they learned, one student wrote, “I had a great time every class and I lrean a lot of vocablulary.” Another student wrote, “this was a first time I went to library in my life and I’m going to chang my self because [of] that [experience].”

Each of the students responded that they enjoyed the class and they all wrote that they would highly recommend the elective to a friend. Many of the students stated that they would be interested in taking the class again. One student wrote, “This elective was really fun. The pace were awesome. I hpe this class continue on Janually.” Another student wrote, “If next month have this class, I would like to sign up.”

This overwhelmingly positive student feedback demonstrated the high levels of interest and appreciation that the students had for the CE elective. This feedback helped to ensure that the CE class was offered again the following month. As it turned out, the class actually had a waitlist of students, which forced a limited enrollment open to only those students who had not previously taken the class.

Professional Field Survey

I conducted a survey to gain a greater understanding of the various IEPs, across the nation and then to specifically identify how they were teaching their students about American culture ([Appendix D](#)). I was curious to know if the IEPs

were taking their students out into the community as part of their programming and regular curriculum and, if so, I wanted to know to what extent. I also wanted to know if the participants would be interested in offering a community, excursion-based elective similar to the one that I am proposing in this capstone.

I created the survey using Survey Monkey, a web-based survey support company, and I used their “page logic” feature to direct the participants through a series of questions. Although there were 11 questions in total, participants were only exposed to the questions that had relevance to them. For example, the participants were only asked to describe their previous excursion destinations if they had previously indicated that they led their students on excursions.

The survey was distributed on both the AAIEP and NAFSA’s ELTA list-serves. Over a two-week period, I received 42 completed surveys from IEPs across the nation representing various program sizes, structures and locations. The following paragraphs describe a summary of my findings. The entire survey, however, is included as [Appendix E](#).

How and Why IEPs are Teaching American Culture

The survey responses made it clear that the overwhelming majority of IEPs were trying to teach American culture to their students as part of their curriculum. More than half of the programs (61.4%) responded that they were teaching American culture through a combination of regular daily curriculum and specific elective opportunities. 18.2% of IEPs identified that they were teaching American Culture only as part of in-class daily curriculum while 9.1% identified that they were teaching American Culture only as a specific elective. 11% of participants indicated

that they were teaching American Culture in an “other” way which they further described in the accompanying comment box. One of such responses indicated that American Culture is being taught in the following way:

Mostly in orientation and then as it comes up in classes, but NOT [sic] a specific major goal. Frankly, today’s students are not very concerned about American culture. It’s not the draw that it once was, in my opinion. Many students now resent the approach of saying they should learn our culture...they see it as a form of smugness or cultural superiority on our part. Chinese especially show little interest (Question 7, participant 1)

While this response is unique in its viewpoint, it does illustrate the fact that not all students want to learn about American Culture. In addressing this response, I would like to highlight the fact that my proposal is for an elective class as opposed to a mandatory class that all students are required to attend. This response also illustrates the fact that we must pay careful attention to our approach in teaching culture—always remembering to be respectful and open to others ideas while being conscious of the way that we are portraying ourselves and our culture.

Quality of Community-based Programming

When the participants were asked to describe the destinations for their excursions, the responses frequently included the following places: museums, restaurants, parks and other recreational sites, movies, shops, local fairs, sporting events and music events. While this list is quite extensive, it also appears that the majority of these experiences are more representative of the objective side of culture as opposed to the subjective side of culture that I am attempting to address

in my capstone proposal. It is my hope that IEPs will begin to recognize the difference in these types of community-based experiences and will begin to place more value on the types of experiences that can expose students to the everyday routines and practices of local business, organizations, services and institutions.

Unfortunately, the survey did not ask participants whether or not their identified community-based experiences were accompanied by pre and post classroom-based lessons. It is also my hope that this capstone will identify why these lessons should be added into community-based programming initiatives.

Quantity of Community-based Programming

When the participants were asked to identify how often their students were able to participate in the IEP community-based excursions, their responses often indicated “once a month” and “once per session.” I found these responses to be quite surprising especially in light of the fact that many of these participants also indicated that they placed a lot of value on regularly introducing their IEP students to their community. In response to this, I would urge IEPs to reconsider all of the benefits that are associated with the educational activity that takes place outside of the traditional classroom walls and try to create more opportunities, such as my proposed elective, that allow for more of this type of programming.

The overall results of this survey clearly illustrated that the majority of IEPs value community-based learning opportunities as a method of teaching students about American culture. Unfortunately, there exists a great deal of variation in terms of both quality and quantity of programming opportunities. The final question of the survey indicated that 66.7% of the participants were interested in

considering a community, excursion-based elective that exposes students to the everyday routines and practices of local residents. The remaining participants expressed some hesitancy stemming from several perceived challenges, which are addressed in the Challenges section of this Capstone paper.

Program Description

This Capstone project proposes that ILI's Community Excursion-based Elective, (CE) should be offered as one of the regular afternoon elective choices in the Intensive English Program. It proposes that the elective should be offered on a monthly basis depending on such factors as student enrollment and staffing. It recommends that enrolled students should participate in three separate afternoon classes that divide the curriculum into pre-excursion, excursion and post-excursion lessons ([Appendix F](#)). Each proposed class should be 90 minutes and should be organized according to the PPP teaching model (further described in the Curriculum section of this Capstone).

The CE curriculum has been designed to teach students about the everyday routines and practices of local businesses, organizations, institutions and services. The aim of each excursion component is to expose students to locally accepted concepts and practiced routines. Many of these excursions will also allow the students to see and experience local places in a much greater way than they would have been able to on their own as demonstrated in [Appendix G](#).

Lessons should be planned paying careful attention to students' mental and physical well-being. The intent should not be to promote these local ideas or

suggest that they should alter or de-value the beliefs and/or practices that exist in other places around the world. While hosting community representatives should be encouraged to ask the students about their own countries, they should also be expected to demonstrate the utmost respect towards each IEP student. The CE teacher should address this issue of respect in an information packet that is suggested to be sent out to each hosting community representative prior to the CE site visit ([Appendix H](#)). Students should also be expected to demonstrate professional conduct while on all community excursions.

Student Admissions and Enrollment

Traditionally, student intake for ILI's Intensive English Program occurs at the beginning of each month. All IEP students are required to attend 21 hours of class time each week. Classes are organized following an orientation session and placement testing. Students are then placed into classes according to their level of English proficiency. Students typically attend their assigned class each morning of the IEP and then change classes in the afternoon to participate in a variety of elective classes. This schedule sometimes changes, however, as a result of student enrollment and staffing.

Students are typically asked to select their elective preferences on the first day of each monthly IEP session. To organize these electives, each student is given a handout that identifies and describes the elective choices being offered. Students rank their top choices based on interest and need. While some of these electives

require that students demonstrate a specific level of English proficiency, it is quite possible for the CE elective to be offered to students of all levels.

Most IEP electives also have limitations on enrollment. For the CE elective, there must be a minimum of four students and a maximum of twelve students enrolled each month in order for many of the hosting community sites to both welcome and accommodate the group. While it is possible for students to enroll in this class each month, it might be necessary to limit enrollment to only those students who have not yet previously taken the class. This would specifically occur if student interest exceeds the number of enrollment spots. This strategy will hopefully enable more students to have the opportunity to participate in the elective.

Staffing Plan

ILI currently employs two full time IEP teachers who are responsible for teaching the majority of the IEP curriculum. Additional TESOL trained staff and volunteers are recruited to teach afternoon elective classes in the sessions with higher than average student enrollment. These additional classes serve to broaden the curriculum and meet students' larger circle of interests.

The afternoon electives are typically organized so that the full-time IEP teachers offer the higher level English lessons such as Academic Writing and TOEFL Test Prep, while the other ILI staff and volunteers teach such classes as American History, American Literature, American Culture, Current Events, and Debate just to name a few. The schedule for these electives is usually developed on a monthly basis and reflects the needs and interests of both students and staff.

The CE elective has proven to be most effective when it is taught over a period of three classes each week thus allowing for a pre-excursion class, an excursion class and a post-excursion class. With this in mind, it is essential that the ideal staffing candidate for the CE elective be able to dedicate three elective periods a week to facilitate and teach the class. The position also requires additional time to coordinate each excursion, lesson plan and respond to student blogs. All individuals teaching in IEP electives will also be encouraged to attend monthly ILI workshops where they will have the opportunity to gain and share information on such topics as intercultural communication, culture shock, and learning theories.

The ideal staffing candidate for the CE elective should also have familiarity with both ILI and the IEP. Strong candidates include: previous graduates of ILI's TESOL [Teachers of English to Speakers of Other Languages] class as well as local long-term residents. Interested interns from one of the numerous local colleges should also encouraged to apply. More specific information on this job position is identified in [Appendix I](#).

Goals and Objectives

Program

Goal 1: To create a positive and safe learning environment

- Objective 1a: The program will offer curriculum that will satisfy different learning styles
- Objective 1b: Each excursion site will be appropriate for student's physical and mental well-being.
- Objective 1c: The program will demand the use of professionalism and respect both in and out of the classroom.

Goal 2: To develop students' understanding of local American culture

- Objective 2a: The program will expose students to a variety of local businesses, institutions, organizations, and services that reflect local American culture by taking them on weekly community excursions.
- Objective 2b: The CE teacher and hosting community representatives will be flexible and adaptable in their teaching and will embrace 'teachable moments' that bring clear meaning to student observations and experiences
- Objective 2c: The CE teacher and community host representatives will aim to address any stereotypes and cultural misconceptions.

Goal 3: To develop students' English language acquisition in a meaningful way

- Objective 3a: The CE teacher will teach vocabulary that is associated with each new excursion site.
- Objective 3b: Hosting community representatives will use the target vocabulary and concepts in a natural context.
- Objective 3c: Each hosting community representative will invite students to ask questions and make comments.
- Objective 3d: The students will use their newly acquired target language and concepts in their oral and written reflections.

Goal 4: To foster relationships between ILI and the community in and around Northampton.

- Objective 4a: ILI will reach out to community businesses, institutions, organizations and services to share their expertise.
- Objective 4b: Students will gain understanding and appreciation for each new excursion site.
- Objective 4c: Students will have the opportunity to develop new interests in Northampton and the surrounding community.
- Objective 4d: Individuals in and around Northampton will gain a greater understanding of ILI and could possibly develop an interest in becoming involved with ILI in the future on either a volunteer, participant or sponsorship level.

Participant

Goal 1: Develop confidence in their ability to communicate in English

- Objective 1a: Participants will be given an opportunity to ask questions and voice their opinion at each excursion site.
- Objective 1b: With the support of the CE teacher, participants will be able to reflect upon each excursion and then share their thoughts with others in their class.
- Objective 1c: Participants will give their classmates an uninterrupted period to reflect and they will then respond to their classmates' reflections in a respectful manner.

Goal 2: Enhance their understanding of local American culture

- Objective 2a: The curriculum will aim to combat such issues as stereotypes, intolerance, xenophobia and ethnocentrism.
- Objective 2b: Participants will demonstrate empathy towards local issues
- Objective 2c: Participants will be more familiar with local behaviors and routines and will be better able to function in various environments.

Goal 3: Form new relationships

- Objective 3a: Participants will find commonalities with their peers while interacting in shared experiences outside of the classroom.
- Objective 3b: Participants will meet local professionals and residents and will be less hesitant to interact with them in the future.

Curriculum

The CE curriculum reflects both ILI's mission and philosophy by promoting intercultural understanding through participatory, learner-centered activities.

Students will develop both their English proficiency and intercultural communication skills by participating in a variety of speaking, listening, reading and

writing activities. These activities will include both whole class and individualized tasks that are appreciated by adult learners.

The weekly curriculum is divided into three segments (classes) that are identified as: Pre-excursion, Excursion, and Post-excursion ([Appendix I](#)). Each individual class is taught following the “PPP” teaching approach (presentation, practice and production). Bowen, states that in this traditional model, “the teacher presents individual language forms, students practice the content in the form of spoken and written exercises and then students produce and perform what they have been learning in speaking or writing activities (as cited in Jager-Vangerwal, 2004, p. 42).

Pre-excursion:

Overall Aim: This is the lesson where the teacher introduces the excursion to the students. The teacher will then elicit students’ prior knowledge around the excursion before introducing new, targeted vocabulary. Students will gain an understanding of the excursion site and its associated vocabulary through both investigation and presentation.

- **Presentation-** Teacher will introduce the excursion destination. Students will also share their pre-existing knowledge on the subject with their classmates.
- **Practice-** Students will work in partners to research specific material on their topic. For many lessons, students will read and interpret a section of the hosting site’s webpage.
- **Production-** Students will create posters to highlight important points and ideas and they will then present their research to their classmates.

Excursion:

Overall Aim: In this active learning stage, teachers will take a step back and act as the “guide on the side” while the students will focus their attention on the facilitating community representative. The community host representative will aim to explain their everyday routines and practices while making reference to the target vocabulary sheet that students had been using in the classroom. Students will listen, make observations and ask questions to develop their level of understanding.

- Presentation- Teacher will provide a brief orientation to the excursion site and will introduce the students to the hosting community representative(s).
- Practice- Students will listen to the hosting community representative(s) for both understanding and awareness paying special attention to how the target vocabulary is used in an authentic and meaningful context. Through observations, students will develop their understanding of locally accepted concepts and practiced routines.
- Production- Students will apply the language skills that they have been developing by asking questions and engaging in discussion that demonstrates targeted vocabulary, applied research and recent observations.

Post-excursion:

Overall Aim: This is the reflective stage whereby the teacher will first guide a whole-class reflective discussion prior to working one-on-one with students as they write their individual reflections and posting them on a class blog ([Appendix K](#)).

- Presentation- The teacher will ask questions and share observations about the excursion. The teacher will demonstrate and model reflection skills as well as clarify any misunderstandings and/or confusion.
- Practice- Students will orally reflect upon their excursion. Students will strengthen their vocabulary, grammar and pronunciation as they reflect on their observations and experience.
- Production-Students will write personal reflections and then post them on the class blog. Students will be expected to respond to at least three of their classmates' entries by posting questions, comments, suggestions, etc. Students can also post supplementary information such as excursion photos and links to associated readings. The teacher can structure these reflections for specific purposes e.g., comparative essays, descriptive essays, informative essays, and opinion essays, giving students authentic practice that could be applied to such things at TOEFL tests and college applications in the future. It should be stated that this blog will be closely monitored and controlled by the CE teacher and it will only be accessible by students in the CE course. One blogging website that has proven to be effective and successful in the CE pilot course was www.kidblog.org.

Procedures for absences and/or community excursion cancellations:

- If a student, for whatever reason, is unable to attend a weekly excursion, he/she will still be expected to listen and participate in the class discussion. In lieu of a reflective essay, the student will be expected to write about the

topic based on their research. The student will also be expected to complete all expectations associated with the class Blog.

- In the event that the hosting community representative cancels an excursion at the last minute, the teacher will be prepared with an alternative lesson on the theme being studied. The class will take place in the classroom and/or the computer lab. The excursion class may, or may not, be rescheduled and maybe offered as an optional class in the future.

Student Assessment

The CE elective will use various forms of authentic assessment to monitor student progress and satisfaction in the areas of knowledge, skills, attitudes, awareness and language acquisition. Students in the CE elective, will be expected to provide both oral and written feedback following each individual excursion and then again at the course end. As part of this weekly feedback, students will be asked to reflect upon their experiences to identify their favorite and least favorite parts as well as their most valuable lessons ([Appendix G](#)). As part of the course feedback, students will be asked to give their overall opinion of the class as well as specific information regarding the course design and delivery ([Appendix L](#)).

The most valuable form of assessment in the CE elective will stem from the post-excursion curriculum that requires students to write and post their excursion reflections on a class Blog ([Appendix K](#)). While students are writing for the main purpose of sharing their thoughts and opinions with each other, the CE teacher can also use these Blog postings to gain a greater understanding of student progress and

needs. Once the students post their reflections, they can benefit from both teacher and peer feedback.

Course Evaluation

The combination of student feedback and reflection will help to shape the CE elective in terms of its scheduling, curriculum and excursion selection. Student enrollment can also indicate the level of student interest in the elective. The course should be reviewed by the IEP Coordinator if fewer than four students choose to participate in this elective in any given month

Logistics

Space

- It is preferable for the CE course to use the computer lab as their classroom space for the pre and post excursion classes to enable students to research each community excursion site and then write on their class blog.

Schedule

- Students must be prepared, on occasion, for class to extend beyond 2:30 on the class excursion days.

Transportation

- Students will walk together as a group from ILI to the majority of the hosting community sites. Students must be prepared and ready to leave ILI on time.

- On occasion, students may need to take public transportation and/or taxis back and forth between ILI and the hosting community sites. All students will be aware of this possibility prior to enrollment. Students will be required to pay, in advance, for this transportation.
- Students needing to leave early from an excursion will be responsible for their own safety and, if necessary, transportation.
- Students can also arrange to use their own transportation to and from the hosting community sites. Students who choose to either operate, or be a passenger in, a privately owned vehicle do so at their risk. Any traffic or parking violations will be the sole responsibility of the driver. Students who choose to drive a privately owned vehicle are required to get driving directions and emergency contact information before leaving ILI. Students who choose to drive to a hosting community site should fuel their car prior to coming to ILI.
- Students who choose to travel to the hosting community site early, remain at the site after the planned activity is completed, or who separate from the group, do so at their own risk.

Weather

- Students must come to class with the appropriate clothing and footwear.

Accessibility

- It will be the responsibility of each student to alert his/her teacher in advance of any special needs that will require attention while participating in

each community excursion. The teacher will work with each hosting community site to best accommodate these identified needs.

- Each excursion will be carefully selected and the CE teacher will work together with each hosting community representative so that they can best accommodate every student.

Cancellations

- In the event of a late cancellation by a hosting community site, class will be held at ILI. If the community site is able to reschedule, the excursion will be offered as an optional excursion.

Professional Expectations

- While on excursion, students will be required to act in a professional manner. Each student must come to class on time and must be dressed appropriately.

Academic Expectations

- All previous assignments must be completed in order to participate in each upcoming excursion.
- All students are expected to participate in the post-excursion class as well as contribute to the weekly class blog even if they were unable to attend the weekly excursion.

Health and Safety

The CE teacher will enforce a class environment that demonstrates a high level of professionalism and respect. ILI has made it very clear in the Student Handbook that there is zero tolerance for sexual harassment. Students should know

that the ILI staff is available for personal support as well as academic and cultural counseling. Students can find a list of staff e-mails and phone numbers in the Student Handbook. Students are also urged to reach out to ILI's Educational Counselor who is highly experienced in helping students in need of assistance.

All CE excursions are planned with student physical, mental and emotional safety in mind. Because this class does take place away from the ILI campus however, it is essential that the CE teacher be certified in CPR and First Aid. The CE teacher will also be expected to attend ILI workshops that discuss such topics as culture shock and mental health. In the event that a student feels uncomfortable or gets injured, the CE teacher will assist the student and then get additional support if needed. The CE teacher must inform both the IEP Coordinator and Director of Programs if a student is at risk and an incident form must be completed and submitted to the Director of Programs if necessary.

Crisis Management

Northampton is considered to be an overall safe town with both crime levels and natural disasters below the national average (CityData.com, 2011). While on campus, CE students follow emergency protocol established by ILI. All excursions from the ILI campus are chosen with student safety in mind. In the event that an unforeseeable situation occurs off-campus, however, students should first attempt to notify their teacher who will then assist them in getting the appropriate care. All students should carry identification with them at all times. Student health forms will also be kept on file at ILI and will be released to medical providers in the event

of an emergency. For serious medical emergencies, students should call 911 or go to the closest hospital. The Cooley-Dickenson Hospital is located at: 30 Locust St. Northampton.

Budget

The CE elective has been designed to take advantage of the resources within a short radius of ILI. Occasionally, students will be required to take public transportation to get to and from an excursion site. Rather than requesting this money from ILI, the CE teacher will request that each student pay this transportation fee in advance.

The CE elective does not anticipate any significant costs to ILI outside of existing IEP budget. The elective will require a small allowance for envelopes and stamps that will be used to send information from hosting community representatives. These representatives will also receive a coupon that entitles them to a 10% discount on World Language classes should they choose to enroll.

Potential Challenges for CE Elective

The national IEP survey asked participants whether or not they would consider offering a regular elective class that takes students into the community to gain exposure to the everyday routines and practices of local businesses, organizations, institutions, and services. While the majority of the participants indicated that they would either consider, or would possibly consider, an elective such as this, a few of the participants expressed fears and/or hesitations that were

associated with student interest, time and money, transportation and liability. As one participant wrote:

It would be a lot of work for minimal interest and it would be very difficult to get all the students ferried to places regularly. If I thought interest was strong and I had a teacher who I could depend on to do all the legwork then I'd say yes.

While these concerns are both valid and potentially challenging, they can still be addressed and hopefully overcome. As many of these concerns were also expressed at ILI, I am able to share some advice and strategies that helped to make the piloted CE elective classes at ILI a success.

Challenge #1: Student Interest

Prior to the CE elective at ILI, the attendance for many extra-curricular activities had been fairly low. Several students told me that the main reasons for this stemmed from a combination of: social fears, linguistic fears, lack of time, lack of money, and transportation issues. When I proposed the idea of a community excursion-based elective, a few students expressed interest but said that they needed to focus more on the “academic lessons.”

In comparison to extra-curricular activities, a regular community excursion-based elective would provide students with necessary social and linguistic support from their teacher as well as their classmates. Also, by providing this opportunity during class hours, the experience would not interfere with such things as afterschool bus schedules, homework and/or host family commitments. Students should not be concerned with additional fees outside of an occasional, minimal

transportation fee as the excursions are meant to be based on educational tours and discussions and should be offered to students for free.

To address the challenge associated with the perceived lack of academic value, I would stress how these community excursion-based opportunities are able to “foster growth in intercultural competence, reinforce and deepen classroom learning about host societies, and contribute to students fluency in target languages” (Steinberg, 2002). I would further stress how necessary these skills are in being able to effectively communicate on a personal, academic and professional level. This challenge, however, is often difficult to explain to adult learners and agents alike when they have only been exposed to traditional, teacher-centered curriculum. For these individuals, I emphasize the written blog component of the curriculum and then describe how students use their authentic experiences to develop their academic writing skills.

Challenge #2: Transportation Liability

IEPs should aim to organize community-based excursions within walking distance of their institution. Institutions, however, should still seek ways to limit their liability particularly for those rare occasions by which students are required to use transportation to get to and from a hosting site. It is recommended that institutions create a policy that would forbid teachers from driving students in their personal cars. Institutions are also recommended to seek legal council as a method of identifying additional ways to limit liability. In some cases, this liability could be decreased by using public transportation or by requiring students to find their own

transportation. IEPs who are associated with a university may also be able to use their pre-established transportation policies

Challenge #3: Organization

The CE elective does require a lot of initial time and commitment on the behalf of the teacher to establish community connections and to develop lesson plans. For these reasons, I am suggesting that the class be taught by someone other than the regular IEP full-time teachers. As stated in the job description ([Appendix I](#)), this job is perfectly suitable for a long-term intern or qualified volunteer whose job is solely dedicated to the coordination and facilitation of this class. It is also my hope that the curriculum outlined in this capstone can be easily mimicked or adapted to provide a manageable and meaningful framework suitable to a variety of elective timeframes.

Program Competition

ILI faces competition from a wide variety of sources including in-state IEPs, other major U.S bi-coastal IEPs, English language software companies, as well as on-line education providers (ILI Strategic Plan, 2010, p. 3). In recent years, ILI has chosen to distinguish itself from this competition by refocusing its marketing strategy to highlight its superior location. This location can be regarded as being excellent for a variety of reasons.

Gillian Evans, reporter for Language Travel Magazine, wrote in her article entitled Golden Massachusetts. “in language and education travel terms, Massachusetts is a diamond. Home to over 100 universities, colleges and language

schools; it is also steeped in a rich historical legacy” (January, 2011 p. 60). She also described its largest city, Boston, as being “compact and manageable in comparison to many of the USA’s other world-famous cities...and is ideal for students who want to experience life in a US city but do not want the ‘hustle and bustle’ of big metropolises like New York, Los Angeles or Chicago” (p. 61). Agent perspectives, also identified in this article, praised Boston for its famous schools, proximity to New York and Washington, D.C., as well as its plethora of museums, sports, art galleries and libraries.

ILI is only an hour and a half drive from the city of Boston and is located in the small town of Northampton. The town is highly recognized in the State of Massachusetts for being extremely vibrant and diverse, offering “plenty of cultural activities, restaurants and bars but with a much lower cost of living than Boston” (Language Travel Magazine, January 2011, p. 62). ILI’s Director, Caroline Gear, is quoted in the Golden Massachusetts article stating that Northampton “has all the cultural, business, and educational amenities of an urban area surrounded by a beautiful, rural landscape with incredible recreational opportunities” (p. 62).

Northampton is the home of approximately 29,000 permanent residents whose welcoming and supportive attitudes help to make visiting students feel safe and at home in their new community. ILI students are encouraged to stay in homestays so that they may gain a deeper sense of the local, American culture. It is common for students at ILI to return to visit their host families long after they have completed their studies at ILI.

As a small, not-for-profit language school, ILI makes student relations a priority. Its dedicated teachers and staff welcome new students into their school and into their hearts. It is common for students to remain in touch with teachers and staff at ILI through Facebook groups dedicated to ILI students both past and current.

Program Marketing

In recent years, ILI has been developing its marketing strategy with a goal of increasing the IEP student body by ten percent by 2013 (ILI strategic plan, 2010, p. 11). ILI understands that many IEPs are similar in terms of class size, English proficiency levels, course hours, tuition, and accommodation options thus making it very difficult for potential students to choose their most suitable program. To separate from the competition, ILI has chosen to tailor their marketing strategy to draw attention to both their ideal location and their supportive community of Northampton, Massachusetts.

The CE elective will strengthen this marketing strategy as it demonstrates how IEP students are interacting with this town and community to develop intercultural competency skills as well as students' understanding of American culture. This community excursion-based elective, as identified in the Needs Assessment of this Capstone project, is a relatively unique course in its ability to allow students to witness and understand the everyday routines and practices of a local American community.

Conclusion:

In today's pluralistic society, it is necessary that students are able to demonstrate intercultural knowledge and skills. Many international students are choosing to develop these as they choose to enter the United States in pursuit of their academic and professional dreams. For many of these individuals, IEPs act as their first steps in this journey. As language providers aim to prepare these students for their academic and professional careers, they have a responsibility to teach students how to communicate effectively and appropriately in their new American culture.

Appropriately designed excursion opportunities are especially valuable in IEPs as they help students to overcome their initial culture shock, which further enables them to evolve their identity from a tourist to a sojourner. These opportunities, not unlike the internships, service-learning and field learning placements recognized by researcher Michael Steinberg, also allow students to have "direct encounters with work cultures, social attitudes, gender relationships, organizational structures, legal arrangements, moral norms and many other unfamiliar patterns of behavior, communication and organization" (2002, p. 212). When these excursions are supported by pre and post lessons, similar to those identified in this Capstone project, they can further motivate students to analyze their host culture as well as their own.

While the CE course was designed as a three-day elective course for ILI, it certainly has many applicable ideas and elements for other IEPs across the nation.

The essential components of this course include: appropriate excursions that expose students to the everyday social rhythms and practices of the local society, a supportive and motivated teacher, and a three-part curriculum that includes both pre and post excursion lessons. It is also highly encouraged that programs seek the excursion destinations that are in close proximity of their own institutions so they can generate a greater sense of community and belonging.

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Appendix A: Elective Schedule

MONTHS	DAILY THEME	EXCURSIONS* (1.5 hours)	ALTERNATIVE EXCURSIONS
JANUARY & JULY	Education	Week 1: Public Elementary School	Alternative Excursions: Charter School, Alternative School, Vocational School, • •
		Week 2: Public High School	
		Week 3: Private High School	
		Week 4: College / University	
FEBRUARY & AUGUST	Health and Welfare	Week 1: Dentist Office	Alternative Excursions: Ambulance Bay, Physical Therapy Office, Specific Medical Dept., Nursing Home, • •
		Week 2: Urgent Care	
		Week 3: Hospital	
		Week 4: Rehabilitation Center	
MARCH & SEPTEMBER	Information	Week 1: Chamber of Commerce	Alternative Excursions: Radio Station, • •
		Week 2: Post Office	
		Week 3: Library	
		Week 4: Newspaper	
APRIL & OCTOBER	Environment	Week 1: Dept. of Environmental Protection	Alternative Excursions: Tree Farm Fish ladder, Guest Speaker: *Paddle People, •
		Week 2: Wastewater Treatment Plant	
		Week 3: Sanitation Department (landfill)	
		Week 4: Recycling/Compost Center	
MAY & NOVEMBER	Food and Agriculture	Week 1: Local Farmers' Market	Alternative Excursions: Soup Kitchen, Green House, • •
		Week 2: CSA Farm (Community Supported Agriculture)	
		Week 3: Food Bank Distribution Center	
		Week 4: Survival Center	
JUNE & DECEMBER	Law and Order **	Week 1: Police Station	Alternative Excursions: City Hall, • •
		Week 2: Court House	
		Week 3: Jail	
		Week 4: Rehabilitation Center	

This suggested CE elective schedule has been created to simply act as a guide. The actual schedule will need to be flexible and must be able to accommodate the following considerations: availability of hosting community representatives, number of teaching weeks each month, holidays, season and weather, student enrollment, and student needs.

* Guest speakers may be invited to present in lieu of an excursion if it is more appropriate

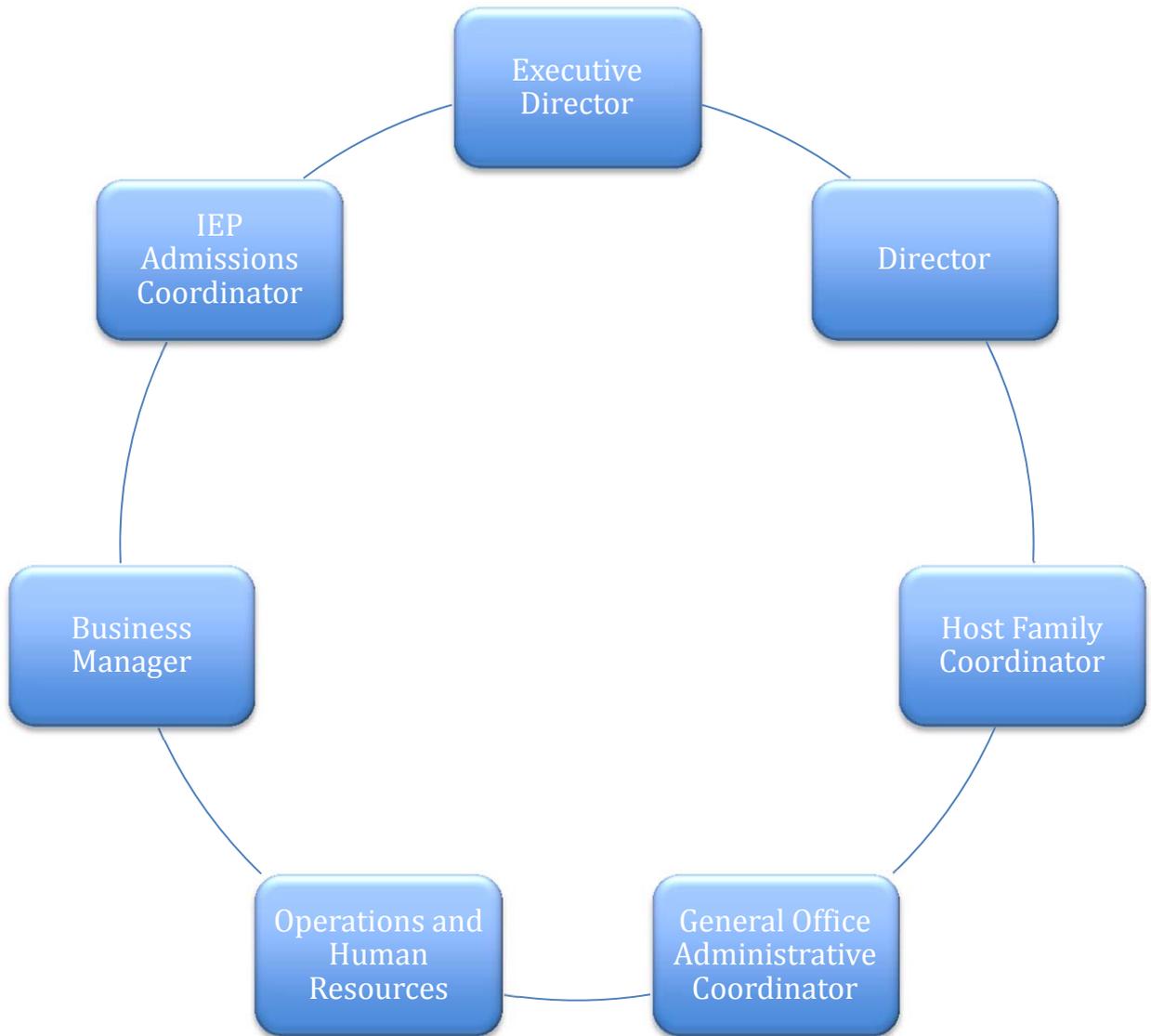
** This theme has sensitive subject matter –students must be fully aware of the excursion destinations prior to sign-up and must express interest in attending each excursion. All efforts will be made to ensure students' physical and emotional safety.

Appendix B: Associated Activities Schedule

MONTHS	DAILY THEME	POTENTIAL ASSOCIATED MONTHLY ACTIVITIES*
JANUARY & JULY	Education	<ul style="list-style-type: none"> • Visit University Fair • Attend University Sporting Events • Attend Musical Performance • Attend Theater Performance • •
FEBRUARY & AUGUST	Health and Welfare	<ul style="list-style-type: none"> • Offer First Aid/CPR Course • Host a Women's Health Workshop • Exercise Session- hike/ski • Trip to Pharmacy • •
MARCH & SEPTEMBER	Information	<ul style="list-style-type: none"> • Visit local historical places/monuments • Movie Night! • Community Tours • Make a School Newsletter • •
APRIL & OCTOBER	Environment	<ul style="list-style-type: none"> • Visit Botanical Garden • Visit Art Exhibit that features art from recycled materials • Host a recycled art competition • Celebrate Earth Day! • •
MAY & NOVEMBER	Food and Agriculture	<ul style="list-style-type: none"> • Visit restaurants that serve locally grown food • Celebrate Fall Harvest/ Spring • Plant a garden! • •
JUNE & DECEMBER	Law and Order	<ul style="list-style-type: none"> • Volunteer at a local soup kitchen or food bank • Movie night! • Student play depicting aspects of American Law • Attend a Community Meeting • •

*The list of associated monthly activities is a suggested list only and should not necessarily be followed as displayed.

Appendix C: ILI Administration and Office Staff



Appendix D: Survey

American Culture

1. How long is each IEP session at your site?

- < 1 month
- 1 month
- 2 months
- 3 months
- > 3 months

Comments:

2. How many students, on average, are enrolled in your IEP each session?

- < 10
- 10-20
- 21-30
- 31-50
- 51-100
- >100

Comments:

3. Where is your IEP located?

- Northeast
- Midwest
- South
- West

4. Which description most accurately identifies the location of your IEP?

- Rural
- Urban
- Suburban

American Culture

5. Please identify the regions of the world from which your students most frequently originate. (annual snapshot is good!)

- | | | |
|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Mexico | <input type="checkbox"/> Europe | <input type="checkbox"/> Pacific |
| <input type="checkbox"/> Central America | <input type="checkbox"/> Central Asia | <input type="checkbox"/> Middle East |
| <input type="checkbox"/> South America | <input type="checkbox"/> South Asia | <input type="checkbox"/> North Africa |
| <input type="checkbox"/> Caribbean | <input type="checkbox"/> East Asia | <input type="checkbox"/> Africa |

6. How many of your IEP students are studying English for the following purposes?

	All	Most	Some	Very few	None
Academic	<input type="checkbox"/>				
Business	<input type="checkbox"/>				
Personal	<input type="checkbox"/>				

7. How does your IEP teach American Culture?

- As part of in-class daily curriculum
- As a specific elective
- As part of both (in-class daily curriculum and specific electives)
- Other (please specify)

8. Have you ever offered a community excursion-based elective that takes students on regular field trips into the community?

- Yes
- No

Please tell me why or why not:

American Culture

9. Have your teachers ever taken IEP students into the community on excursions as part of their daily curriculum?

Yes

No

Please tell me why or why not:

10. Please describe the destinations of these excursions and how often the students got to participate.

11. Would you consider offering a regular elective class that takes students into the community to gain exposure to the everyday routines and practices of local business, organizations, services and institutions?

Yes

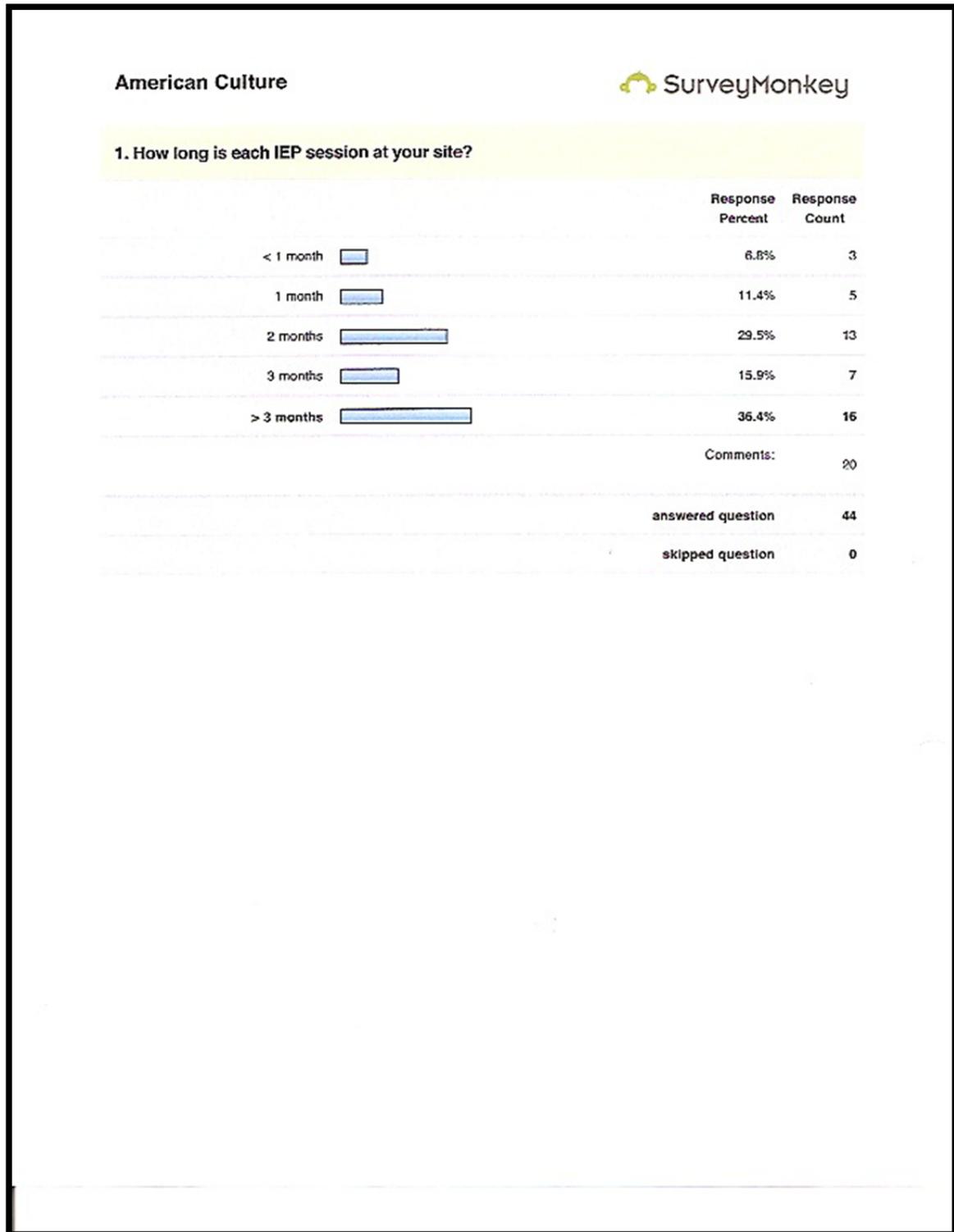
No

Maybe

Please tell me why or why not:

Thank you so much for participating in this survey. Your input is important to me! If you have any further comments or questions, please e-mail me directly at:

Appendix E: Survey Responses



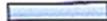
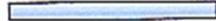
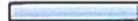
2. How many students, on average, are enrolled in your IEP each session?

	Response Percent	Response Count
< 10	0.0%	0
10-20	0.0%	0
21-30 	2.3%	1
31-50 	22.7%	10
51-100 	18.2%	8
>100 	56.8%	25
Comments:		1
answered question		44
skipped question		0

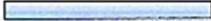
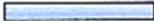
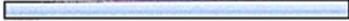
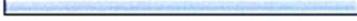
3. Where is your IEP located?

	Response Percent	Response Count
Northeast 	25.0%	11
Midwest 	13.6%	6
South 	20.5%	9
West 	40.9%	18
answered question		44
skipped question		0

4. Which description most accurately identifies the location of your IEP?

	Response Percent	Response Count
Rural 	22.7%	10
Urban 	47.7%	21
Suburban 	29.5%	13
	answered question	44
	skipped question	0

5. Please identify the regions of the world from which your students most frequently originate. (annual snapshot is good!)

	Response Percent	Response Count
Mexico 	13.6%	6
Central America 	9.1%	4
South America 	47.7%	21
Caribbean	0.0%	0
Europe 	36.4%	16
Central Asia 	38.6%	17
South Asia 	34.1%	15
East Asia 	79.5%	35
Pacific 	9.1%	4
Middle East 	81.8%	36
North Africa 	15.9%	7
Africa 	13.6%	6
	answered question	44
	skipped question	0

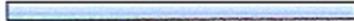
6. How many of your IEP students are studying English for the following purposes?

	All	Most	Some	Very few	None	Response Count	
Academic	11.4% (5)	77.3% (34)	11.4% (5)	0.0% (0)	0.0% (0)	44	
Business	0.0% (0)	5.1% (2)	46.2% (18)	46.2% (18)	2.6% (1)	39	
Personal	0.0% (0)	9.8% (4)	53.7% (22)	36.6% (15)	0.0% (0)	41	
						answered question	44
						skipped question	0

7. How does your IEP teach American Culture?

	Response Percent	Response Count	
As part of in-class daily curriculum	18.2%	8	
As a specific elective	9.1%	4	
As part of both (in-class daily curriculum and specific electives)	61.4%	27	
Other (please specify)	11.4%	5	
		answered question	44
		skipped question	0

8. Have you ever offered a community excursion-based elective that takes students on regular field trips into the community?

	Response Percent	Response Count
Yes 	80.6%	29
No 	19.4%	7
Please tell me why or why not:		26
answered question		36
skipped question		8

9. Have your teachers ever taken IEP students into the community on excursions as part of their daily curriculum?

	Response Percent	Response Count
Yes 	100.0%	8
No	0.0%	0
Please tell me why or why not:		7
answered question		8
skipped question		36

10. Please describe the destinations of these excursions and how often the students got to participate.

	Response Count
	27
answered question	27
skipped question	17

11. Would you consider offering a regular elective class that takes students into the community to gain exposure to the everyday routines and practices of local business, organizations, services and institutions?

	Response Percent	Response Count
Yes 	65.7%	28
No 	16.7%	7
Maybe 	16.7%	7
Please tell me why or why not:		26
answered question		42
skipped question		2

Page 4, Q1. How long is each IEP session at your site?

1	7 weeks	Feb 23, 2012 2:16 PM
2	3-4 months (1 semester)	Feb 16, 2012 12:59 PM
3	Semester-length. Not optimal!	Feb 16, 2012 7:39 AM
4	We have 5-week sessions during the summer, as well as 8-week (mid-semester) and 16-week semester sessions.	Feb 15, 2012 5:19 PM
5	10-week quarters	Feb 15, 2012 2:01 PM
6	Our sessions vary from 1 month - 1 year	Feb 15, 2012 1:05 PM
7	14 weeks fall and spring 13 weeks summer 6 weeks summer II	Feb 15, 2012 10:25 AM
8	10 weeks	Feb 15, 2012 9:46 AM
9	Really 7 weeks	Feb 15, 2012 9:31 AM
10	10-week sessions	Feb 15, 2012 9:29 AM
11	Spring = 4 months Summer = 3 months Fall = 4 months	Feb 15, 2012 8:39 AM
12	6.5 weeks	Feb 15, 2012 8:37 AM
13	We are on the traditional academic semester calendar.	Feb 15, 2012 8:26 AM
14	4 weeks	Feb 15, 2012 6:16 AM
15	A 15 week semester	Feb 14, 2012 5:59 PM
16	We have 16 weeks	Feb 14, 2012 5:49 PM
17	minimum 2 weeks	Feb 14, 2012 5:47 PM
18	Five 8-week sessions a year	Feb 14, 2012 4:52 PM
19	In addition, 2 5-week sessions in the summer	Feb 14, 2012 4:36 PM
20	A typical level is 10-12 weeks, but students may start any Monday and stay as little as 1 weeks. Curriculum is designed to accommodate this.	Feb 14, 2012 4:25 PM

Page 4, Q2. How many students, on average, are enrolled in your IEP each session?

1	around 45 in fall and 35 in spring.	Feb 15, 2012 8:26 AM
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Page 4, Q7. How does your IEP teach American Culture?

1	Mostly in orientation and then as it comes up in classes, but NOT a specific major goal. Frankly, today's students are not very concerned about American culture. It's not the draw that it once was, in my opinion. Many students now resent the approach of saying they should learn our culture...they see it as a form of smugness or cultural superiority on our part. Chinese especially show little interest.	Feb 16, 2012 7:39 AM
2	As part of both, and through "Contact America" activities, which include guest speakers and excursions. We are also experimenting with service-learning modules with local public school children.	Feb 15, 2012 6:56 AM
3	Class activities and calendar of events	Feb 14, 2012 5:59 PM
4	We have this semester, begun a specific class for global competence - we call it Global Citizenship. Within that class, we include American culture.	Feb 14, 2012 5:49 PM
5	We offer Weekend and after school excursions for our students to introduce them to American Culture and local culture.	Feb 14, 2012 4:37 PM

Page 2, Q8. Have you ever offered a community excursion-based elective that takes students on regular field trips into the community?

1	We offered a Meet the Community Elective and some of our teachers take students into the city for tours, and most of our Reading Writing and our Extensive Reading classes take advantage of the local public library	Feb 23, 2012 2:17 PM
2	Harvest English Institute strives to complement student learning by combining classroom instruction with extra activities. We believe that this promotes interaction with students in other classes, and enriches the learning experience by including multi-cultural sharing. Thus, Harvest English Institute organizes fun activities so our students can make international friends and learn English at the same time! We offer a variety of "on and off-campus" activities ranging from "Apple picking" to "Spelling Bee Competitions", "Movie Nights," to "Cultural Festivals", and much more! Monthly Activity Calendars are posted in each classroom for a complete list of the month's exciting plans.	Feb 20, 2012 5:30 PM
3	They go on field trips but not as an elective.	Feb 16, 2012 1:25 PM
4	Yes; it is actually required for new students for two semesters.	Feb 16, 2012 12:59 PM
5	We offer service-learning projects, homestay opportunities, and various field trips. Why-- because some students do enjoy learning more about the community. But we have 250 students and maybe 10 sign up for such visits!	Feb 16, 2012 7:40 AM
6	It is built sufficiently into our curriculum.	Feb 15, 2012 7:44 PM
7	It is a great introduction to our city and the resources available to students.	Feb 15, 2012 5:19 PM
8	We do volunteer activities that take students into an urban Y to give art lessons to students.	Feb 15, 2012 2:02 PM
9	we have daily and weekly activities that students can get involved in. We encourage them to become involved in the community to meet and make friends with Americans to practice their english and enjoy their time here in Boston.	Feb 15, 2012 1:05 PM
10	our IEP is an EAP program, so while field trips are embedded into certain portions of the curriculum, a course dedicated to them would not be a good fit with our academy. We do offer non-academic, integrated skills courses in Summer Quarter that are multi-disciplinary and based on Chicago's ethnic communities and architecture (lots of field trips).	Feb 15, 2012 9:54 AM
11	We are in NYC and there is so much to see and learn. Just getting on the subway is an experience.	Feb 15, 2012 9:32 AM
12	We formerly a service learning elective, but the amount of time needed for placing students with organizations was exhausting.	Feb 15, 2012 9:30 AM
13	We have only been in operation 2.5 years, so we have been working to develop a solid core curriculum and a few basic electives (TOEFL Preparation, Pronunciation, American Culture Through Film, etc...). We are in the planning stages of a service learning elective that would take students on regular field trips in the local area.	Feb 15, 2012 8:40 AM
14	We offer excursions that expose students to cultural experiences and history	Feb 15, 2012 8:38 AM

Page 2; Q8. Have you ever offered a community excursion-based elective that takes students on regular field trips into the community?

15	It is part of the curriculum both to introduce US culture and to integrate students into the college/larger community.	Feb 15, 2012 8:27 AM
16	It adds so much to the learning experience for the students. Going out into the community is a basic expectation of learning the English language	Feb 15, 2012 7:49 AM
17	Not a class - we have a community volunteering program, as well as daily cultural activities in the evenings, and trips in and around the community every Saturday. There is no additional cost for the students to participate in these activities.	Feb 15, 2012 6:29 AM
18	Community Experience provides a great way for students to experience America in a way they don't get just in the classroom.	Feb 15, 2012 6:17 AM
19	Every session we have a community group visit our L/S classes, and we also have one outside trip for cultural exchange with people in the community. Today we took everyone to a local private high school. We encourage our students to volunteer, so a lot are recently working at the Maun Kea Visitor's Center.	Feb 14, 2012 6:37 PM
20	This is a great way to introduce aspects of culture and establish a basis for reflection.	Feb 14, 2012 6:01 PM
21	This Global Citizenship class will include field trips to various American-type places.	Feb 14, 2012 5:50 PM
22	We offer at least one of these per session	Feb 14, 2012 4:52 PM
23	We are an Intensive English School - All classes are academically driven. All excursions are based on a voluntary basis.	Feb 14, 2012 4:38 PM
24	We would do more, but transportation is problematic.	Feb 14, 2012 4:36 PM
25	Regular daily activity calendar offered.	Feb 14, 2012 4:30 PM
26	engaging with the community is very important	Feb 14, 2012 4:26 PM

Page 3, Q9. Have your teachers ever taken IEP students into the community on excursions as part of their daily curriculum?

1	Not daily, but sometimes - to get them out of the classroom and learn from first-hand experience about aspects of American culture	Feb 16, 2012 7:01 AM
2	Field trips to local museums, restaurants, schools are a regular part of our curriculum	Feb 15, 2012 10:26 AM
3	The reasons vary. There are general occasions that we take students out. For example, the ELI takes students to a farm once a year, or to a state park, or even roller skating. There are several trips offered throughout the term for students to go and visit and explore the mountains, or go to outlet malls. Occasionally local excursions take place to a certain location such as a restaurant, movie, or some kind of event. ELI has recently began creating a sort of schedule for the students which lists events that they can attend on their time off. We inform the students of concerts, boat shows, circuses, flea markets, and so on.	Feb 15, 2012 9:31 AM
4	We have two classes, Community Outreach and American Culture and Values that take students to visit American historical sites, schools, events, and activities.	Feb 15, 2012 8:27 AM
5	Through our oral communication course at the upper level, students are involved in community service. The extra curricular activities include excursions that students are required to respond to as part of the curriculum	Feb 15, 2012 5:32 AM
6	Infrequently because of the liability, but on occasion to go to a museum, art gallery, exhibition, demonstration, American business, that is topical and relevant.	Feb 14, 2012 5:48 PM
7	Wonderful opportunity.	Feb 14, 2012 4:25 PM

Page 4; Q10. Please describe the destinations of these excursions and how often the students got to participate.

1	County Courthouse, Public Library, County Jail, other locations related to curriculum of electives or special programs. Bee Line Trail, Farmer's Market, etc. Timing and participation varies according to students' registrations. Once per session, all students are invited to participate in a session event, sometimes local, including amusement parks, county preserves, state capitol, state museums, etc.	Feb 23, 2012 2:19 PM
2	Museum of Science, MFA museum, University Tour (MIT, BU, Harvard), university workshop w/ guest speaker, State House, and Boston Public Library Seasonal: Ultimate Fisbee day (picnic at the park), Red Sox game, Swan Boats of Boston, Visit local farm for fruit picking (depending on season can be strawberries, peaches, etc)	Feb 20, 2012 5:32 PM
3	At least 3 times per semester, we take the students on a field trip during this class mentioned in the last question. Generally, one is community service (like helping with an activity at a local retirement home) and two are cultural attractions (local landmarks or museums.)	Feb 16, 2012 1:01 PM
4	Volunteerism- as mentioned; local museums or special festivals etc. Usually only one 15-passenger van is needed. We offer something extra 3-4 times/semester.	Feb 16, 2012 7:41 AM
5	Some types of destinations we have visited before are: local businesses that offer learning opportunities and internships; local restaurants (variety of ethnic foods), local elementary schools, Elder Community Organizations (conversation partners/friendship families).	Feb 15, 2012 5:21 PM
6	local museums, tourist attractions, businesses, cultural activities	Feb 15, 2012 3:56 PM
7	They are weekly. Students are free to come or not. On average, there are 4 or 5 students at each event.	Feb 15, 2012 2:02 PM
8	Volunteer organizations - weekly	Feb 15, 2012 1:56 PM
9	Please see previous question's comments	Feb 15, 2012 1:05 PM
10	Students go to specific areas of the city where they are asked to conduct assignments related to what they have studied in class. For example, if they have studied the history of the Brooklyn Bridge. They will visit the Bridge to look for certain things and visit surrounding areas. The excursions are once a week over a 7-week period.	Feb 15, 2012 9:36 AM
11	Once a week for three hours. "Exploring Boulder"	Feb 15, 2012 9:03 AM
12	Depends on the groups: Main body has one fieldtrip, one party, and several smaller events each semester, with the smaller events sometimes being off campus but nearby. Smaller special groups may have a fieldtrip each weekend. The excursions can be around town to such places as museums, zoos, NASA, sports parks or to other cities such as beach cities or cities with unusual cultural elements.	Feb 15, 2012 8:40 AM
13	Volunteer sites: Habitat for Humanity, schools, soup kitchens, etc...	Feb 15, 2012 8:27 AM
14	State House - once a session Community scavenger hunt - once per session	Feb 15, 2012 8:05 AM

Page 4, Q10. Please describe the destinations of these excursions and how often the students get to participate.

Public Library - once per session

15	We have two courses- one is "Service Learning" in which students go to a residence for the elderly once a week and do presentations, lead discussions and engage in conversation the other is "Discover Salem" in which students take weekly fieldtrips to museums and historical sites both courses have in class components and include reading, writing, discussion and reflection	Feb 15, 2012 7:39 AM
16	They include surveying activities, visits to cultural events or museums, visits to public schools, observations of university classes, and visits to area universities. At least 1/month we run these "Contact America" activities.	Feb 15, 2012 6:58 AM
17	restaurants and shops as part of our lower level curriculum, and site visits as part of our upper level curriculum. In our midlevels, the topics are more varied, so we try to match excursions with our content.	Feb 15, 2012 6:44 AM
18	Every Saturday, excluding semester breaks. Destinations are varied with a balance between cultural (art festivals, museums), outdoors (canoeing, hiking), and tourist (theme parks, beaches)	Feb 15, 2012 6:30 AM
19	a homeless shelter, a nursing home, a chocolate factory- We offer this elective 3 times a year.	Feb 15, 2012 6:28 AM
20	Regular activities; volunteer experience; local sites and cultural events; classroom extension; occurs almost daily	Feb 14, 2012 10:10 PM
21	We'll take students to the local hula festival next month, and to volunteer on-campus for the Earth Fair. Some of these actually take place during class hours, but the benefits are worth the lost class time. We'll also have Rotary Club members visit L/S class next session. We keep 'em busy!	Feb 14, 2012 6:39 PM
22	Local art museums, maritime museum, state fair, Home of Mark Twain, home of Noah Webster, university theater and music productions, professional theater productions, high school musicals, CT state capital tour, line dance lessons, Boston duck tour, pro baseball game, restaurant trips,.... We schedule 6 to 8 activities each semester. We vary the schedule so we do not repeat an activity within a 12 month period. We also encourage students to participate in activities planned for the broader university community through the International Center. Students can go hiking, skiing and bowling as well.	Feb 14, 2012 6:14 PM
23	We will go to a Food for Needy distribution site, Thrift shop, hospital, etc. Other field trips included Alcatraz, San Francisco, Monterey California missions. Two large excursions per year for entire IEP; the smaller sites are for the global class.	Feb 14, 2012 5:52 PM
24	Each session we do at least one: visit to a local high school or elementary school for a language exchange and culture exchange, interaction with a local club like Rotary, visit to a special place in our community like the Subaru telescope base station, tide pools with a ranger from the park department giving instruction, culture exchange with local university students, hosting an activity or booth during international education week or Earth Day Fair.	Feb 14, 2012 4:56 PM
25	Every Friday during the summer to local attractions, local stores and community events as part of elective course, volunteer excursions as part of service learning	Feb 14, 2012 4:38 PM

Page 4, Q10. Please describe the destinations of these excursions and how often the students got to participate.

elective

26	once a week; hospital, ranch, fire dept, jail, fast food restaurant, supermarket, radio station, church	Feb 14, 2012 4:33 PM
27	Usually points of cultural interest in Los Angeles but also conversational and social activities to help practice English and see American culture.	Feb 14, 2012 4:31 PM

Page 5; Q11. Would you consider offering a regular elective class that takes students into the community to gain exposure to the everyday routines and practices of local business, organizations, services and institutions?

1	it's part of our mission to integrate students into the American way of life, including language and culture.	Feb 20, 2012 5:34 PM
2	We do this already in a modified amount. We don't take a field trip every week, but I love the idea.	Feb 16, 2012 1:01 PM
3	It would be a lot of work for minimal interest, and it would be very difficult to get all the students ferried to places regularly. If I thought interest was strong and I had a teacher who I could depend on to do all the legwork then I'd say yes.	Feb 16, 2012 7:42 AM
4	The college already offers "experiential learning" classes for credit in which students study, go into NYC, discuss, and write or do a final project.	Feb 16, 2012 7:03 AM
5	Because it is built sufficiently into our curriculum.	Feb 15, 2012 7:44 PM
6	We usually offer this every other year or so as it is a lot of work to organize and maintain contacts with local businesses, and organizations. It is typically the instructor that does this.	Feb 15, 2012 5:23 PM
7	We also run a community-service class that runs 2 of the 4 quarters.	Feb 15, 2012 2:03 PM
8	Coordination and delivery of such an elective can be cumbersome due to other scheduling and instructional concerns	Feb 15, 2012 1:57 PM
9	We have had a class similar to this in the past. It is usually offered during the summer months. We have found that students enjoy this class because they enjoy trying new things in Boston and meeting new people.	Feb 15, 2012 1:06 PM
10	Right now this is encouraged in every core class and is carried out successfully.	Feb 15, 2012 10:27 AM
11	These things are so heavily embedded into our curriculum that it would not bring anything additional. We have service learning components at certain levels, intramural sports teams, a student club that does a lot of cultural activities, several extracurricular learning activities. Additionally, our students have full access to all of the student services and student activities of the university.	Feb 15, 2012 9:57 AM
12	Of course it would be more experience for the students.	Feb 15, 2012 9:32 AM
13	There is a post-IEP business certificate program that includes an internship. Students can move on to that option.	Feb 15, 2012 9:30 AM
14	Cost, scheduling in terms of rooms, and difficulty in terms of attendance by students.	Feb 15, 2012 8:41 AM
15	Many of our sponsored students (UGRAD, World Learning) have internship requirements which achieve this goal.	Feb 15, 2012 8:28 AM
16	We currently have no electives in the program, only required courses.	Feb 15, 2012 8:27 AM
17	As long as there is a language learning component, such as the service-learning module that I mentioned previously.	Feb 15, 2012 7:18 AM
18	We already do this through our volunteering program	Feb 15, 2012 6:31 AM

Page 5; Q11. Would you consider offering a regular elective class that takes students into the community to gain exposure to the everyday routines and practices of local business, organizations, services and institutions?

19	If we can get these organizations to welcome us.	Feb 15, 2012 6:28 AM
20	The more real life activity possible the better.	Feb 14, 2012 6:39 PM
21	This is a great idea to expose them to "everyday" culture experiential learning.	Feb 14, 2012 5:52 PM
22	liability	Feb 14, 2012 5:48 PM
23	My preference is to build it into the core curriculum so that students directly connect the excursion with their language development	Feb 14, 2012 4:56 PM
24	I would love this, however our curriculum is dictated by the company.	Feb 14, 2012 4:39 PM
25	If there were adequate transportation	Feb 14, 2012 4:38 PM
26	Very important part of their life here.	Feb 14, 2012 4:26 PM

Appendix F: Sample IEP Schedule

Sample IEP Daily Schedule: *

9:00-10:45	Communicative Grammar
10:45-11:00	Break
11:00-12:00	Speaking and Listening, Focus on Pronunciation
12:00-1:00	Lunch
1:00-2:30	Elective Course
2:30-5:30 (optional)	Access to multimedia computer lab with free Wi-Fi, free English classes with teachers in training, private tutorials for an additional fee

*On Fridays, classes end at 12:00 noon.

Retrieved February 18, 2012 from: <http://www.ili.edu/iep.html>

Proposed Elective Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:00-2:30	<p>Choice A (once/week)</p> <p>Examples include:</p> <ul style="list-style-type: none"> American History Idioms through music Idioms through film Debate Current Events Test Prep Pronunciation 	<p>Choice B (three PM classes/week)</p> <p>Examples include:</p> <ul style="list-style-type: none"> Community Excursions (CE) Academic Writing Test Prep American Literature Pronunciation 			<p>No PM electives offered</p> <p>(computer lab is open for student use)</p>

Appendix G: Reflection Sample (Post-excursion)

Name: _____ Date: May 11th

Reflect on our trip to Crimson and Clover Farm and answer the following questions:

1. Did you enjoy the trip?

Yes, the trip reminded me of my childhood. I enjoyed it a lot.

2. What was your favorite part?

- Nate explained about the farm and their way of farming very thoroughly.

- We enjoyed the weather, smell of the soil, and driving.

3. What was your least favorite part?

- Not really.

4. What did you learn?

- The government helps them in many ways.

- They rarely plant cover crops. Before I didn't know that!

- Many people are interested in CSA and 205 people (families)

5. Would you recommend this trip to other students at ILI?

Yes, it's a good opportunity to learn agriculture in the U.S
about the

Appendix H: Information Package Checklist

The following information must be sent out to each hosting community representative at the time of scheduling.



ILI Brochure- introducing mission and programs



Letter from teacher- introducing CE elective, students, and excursion goals and expectations



Vocabulary Handout- identifying target vocabulary that will be introduced and practiced in the classroom prior to excursion.



Optional Feedback Form- will provide helpful information for future visits. E.g. best times to schedule a tour, additional target vocabulary and more.



Thank You Coupon- 10% off ILI World Language Classes!

Appendix I: Job Description

ILI of Massachusetts has an immediate opening for a **Volunteer Teaching Position** for its Community Excursion-based elective (CE). ILI is a private non-for profit language school located in Northampton, Massachusetts. It has gained international recognition for its excellent language and teacher training programs. ILI's philosophy of teaching is learner-centered and participatory. For more information on ILI please visit: www.ili.edu

The CE elective aims to expose students to American Culture through local community-based excursions that provide insight to the everyday routines and practices of local businesses, organizations, institutions and services.

- Position:** Volunteer Teacher: Community Excursion-Based Elective (CE)
Reports to: -Chris Elliott – Coordinator of the Intensive English Program
 -Caroline Gear – Director
Location: -ILI classroom
 -Northampton and surrounding communities
Duration: We aim to offer this elective year-round with new student enrollment each month. Preference will be given to applicants who can commit to a minimum of six months.

General Job Description: The CE teacher will introduce students to American Culture through a combination of classroom and community excursions. The teacher will prepare students for these community excursions by teaching lessons that introduce targeted vocabulary and themes that are associated with each destination. While on excursions, the CE teacher will step back from the teaching role and will act as more of a 'guide on the side' while a local community representative gives a tour. The teacher will resume his/her role as teacher in the follow-up class that is designed to help students reflect and get the most understanding out of their experience. The teacher will both monitor and participate in a student blog that further extends each community-based excursion.

The CE teacher will be specifically responsible for:

- Coordinating monthly excursions to local businesses, organizations, institutions and services
- Developing and maintaining community relations through professional conduct
- Creating and teaching pre-excursion lessons and post-excursion lessons
- Preparing back-up lesson plans in the event that the excursion is cancelled
- Guiding students on community excursions
- Ensuring the physical and emotional safety of each individual student
- Overseeing and addressing student behavior

- Monitoring and participating in student blogs
- Tracking student attendance
- Attending as many monthly ILI staff workshops as possible

Minimum Qualifications:

- Must be TESOL certified
- Must have First Aid/CPR
- Must be flexible and adaptable
- Must be energetic and a strong team player
- Must have strong cross-cultural and intercultural communication skills
- Must be detail orientated and must have strong organizational abilities
- Must have experience working with international students

Preferred Qualifications:

- General understanding of Northampton and surrounding communities
- Knowledge and understanding of ILI and the Intensive English Program
- Bachelor's degree in related field
- Experience studying and/or working abroad
- Foreign language proficiency
- Experience working in a not-for-profit
- Experience with international student programming
- Experience leading students into community
- Experience with Blogging

Compensation:

This is an unpaid volunteer position. The successful candidate will be able to participate in ILI professional development sessions that take place in the format of monthly workshops. The successful candidate will be eligible to enroll in any of ILI's World Languages programs for free after a six-month commitment assuming that there is space in the class. This offer is valid only as long as the successful candidate is volunteering at ILI.

To apply:

All applicants must submit a cover letter and resume by e-mail to: heather@ili.edu. Please include the words **CE Teacher Application** in the subject line. Cover letters should be addressed to Caroline Gear.

Appendix J: Sample Weekly Lesson Plan Outline

Monthly Theme: **Food and Agriculture**

Week 2:

<p>Week 1 Excursion Destination: Local Farmer's Market Website: http://www.farmfresh.org/food/farmersmarkets_details.php?market=213 Hosting Community Representative Info: name/position/e-mail/phone #</p>
<p>Week 2 Excursion Destination: Community Supported Agriculture Farm (CSA) Website: http://crimsonandcloverfarm.com Hosting Community Representative Info: name/position/e-mail/phone #</p>
<p>Week 3 Excursion Destination: Food Bank Distribution Center (Foodbank of Western Massachusetts) Website: http://www.foodbankwma.org Hosting Community Representative Info: name/position/e-mail/phone #</p>
<p>Week 4 Excursion Destination: Northampton Survival Center Website: http://www.northampton-survival.org Hosting Community Representative Info: name/position/e-mail/phone #</p>

Week: 2	Class: Pre-excursion	Date: Tuesday, May 8, 2012
Location: ILI Computer Lab		Time: 1:00-2:30

Materials: -Computers, poster paper, markers, and dictionary

Warm-up: -Review lessons from last week (topic: Farmers' Market)
-Review targeted vocabulary through a Q/A activity done in partners

Presentation: -Introduce this week's theme and excursion to the CSA Farm.
-Do the first part of the **K-W-L** chart (**Know**, want-to-know, learned) to elicit students' prior knowledge.
-Introduce the week's target vocabulary (through a mix-and-match activity done in teams) then post vocabulary in classroom

Practice: -Work in partners to read a section of the CSA farm's website. Students will identify all target vocabulary being used in context. Each time the students find a target vocabulary word they yell it out for their classmates to hear!

Production: -Students will create posters to highlight sentences that use the key vocabulary being used in context. Students will then present their poster to their classmates.

Conclusion: -Re-cap and do the second part of the **K-W-L** chart. (**Want** to know)

Homework: -Students will create a couple of questions for the Hosting Community Representative (to be submitted to teacher the next morning)

Week: 2 **Class:** Excursion **Date:** Wednesday, May 9, 2012
Location: Crimson and Clover Farm **Time:** 1:00-2:30 (potentially later if necessary)

Materials: -Appropriate clothing, target vocabulary handouts, questions for hosting community representatives, note-taking materials, and cameras

Warm-up: -Review target vocabulary
 -Students practice asking their homework questions (done en-route)

Presentation: -Introductions and brief orientation

Practice: -Students will participate in a guided tour of the CSA farm given by the hosting community representative.
 -Students will listen, observe and take notes to demonstrate understanding

Production: -Students will ask questions and engage in discussion to demonstrate their knowledge of target vocabulary and concepts

Conclusion: -Students will orally re-cap the excursion using words that reflect students' 5 senses!

Homework: -Identify two things that you learned; upload any pictures from excursion! May choose to read suggested articles identified by teacher.

Week: 2 **Class:** Post-excursion **Date:** Thursday, May 10, 2012
Location: ILI computer lab **Time:** 1:00-2:30

Materials: -Computer, pictures from excursion, notes/hand-outs from excursion/poster paper

Warm-up: -Partner reflection exercise

Presentation: -The teacher will demonstrate and model reflection skills.

Practice: -Students will orally reflect upon their excursion experience to strengthen vocabulary, grammar and pronunciation

Production: -Students will write and post blog entries (using: www.kidblog.org)

Conclusion: -Students will answer the final part of the K-W-L (what they **learned**)

Homework: -Students will comment on three of their classmate's blog entries.

Appendix K: Blog

ALL BLOGS
MY BLOG
RAWIA'S BLOG
NEW POST
Logged in: Andrea » Control Panel » Log out

Rawia's Blog

Crimson and Clover Farm

May 16, 2011 @ 12:43 PM 3 COMMENTS [Edit this Post](#)

Crimson & Clover Farm is located on the beautiful Northampton Community Farm in the heart of Florence, Massachusetts. The address is 211 Spring St. Florence, MA 01062 and also you can find them in the internet by using this link. www.crimsonandcloverfarm.com.

Jen Smith and Nate Frigard are farmer, they moved to Massachusetts before 7 years ago. Andrea, our teacher took us a trip to their farm and we had chance to met Nate -the farmer-. He took us in a tour, it was amazing day I love it so much. He explain to us; What is CSA? how they are planet? and corp methods?



Nate explained to us his responsiblity, he said his job is planting vegetables and fruits, growing, connecting with community and educating visitors like us about their farm. He said, planting season state on June 7th till the end of October in this time they are planting different things like onion, strawberries, potato .etc . that is an agreement with CSA, CSA (Community Supported Agriculture) is a partnership of mutual commitment between a farm and a community of supporters which provides a direct link between the production and consumption of food. Supporters cover a farm's yearly operating budget by purchasing a share of the season's harvest. CSA members make a commitment to support the farm throughout the season, and assume the costs, risks and bounty of growing food along with the farmer or grower.

At that moment I asked him what does he do if his plant destroyed by any reason and who help him? his answer was by told me a story happened before 2 years about potato's disease which caused to kill all potato and all vegetables at the same family, he added I would be lost around 10,000\$ but with CSA much less.

During we walked he said take care you are walking beside electric fence we used to protect our planet from deers, when deers smell that they know it's dangerous. And maybe they shocked but it's not hard shock so they wont die. I was really confused I didn't saw any sign, I advised him to put sign. He answer we did there is it behind you, I replayed it's so small no one could see it!!!.

I found this trip so important we learned about CSA, planting season and also we knew they worked half time to improve themselves and maintain and recover form in Winter. we learned they planting half and half to nutrition the land, at the end John asked to take for me this picture :)

[Leave a Comment](#)

COMMENTS ON MY POSTS

Thanks All Okra recipe is: 1- 1/2 pound of Okra 2- 1/2 pound of Tomato 3- 5-6 pieces of Garlics...
by Rawia on "Crimson and Clover Farm"

I like that idea Satomi! Rawia, thank you so much for going out of your way to make that special...
by Andrea on "Crimson and Clover Farm"

Rawia, thank you for taking these pictures. It was also a great trip to me! Maybe we should ask him...
by Satomi on "Crimson and Clover Farm"

Dear Mohammed Thank you so much for your comment Rawia
by Rawia on "Northampton as I see it"

Dear Andrea Thank you so much for your great advice and support. Rawia
by Rawia on "Northampton as I see it"

Hi rawia, thank you for sharing us yours blog. I rely enjoyed reading your blog. i hope you enjoying live...
by Mohammed on "Northampton as I see it"

Hi Rawia, Thank you for your thoughtful reflection. You have been working hard on this! I LOVE your photos! You...
by Andrea on "Northampton as I see it"

I read your essay on the interest. I was also afraid first day your same but now I'm not afraid....
by John on "Northampton as I see it"

Thanks Satomi me too
by Rawia on "Northampton as I see it"

I enjoyed reading your blog. I had similar experiences as you, for example, when I was looking for the library...
by Satomi on "Northampton as I see it"

Appendix L: Feedback Sample (End of Course)

Take a moment to reflect on our class. This month we visited 4 locations that help to distribute food to individuals and families living in Northampton and the surrounding communities.

Questions (pre-class):

1. Had you ever visited any of these places before going on our excursions?
Y/(N) If yes, which ones?

2. Did you know that these places existed before? (Y)/N

3. Were you interested in learning about these places? Why or why not?

Yes. because it's ~~not easy~~ not easy to explore by individuals.

Questions (a post-class reflection)

1. Did you like this class? Explain.

Yes. It's a good opportunity to ^{go various places} write essay once a week & be checked.

2. What was your favorite part about this class? Explain.

I could see ~~many~~ places (survival center, Food Bank, Crimson & Clover farm) where I wouldn't go by my own.

3. What was the least favorite part about this class? Explain.

We didn't have enough time to write & be corrected in class.

4. Do you think that ILI should have an excursion class in the future? Why/Why not?

Yes. It's fun & It's important to know about ^{the} U.S. not only ~~just~~ studying grammar & writing in class.

5. Do you think that it is a good idea to have this class be three afternoons a week? Why/Why not?

If you have excursion day once a week, I think it's better to have 4 afternoon. ~~(=)~~

(+ 1 day to write)

6. Would you prefer to go into the community as part of your morning IEP class instead of an afternoon elective? If so, how often would you like your morning IEP class to go on excursions?

No (because I don't take a morning class now) ^{each}
However, ~~it depends on the student's~~ it depends on ~~each~~ student's needs. If sb will be here for 3 month to improve ^{his} English to go to college.

7. If you could change anything about this class, what would it be and why?

N/A ^{to MA or phd}

8. On a scale of 1 - 5, what would you rate this class (with 1 = bad and 5 = awesome)

1 2 3 4 5

I ~~think~~ think they prefer writin' gramm's / speak's class.

9. Would you recommend this class to other students at ILI? Y / N Explain.

It's rewarding to know about this area.

10. Would you be interested in taking this elective again? Y / N Explain.

Yes. It's an interesting class to me.

Do you give your permission for me to use your work and/or pictures for graduate study research? Your full name will not be identified. Y / N

Do you give your permission for me to share your work and/or pictures with the staff at ILI? Your full name will not be identified. Y / N

Thank you for a wonderful month! It has been a pleasure working with you!