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# English as a Second Language in Up With People: A Proposal and Plan for Implementation

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*School for International*

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ENGLISH AS A SECOND LANGUAGE IN UP WITH PEOPLE:

A PROPOSAL AND PLAN FOR IMPLEMENTATION

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B.A. UNIVERSITY OF ARIZONA 1975

Submitted in partial fulfillment of the requirements  
for the Master of Arts in Teaching degree at the  
School for International Training, Brattleboro, Vermont

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ABSTRACT

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Abstract:

The purpose of this paper is to provide the Up With People organization with a clear and workable plan for implementing an English as a Second Language program as a part of their existing program.

The paper is presented in two parts. The first part includes a description of the Up With People program focusing on its need for an English as a Second Language program. The various benefits to Up With People are explained. Also in the first part of the paper are descriptions of two language learning programs, Spanish Language Training at Oaxtepec, Mexico, July, 1980, and The International Students of English program at Dominican College, San Rafael, California. Elements of these programs which are usable to Up With People are explained. The second part of the paper is a plan for implementation, carefully following the schedule and design of Up With People, and paying attention to the utilization of the language learning benefits already a part of the Up With People program. Areas covered include: scheduling, staffing, curriculum, materials, and a tentative budget outline.

TABLE OF CONTENTS

**Introduction**.....1

**Part I**.....4

**Up With People: A description of the Organization and its Program**.....4

**The Benefits of An English as a Second Language Program**.....12

**Language Training at Oaxtepec**.....18

**International Students of English - West**.....22

**Part II**.....24

**The Plan for and Up With People ESL Program**.....24

**The Students**.....24

**The Class Schedule**.....25

**English Teaching Staff**.....29

**Curriculum**.....31

**Performance Objectives**.....35

**Student Evaluation and Testing**.....36

**Facilities and Materials**.....38

**Book and Materials List**.....39

**Budget**.....40

**Conclusion**.....41

compulsory for all junior high and high school students, those six to ten years of study rarely produce people with a command of spoken English.

I explained that certainly English could be acquired during the yearlong program but that there was no English course.

In my experience learning English in Up With People is largely an individual effort, dependent on the motivation and stamina of the participant. I was unsuccessful in finding Japanese for Up With People and I felt that the lack of an English program was a condition that discouraged otherwise enthusiastic and promising candidates whose spoken English was at a low level.

During my year in the Master of Arts in Teaching program at the School for International Training, I began to give thought to a broader range of issues concerning Up With People and non-English speakers. The purpose of the School for International Training and its parent organization, the Experiment in International Living, is to encourage peace through understanding. This purpose is very similar, if not parallel, to the purpose of Up With People; to promote world peace by building bridges of communication throughout the world. The Experiment places a great deal of importance on the idea that learning languages does promote peace and understanding. At the School for International Training, I began to consider that an English program for Up With People was more than a valuable program component that would attract more non-English speakers. Low level and non-English speakers are put at a significant disadvantage by the English operating context of the program. For these students the challenge of adjusting and responding to an already demanding schedule is intensified by this language issue. If the linguistic needs of the students were addressed, they would respond to more of the benefits of the Up With Program and recognize the benefits much earlier in the program.

For this principal reason I see a need for an English as a Second language (ESL) program in Up With People. It would broaden and enhance the already rich educational program and offer many more people the opportunity to fully participate in Up With People.

My ideas have grown out of my professional experience with language teaching and learning and my experience with Up With People. To support my ideas and recommendations I will also draw from professionally related experiences with emphasis on my current teaching position at the Experiment in International Living's International Students of English program at Dominican College and my experience as a group leader and staff member during the summer of 1980 at the Experiment in International Living's in-country language and cross-cultural training at Oaxtepec, Mexico.

The paper will be in 2 main sections. In the first section I will discuss the Up With People organization. This will include a description of the organization, what its goals are and how it functions. I will examine Up With People's educational program and look at incorporating ESL into the existing program. Finally, I will isolate certain characteristics and conditions of Up With People which I feel show the organization's need for ESL. I will discuss how English instruction will significantly benefit the language learners and the Up With People organization as a whole.

Also in the first section will be a discussion of my teaching and leadership positions. I will pay special attention to those aspects of these experiences which can serve as models or examples for an Up With People ESL program.

In the second section of the paper I will present a descriptive plan for Up With People. My aim is to provide a useful set of guidelines that can be implemented.

## PART I

### UP WITH PEOPLE: A DESCRIPTION OF THE ORGANIZATION AND ITS PROGRAM

Up With People is an independent, non-profit, educational organization begun in 1965. The philosophical goal of Up With People is to promote world peace by building bridges of understanding and communication throughout the world.

There are many facets to the Up With People organization. It is an entertaining and uplifting professional-quality musical show. It is an educational tour for its participants. It is a series of homestay experiences. It is cross-cultural interaction among group members. A common thread running through all facets of Up With People is an awareness of our global interdependence. Up With People brings people together to form lasting friendships and to learn from each other.

The outreach of the organization is basically twofold. First, there are the participants. They are between the ages of 18 and 26 and come from some 20 to 30 different countries. The participants, hereafter known as students, apply to join Up With People for one eleven to twelve month tour. They pay a tuition of approximately \$5,000 for the year. This tuition covers all expenses except travel to and from their homes. There is normally one mid-year break of two to three weeks.

The students' year begins with a four to five week staging and orientation period normally held in Tucson, Arizona during the months of July and August. Each summer between four and five hundred new Up With People students arrive in Tucson. They are divided into four groups of approximately 100. Another group of about 100 begins in January and that group tours until December. The groups, hereafter referred to as casts, have a



full schedule during this time.

Learning the show is one major focus of the staging and orientation period, but equally as important during this time is introducing the student to the other non-performing opportunities he or she will have during the year. While on tour the casts try to learn as much as possible about the countries and communities they visit. Speakers and tours are regularly arranged. Discussion and seminars are held about a variety of topics and issues. As on the tour, during staging and orientation a regular schedule of speakers and discussions is planned for the students.

Another type of activity engaged in by Up With People casts is called community outreach. This takes several forms. For each public performance given by Up With People at which an admission is charged, there are up to ten free performances. For example, the cast may have four days in a city prior to its public performance. A typical three day schedule might include three or four high school assemblies. A high school assembly is a short 30 minute performance for the student body. In addition to the performance, the cast spends all or part of the day interacting with the high school students. The cast members visit classes or even teach classes, share their experiences, share their cultures, and learn more about where they are. Other examples of community outreach that might be in a three day schedule include visiting and performing in schools for special children, nursing homes, prisons, and factories. Because the cast of 100 can divide into four or more smaller units, their outreach within a community can be significant. All of the above activities are engaged in by the casts during staging and orientation in Tucson.

While in Tucson the students stay with families as they will throughout the year. For many this is their first homestay experience and an orientation to living with families is also included.

The second major outreach of Up With People is through its musical show. The show has been seen by audiences large and small in over 40 different countries.

The Up With People show is an original production in a musical revue style. Most of the songs are written by Up With People production staff. The themes of many of the songs are the brotherhood of men and nations and world peace. They are presented in a bright, exuberant, non-preachy style. Other parts of the show include medleys of well-known songs, often concentrating on a musical era, like the 1960s. There is also a medley of international songs and dances. Every two years a new show is written and produced. This show is translated into the language of the country visited, and songs of that country are included.

Audiences of all ages have been entertained by the Up With People show. The show involves them in two ways, physically in audience participation numbers, and emotionally with themes that strike a responsive chord in all people. The cast meets the audience during the intermission and after the show and here too they have an opportunity to share their ideas. This gives the audiences more of an understanding of Up With People and hopefully more enjoyment from the show.

As with other non-profit organizations, Up With People has a Board of Directors who oversees the development and direction of the organization. Up With People is headquartered in Tucson, Arizona. There are international offices located in Europe and South America. Administrative and operational direction comes from the Tucson offices. Several departments provide direction for the five casts. The staff in Tucson works closely with staff traveling with each cast. The cast staff in the student's most important link with the organization. The staff is mostly young, early twenties to early thirties, and nearly all of them began as cast members. After

their year tour they are hired to work for Up With People. Within one cast there are approximately 15 staff members. They include a cast director, show production staff, technical staff, public relations staff, and education coordinator and several others with specific responsibilities. Besides their specific responsibilities, each staff member is involved with the learning and growth of the students.

Up With People's income derives from three sources. Student tuition covers between one third and one half of the funds necessary to operate. Income from the paid performances covers about a third. The remaining funds come from private gifts and grants. Up With People is not supported by any government or governmental agency.

The principal way Up With People is brought to a community is through a sponsor. The sponsor agrees to guarantee a set figure to Up With People for a given number of performances. The sponsor agrees to promote the show and to help with other aspects of the cast's stay, including providing contacts for cultural and educational opportunities in the community.

One type of sponsor is a service club such as Kiwanis or Rotary. The club may want to bring Up With People to the community simply for the positive benefits of the show and community outreach. Another type of sponsor is media. A newspaper, radio station or television station often brings Up With People to their community. Sometimes sponsors are large corporations which bring Up With People to several communities or throughout an entire state or country.

The advance team which is sent by the cast works with these sponsors anywhere from two weeks to 2 months. Together they plan activities, promote the show, and work to bring Up With People to as many areas of the community as possible. In the preceding pages I have described in some detail what Up With People is and what they do. At this point I'd like

to go into more of the program's educational functions and begin to look at language learning in Up With People.

For 17 years Up With People has been providing young people with an educational program rich in opportunities for personal growth and learning.

The 500 students who participate each year are chosen from 7,000 applicants and represent over 20 countries. In 1980, 40% of the cast members were from countries outside the United States. The geographic and international make-up of the groups is in large part a reflection of the previous year's tours. Applicants are interviewed and accepted in the towns and cities that Up With People visits. They usually begin their year six to 18 months after their acceptance.

Throughout its development, Up With People has sought to provide education and training that is based on the day to day experiences of the cast. The tours themselves and the broad range of activities that occur during the year are the resources for this educational experience. Up With People believes that the students will experience significant personal growth and increased international awareness as a result of their year. Students are encouraged to observe, to ask questions, and to regularly evaluate their experiences.

The environment of Up With People is the towns, cities and countries that a cast visits. Each one of the groups visits between 80 and 100 different cities during the tour. They tour in the United State and in at least one other country. The resources for learning within this diverse environment have few limits. Public institutions such as universities and hospitals, small business and corporate business, as well as local and national governments can serve as the "classrooms" for Up With People's educational experiences.

People are a key educational resource. Each day cast members come in

contact with a wide variety of people. For every community they visit there is, of course, the host family. They may stay with the family two days, a week, or sometimes a month. The family structure, occupations, activities, values, language, and culture are resources from which students can expand their awareness of the world. In addition to host families, there are the sponsors and sponsoring groups which elect to bring an Up With People cast to a community. The sponsor is often an excellent resource, able to open doors to their community for a cast. The sponsor can provide an orientation to the community, and arrange tours, speakers, and community outreach projects.

A people resource that provides a long term possibility for growth and learning is the cast and staff themselves. In addition to their job responsibilities, the staff members seek to help the cast members recognize, appreciate and grow from their unique environment and resources. The cast members share culture, ideas, values, and language. The atmosphere of intense experience builds strong and lasting friendships: The schedule is hectic, the days long, and the demands on the individual constant. The student must be with people nearly everyday and he or she must be willing to communicate, share, and give. The support of the group is important; cast member as resources for each other are a crucial element in the learning and growth experience.

Since Up With People began, language learning has occurred, though perhaps not always flourished, among the staff and students of the program. Cast members tend to learn from each other, from their host families and from their environment. The reality of being in a foreign country and the need to communicate in a foreign language has been, for most, the motivation to learn some survival Spanish, French, Japanese or any one of many other languages. Many have had success in acquiring some fluency this way.

A few have been remarkably successful, mastering the subtleties of a language from little more than large doses of interaction with native speakers.

Because English is the dominant language of the group, most of the direction for learning languages has been from English to other languages.

For the first seven or eight years of the program's existence, some casts included high school and college programs. These were accredited, academic programs with full-time faculties and regularly scheduled classes. Spanish and French were the languages most usually offered. The students were mostly from the United States. I was a student in both the high school and the college program. Learning French, for example, was usually tied inflexibly to a syllabus and to materials that had little to do with the stimulating and rich travel experience we were having. The class did not look at the relationship of the language it was learning to the context of where the cast was and what it was doing. During this course we spent time in a French-speaking country and I can recall no time when the environment was utilized. For other classes the opposite was true and the environmental context was fully exploited. The language text used for French at that time was the Voix et Images Series by Chilton Books, Philadelphia, Pennsylvania.

Other language learning occurred in more ad hoc fashion. If the cast were going to Spain, the songs in the show would be learned in Spanish, and some language was assimilated through this avenue. A native speaker of Spanish would hold informal classes on bus rides or before rehearsals. Written materials, Berlitz phrase book style, were given to the group. At other times staff members took intensive courses during tour breaks in preparation for upcoming tours, or individuals found their own language preparation from outside the organization.

By and large, formalized teaching of English has been unexplored. Until recent years there had not often been large numbers of non-English speakers or very low level English speakers. The "sink or swim" method has been favored, though the organization certainly provides supports for the non-English speaker. There is extra time provided to learn the songs, and there are translators for cast meetings and speakers. There hasn't been a teaching project tried for ESL. At one time contact was made with English Language Services, Inc. to provide an ESL program; The program wasn't implemented due to costs and enrollment.

And as was experienced with Chilton Books French program, it is difficult to attach a language teaching format to Up With People without fully considering context and needs.

I believe that by considering the context and needs of Up With People, one can see that the characteristics of the program can be utilized in very positive ways to enhance the language learning experience. Here is a simple example. Cast members live with many host families. In the early stages of language learning, a classroom lesson on family members could be presented. The "homework" for that lesson might be to go home and practice the vocabulary with the family. The next day in class they would present the family tree of their homestay family (e.g. brother-in-law, sister, stepmother, etc.). There would be varying family structures to present by the students so in addition to the vocabulary acquired, there could be a discussion of the American family. The relationship between the class and context is clear. The teacher and class are, in this example, a resource for students to expand their English in the immediate homestay environment.

## THE BENEFITS OF AN ENGLISH AS A SECOND LANGUAGE PROGRAM

Who are the Up With People students? Why have they come? What demands are placed on them? What resources are available to them? I feel that it is very important that implementers of an ESL program carefully consider these questions. In the following pages I will address these questions by looking at several conditions of the Up With People students. I will look at how the inclusion of an ESL program will affect these conditions. In addition, there are many benefits to be gained by Up With People and I will state them here.

Each year more non-English speakers apply and are accepted. This trend promises to continue.

The Chairman of the Board of Up With People, J. Blanton Belk, has said that increasing international participation in Up With People is an important goal for the organization. If international participation is to increase, more consideration needs to be given to the potential participation of large numbers of non-English speakers. If teaching English in Up With People were approached with the same professionalism and efficiency that teaching the Up With People show is, non-English speakers would progress quickly to a communicative competence in the language. An ESL program would attract many outstanding international students that hesitate to consider Up With People because of the language issue. An ESL program would definitely help Up With People reach this goal of increased international participation.

The primary motivation for non-English speakers traveling with Up With People is probably not to learn English.

Wanting to improve one's English would not be reason enough for an applicant to be accepted into Up With People. The interview process in-



volves lengthy and in-depth conversations between the applicants and the interviewers who are staff and students. (The interview is conducted in the native language if necessary.) The interviewers want to see that an applicant understands the goals of the organization. Those accepted into Up With People should support the goals. They should also have some individual goals and expectations for themselves.

Individual learning goals are varied. Some students have academic goals for their Up With People year. For example an academic goal might be a comparative study of an aspect of local governments. The project would be submitted to the student's own university for credit. Others have more personal goals such as clarifying their own career goals during the year.

I feel that learning English is a viable and serious personal and academic goal. During the recruitment and interview process, learning English can be presented alongside independent study projects as a significant learning opportunity for cast members.

Again this would benefit Up With People by attracting more students. In addition, having a quality ESL program could help generate additional educational grant income from foundations and corporations.

Non-native English speakers fall into very diverse ability levels. A participant whose English remains at a low level will have more difficulty adjusting to the demands of the tour and may not be able to participate as others do in the activities.

From Scandinavians and Northern Europeans on the high end of the scale to Hispanic people on the low end, every level is represented in the groups.

Many Danish, Swedish, and Norwegian students are joining Up With People. These students display near fluency in speaking, with only minor grammatical errors. Not long after they arrive, they understand collo-

quial American English. They have a strong foundation, and with some self motivation they can readily improve all skill areas through participation in the existing program. Some Northern Europeans: Dutch, Flemish, German and Swiss German speakers also fit this category. French-speaking students generally are on a lower level of proficiency.

Spanish speaking students make up a large segment of the non-American percentage. The largest numbers come from Mexico, Venezuela, and Spain, though nearly all other Central and South American countries have been or are represented. Their ability levels are at the low end of the scale. In this group are often found the people who speak no English upon arrival.

Many Japanese who have been with Up With People have had great difficulty with English and can be compared with the Spanish speaking students in terms of spoken ability.

Those proficient in English are able, along with native English speakers, to immediately participate in all aspects of the program. Language doesn't hold them back as it can for the low level English speakers.

Since the program begins in the U.S., non-English speakers are faced with both cultural adjustments and a new language. From their arrival on, the new casts are given information. They have to learn a show. They have to live with a family. They have orientation seminars and listen to speakers. There is a great deal of information to assimilate. If they can't understand they are faced with ambiguity: "What did he say? Do we leave at 8:30 or 9:30? Did he say Room I or Room E?" If a person's tolerance for ambiguity is low, as it may well be after a twelve hour day, frustration is likely to occur.

Many Up With People activities require the use of English. Each cast spends more than half of its tour in English speaking countries.

Every city needs to be prepared by Up With People for the arrival of the cast. Publicity, host family arrangements and numerous logistical details become the responsibility of an advance team from the group. The advance team usually arrives in a city two to four weeks before the cast. This is a revolving task. All cast members have the opportunity to do this work. It is a big responsibility and one of the most valuable learning experiences available to the students. For the non-English speaker, opportunities in this area are more limited. Also the student may shy away from this responsibility and other experiences where communicating effectively in English is necessary.

For example, many students want to try out for the more featured parts in the show. I have seen students with minimal English hesitate when it comes to trying out for a solo or a dance. I feel strongly that lack of English proficiency affects self-confidence. A person who is assertive and sure of himself speaking his native language can appear insecure and passive in English. I feel an ESL program would greatly help to change this situation. Students would be very likely to learn English more quickly and easily; but more importantly, the ESL program would give them confidence. There would be clear support and direction for learning English. There would be a structure and a place to deal with language problems as they arose. And students would see the ESL program as a direct and approachable way to increase their participation in all aspects of the Up With People program.

If a cast has a large non-English language group, it is possible that some non-English speakers will not improve their English during the year.

I have observed this situation with Spanish speakers. When the frustrations and difficulties of learning English seem overwhelming, it can be easy to retreat into a language peer group and to depend on the

language abilities of others for understanding.

This is not a positive situation because it isolates students and limits the possibilities of what they share with those not in their language group.

The ESL class would provide not only a positive language learning setting, but also an additional setting for cross-cultural sharing and learning. The classes would be multinational and multicultural. In Up With People the impact of shared experiences is one important element leading to lasting friendships among its participants. The ESL program would provide for more opportunities to build relationships and increase international understanding.

In all likelihood English will remain the dominant language in Up With People.

This should not be viewed as a negative situation by the students. In much of the world English is the accepted language of international business, of science and technology, of education. It appears that English will continue to grow as an international language. Helping students acquire a solid grasp of the English language can only help them in their futures. And taking a professional approach to learning English will reflect favorably on Up With People internationally.

All new students to the program arrive with great enthusiasm and excitement for what they are about to do.

I have worked with other groups of young people and have never seen anything close to the incredible levels of energy and the special kind of excitement generated by the Up With People casts. In the first days and weeks of staging the excitement is particularly intense as the students meet each other for the first time and learn where they are going to tour. The Up With People staff effectively channels the excitement into all aspects of staging and orientation. The students respond by working very hard to learn the show and by greeting the various educational opportunities

with eagerness and enthusiasm. And, as I have experienced and observed, all this is done with a great deal of joy.

In any language class, energy on the part of the students is essential to successful language learning. Up With People language learners will bring their energy and enthusiasm into the ESL program.

In summary, there are many benefits to an ESL program with Up With People, not only for the language students, but also for the Up With People organization. The language learners will benefit by being able to more readily participate in all aspects of the program. They will gain confidence in their English ability and they will be able to effectively and comfortably deal with their environment.

Up With People will benefit by increasing the international participation in the program. An ESL program will enhance Up With People's educational program. International observers of Up With People will appreciate and support the organization's concern for language learning. The existence of a successful ESL program will encourage the development and implementation of other language teaching projects within Up With People. And finally, with language learning included as a focused part of the Up With People program, the effectiveness of Up With People's message of peace will grow because proficiency in languages is basic to developing positive international relationships.

## LANGUAGE TRAINING AT OAXTEPEC

The Experiment in International Living's language training at Oaxtepec, Mexico has been in operation approximately ten years. Each summer high school and college students, ages 14 to 21, elect to spend three weeks studying Spanish in Mexico before going to their homestay. The Oaxtepec program is administered by the U.S. Experiment in cooperation with the Mexican Experiment.

Oaxtepec is a large government resort complex capable of handling thousands of visitors. Dormitory facilities house the Experiment group along with many other conferences. The facility is usually full of Mexican people. In this environment, contact with the language and culture is readily available.

The program is headed by a Site Director who is responsible for all facets of language and cross-cultural training for the students, and for directing and coordinating the staff. The language coordinator is primarily concerned with supervising the Spanish teachers, determining levels, and providing ongoing evaluation of the language teaching. The Spanish teachers, all native speakers, teach five hours per day, five days a week, and also participate in additional cultural orientation. The other site staff members are leaders who will take the student groups to their homestay communities. During the language training they work with the Site Director to carry out cross-cultural training with their groups.

The goals of the program are, (1) to increase the communicative competence of the students, (2) to sharpen their cultural observation skills, and (3) to prepare them for their homestay. Because behavior is usually an issue, particularly with the younger students, it is also necessary to identify potential behavior problems and to deal with them.

My position at Oaxtepec was group leader. In staff meetings with the site director, I and four other group leaders planned and carried out cross-cultural training for the students which took place during the non-class hours.

Though there are major differences between the Oaxtepec program and Up With People, I would like to direct my comments to some aspects of the language training that have applicability to Up With People.

That language training was in-country was central to teaching methods and to the cultural orientation of the students. This was looked on as an extremely valuable aspect of the Mexico program, a condition not present in most other Experiment language programs in which language training occurs before departure from the United States. We looked for ways to use the environment to increase language and cultural exposure. We tried to conduct meetings in Spanish, using Spanish with students wherever possible: at meals, during recreation, and at other group activities. Though we weren't always successful at creating this Spanish-only environment, we recognized the value of trying.

For Up With People, the teaching of English would be in the United States or "in-country". English would be the language of communication in and out of the classroom. The statement seems obvious but my point is that the value of being in-country should not be taken for granted.

Related to the value of being in-country is an activity long used by the Experiment, known as the "drop-off", first used by the Peace Corps to challenge trainees to deal with their environment. A student is "dropped off" in an unfamiliar small town alone, with little money and told that he would be picked up in 24 hours. The assignment was to find food and shelter. The goal had to be met by interacting somehow with people in the community. The activity was adapted for students to use Spanish in the

environment. Once each week the classes prepared for a "drop off" in one of several small towns and villages near Oaxtepec. They wrote questions, learned vocabulary and decided what they wanted to find out about the place. They also learned and practiced the appropriate use of language, for example, how to approach a stranger and initiate a conversation, or how to determine when someone was reluctant to answer a question by being sensitive to cultural and nonverbal cues. On the days of the "drop-offs" public transportation was taken to the village. Alone or in pairs the students set out to meet people, ask questions, and gather their information. Back in class they evaluated and discussed the experience. Though many approached the "drop-off" with apprehension and perhaps actually asked few questions, doing more looking around than interacting with people, it no doubt, made the language more real to them.

What I would like to emphasize about the "drop-off" is the time that was spent both before and after the experience. The preparation and the follow-up are very important. Without them, the experience is "sink or swim" and would have much less value for the language learner.

For Up With People the idea of a "drop off" could be adapted in practical ways. While maintaining the important classroom element of preparation, the "drop-off" itself could be a less artificial situation. A language learner could be asked to arrange a meal at a restaurant for the cast of 100. In practice this is not a new suggestion. Cast members, both native and non-native speakers, are routinely given this kind of responsibility. The difference is the added context of language learning. With class preparation and follow-up in class, the language learning value could be significant. There would be the chance to use English for a specific purpose while learning the vocabulary, the structures, and the cultural appropriateness necessary to carry it out. Many logistical operations



erations necessary for Up With People could be "drop-offs" for the language learner.

Another concern of the Experiment at Oaxtepec was to ready the Experimenters for their homestays. During the three week language program they lived in dormitories. Impressing upon them the reality of the homestay experience was difficult. Teachers used techniques such as role plays, skits, and dialogues to teach Mexican customs, terms of respect, and proper ways of acting and conversing with various members of the family.

In terms of homestays, Up With People's clear advantage is that the students live with families from day one of the program. Their host families are always a reality. The language learning and cross-cultural opportunities available from the homestays are limitless. Lifestyles, child-rearing, careers and occupations are some examples of areas which could develop around the students' homestays. The teacher would have the role of putting the issues surrounding living with families in a linguistic context. On a survival level the student has things he wants to say to the family, things he needs to say to the family. How he learns to communicate with the families and the depth of that communication is a natural point of departure for Up With People English teachers and learners.

Some significant differences between the Oaxtepec program and Up With People lie in the students. Up With People students are older and much more mature. The Oaxtepec students are all English speakers, Up With People is multinational. And whereas Up With People students are carefully screened and interviewed, there is very little screening for Experimenters.

My conclusion is that the best elements of the Oaxtepec program would work better given Up With People's quality of students and learning resources.

## INTERNATIONAL STUDENTS OF ENGLISH - WEST

Like the intensive Spanish program at Oaxtepec, ISE West is also an in-country, intensive language program of the Experiment in International Living. The language is English and the students are from a wide cross-section of foreign countries. The minimum age is 17. The students live in dormitories and have their classes on the Dominican College campus, a small private school about 15 miles north of San Francisco. They are housed with American roommates wherever possible. After their eight-week program, many have a three-week homestay with an American family, some travel in the United States, some attend colleges or universities in the United States, and some remain at ISE West for another language program. They come for a variety of reasons and motivations.

The following characteristics of the ISE West program are ones I feel have significance for Up With People.

Each class of ten to twelve students is taught by one teacher. Instead of the more traditional approach of class hours segmented into four skill areas (speaking, listening, reading, and writing), with different teachers for each, teachers at ISE West integrate skill areas in their teacher approach.

Teachers also aim to develop and facilitate an atmosphere of student cooperation. The program functions at its best when students are interested in each other, work well together, and realize that they have learning resources in each other as well as in the teacher. Cross-cultural sharing, discussion and understanding are promoted on a daily basis. Student opinions, values, and life experiences are all viewed as subjects from which language can be generated.

The objectives of the one teacher one class system at ISE West correspond to an important characteristic of Up With People. Again, it may seem obvious; crucial to the effective functioning of the organiza-

tion are communication and cooperation among the participants. In every facet of the program students must actively work together, in the performance itself, setting up and taking down the equipment, during long days of performances and visits to schools, hospitals, factories, etc. An ESL program that values cooperation as a necessary language learning precondition will be very compatible and integrative with Up With People.

As in the Oaxtepec language training program ISE West uses the language environment as much as possible. Teachers arrange for speakers and tours. Student assignments may include out of class interviewing, independent projects, and presentations. The existing education program of Up With People includes all of the above. These are experiences at ISE West termed language and culture learning techniques which are already fully developed in Up With People.

At ISE West, classes are conversation and communication oriented. Exercises primarily concerned with reading and writing invariably include speaking and listening. Reading, writing and the study of grammar are not left unattended, nor do they take precedence over oral communication, particularly in the lower levels. This priority should be shared by the Up With People ESL program.

PART II

THE PLAN FOR AN UP WITH PEOPLE ESL PROGRAM

THE STUDENTS

Up With People's greatest need lies in helping the lower proficiency, non-native speakers attain communicative competence. For the high level, non-native speaker described in Part I, the program already offers the contact and stimuli necessary to facilitate successful non-structured learning. For these reasons the ESL program will concentrate on the lower proficiency levels: beginning, low intermediate, and intermediate.

To begin the program, a minimum of 12 students and a maximum of 24 are necessary so that there can be two levels. The entire program will be assigned to one touring cast.

We will assume that the students have volunteered for the language program and that they are eager and serious about learning English. We can assume that a majority of the ESL group will be Spanish, French or Asian language speakers, and that most have had some exposure to English in traditional educational settings. They may not expect that the task of learning English will be closely tied to the total Up With People experience.

## THE CLASS SCHEDULE

The ESL program will consist of two phases, an intensive phase and a nonintensive or extensive phase. Basically, the intensive phase will precede staging and orientation and <sup>the</sup> extensive phase will begin with orientation and continue on the tour.

The intensive language will be three weeks immediately preceding the beginning of staging. During this time the energies and focus of the students may be placed exclusively on learning English. Classes will meet 25 hours per week as in the ISE program. Nonclass hours will be spent on individual work, some group activities, and time with host families. The overall goal of this phase will be to initiate a process of learning which the individual can continue throughout the year.

The nonintensive language will begin with staging and continue through the first semester with the teaching staff and scheduled classes.

It is with staging and orientation that the demands of fully scheduled days and evenings begin. It is important not to let the ESL program slip down the ladder of priorities. I foresee four to eight hours per day of language classes and/or teacher contact hours. Daily schedules need to be worked out so that ESL students aren't scheduled out of important sessions or activities. Teachers will help students understand their surroundings. A class activity during staging might be listening to a tape of a general orientation session for comprehension. Written and oral exercises could be developed around the tape. Students will continue to learn new grammatical structures and vocabulary. Increased emphasis will be placed on using the material with their native speaker peers. Native English speakers will be oriented to the program and should also feel a part of the language learning process. They can be utilized as teaching aides and

participate in the English classes.

On the road classes will continue. Class scheduling will become more flexible, maintaining a minimum of six to eight class hours per week. When students are away from the class doing advance work for the cast they will keep journals. Upon their return, they will work with the teacher to evaluate the experiences linguistically. On the road, class and teacher will encourage continued awareness of language learning in the environment, the major language learning arena for the student.

The structured English language program will conclude with the first semester. The hope is that the learning process already set in motion will continue and that the structural foundation of English will give students confidence to communicate effectively through speaking, listening, reading, and writing. Though speaking and listening will be the most important areas, particularly in the beginning of the program, reading and writing are also necessary. Each student must write a letter of thanks to every homestay family. And when a student does advance work, he must submit a clear, detailed report to the Up With People office.

The diagram on the following page is an outline of the schedule on a week by week basis.

WEEKLY SCHEDULE - UP WITH PEOPLE ENGLISH LANGUAGE PROGRAM

Week One

Sunday - English language students arrive and meet their host families. Host families have been oriented to the students' special program.

Monday - Testing and placement. Use the Michigan Placement Test and 15 minute oral interview to place students in beginning and intermediate levels.

Tuesday through Friday -  
Five hours per day of class plus individual study time. Students will have dinner and spend evenings with their host families to increase language contact time.

Weeks Two and Three

Monday through Friday -  
Continue class schedule and study time. Out of class hours could also be used by the production staff to give language students a head start in learning the Up With People show. Learning the show could also be incorporated into particular lessons.

\* \* \* \* \*

Week Four

Sunday - All students arrive for staging and orientation. Language students participate in welcome.

Monday - No language classes. Language students participate fully in opening day activities.

Tuesday through Friday -

As the staging and orientation period begins the language class schedule will change to two hours of class per day, preferably in the morning. As it is inevitable that language students will miss parts of the training given to the entire group every effort should be made to schedule the two class hours at time that don't conflict with the most important full group activities.

Saturday -

This is an optional day for class hours. Teachers will be available for classes or for individual time with students.

Weeks Five through Eight As staging and orientation continue the class schedule should proceed on a regular basis with ten classroom hours per week.

\* \* \* \* \*

Weeks Nine through the end of the first semester of travel

The language classes will continue to maintain a consistent average of six to eight teacher contact hours per week. Individual time with teachers will be scheduled on a regular basis as well.



## ENGLISH TEACHING STAFF

The staff will consist of one administrator-teacher and one additional teacher. Other Up With People staff can be used in class particularly when the subject being studied is in a staff person's area of expertise. For example, production staff could participate in a lesson having to do with the show itself. If there are more than 24 students the first year additional teachers will be necessary. Qualifications for both teacher and teacher-administrator include the following.

- Master of Arts in ESL or TEFL (teaching English as a Foreign Language)
- Experience teaching multi-national, conversation oriented programs.  
Experience teaching intensive programs.
- Previous knowledge of or experience with Up With People if possible.
- Willingness to travel for 6 months.
- Native speaker of English
- Willingness and ability to teach from 10 to 25 hours per week plus preparation time. Ability to teach a sequenced course while being flexible in dealing with considerable schedule variations.
- Proven ability to work within a team.
- Overseas teaching and/or living experience.

In addition to the above qualifications the teacher-administrator should have the following.

- Administrative experience.
- Curriculum and program planning experience.
- Teacher training experience.

Because all or part of the English teaching staff will be new to Up With People, it will be necessary to provide orientation for the teachers. The teachers will arrive one week prior to the beginning of the program. During this week the Up With People staff will orient the teacher to Up

With People's background, goals and operating procedures. Since the teachers will also be part of a cast staff, they will meet and begin to work with the Cast Director at this time. It is crucial to the success of the language program that the rest of the cast staff understands, supports, and most importantly, is involved with ongoing language learning process.

Also during this week of preparations the teaching staff will work on curriculum and materials. Although general curriculum guidelines are provided in the next section of this proposal, it will be necessary to more fully develop the curriculum when more is actually known about the students and their linguistic needs.

Salary for teacher and administrator-teacher will be commensurate with their experience and competitive with current salaries in the ESL field. In view of the schedule proposed, a contract of approximately six months in length should be offered. The teacher-administrator will need approximately one to two months advance time to fully prepare for this program. That position should have an eight month contract.

The number of classroom hours will vary from 25 per week to six to eight per week. As a teacher's load diminishes he will make himself available for individual tutoring needs.

## CURRICULUM

Up With People needs a very specialized curriculum. There are many excellent books available for all levels of English language learning and a suggested materials list is provided as a part of this proposal. However, though these materials are very good, they should not constitute the core of the curriculum. It should be emphasized that the core needs to come from the Up With People program and experience for the language learning to have a broad impact on the student. Class can clarify and focus the experience of Up With People. The goal of the curriculum is to enable the student to clearly see a relationship between each skill area of language, (speaking, listening, reading, and writing) and the Up With People experience. This goal must also be clear in the minds of the teachers as they prepare and present their lessons. Teachers will be called upon to create much of their own material based on the experiences outside the classroom, on where the group is located, and on what the students' needs are at that particular point. The diagram presents a curriculum outline. It follows the time schedule already presented. Included are some specific activities where their usefulness can be visualized. All parts of the outline can be adjusted for the language level.

In this outline three areas are referred to. The Experiential Frame refers, in a generalized manner, to what is going on in the language learners environment, what he has to deal with on a daily basis. Other Experiential Frames can be added as the program proceeds. The General Skills Focus are the skills that should be focused on at a given time to most effective help and prepare the student to operate in his current environment. Specific Activities includes suggestions as to how the first two areas

can be implemented in the classroom.

As the outline indicates, there is a natural progression through the skill areas. With awareness on the part of the teaching staff and communication with other staff members it is possible for what is taught in class (the Skills Focus) to be based on what is going on outside of class, (the Experiential Frame).

CURRICULUM OUTLINE

WEEK	EXPERIENTIAL FRAME	GENERAL SKILLS FOCUS	SPECIFIC ACTIVITIES
1-3	<p>Staying with an American family</p> <p>Initial exposure to U.S. culture and customs</p> <p>Beginning orientation to Up With People</p> <p>Living and working with people of other cultures</p>	<p>Emphasis on speaking and listening skills</p> <p>Greetings and introductions</p> <p>Survival skills</p> <p>Basic vocabulary</p> <p>Special Up With People vocabulary (e.g. sponsor, set-up, strike)</p> <p>Basic grammar and structure</p> <p>How to talk about feelings</p>	<p>Role play host family situations</p> <p>Present hosts' family trees</p> <p>Discuss different kinds of American families</p> <p>Collect vocabulary from host families</p> <p>Describe host family houses</p> <p>Cultural sharing exercises</p>
4-8	<p>All of the above plus:</p> <p>Learning the Up With People show.</p> <p>Listening to speakers on a variety of topics</p> <p>Listening to and participating in country presentations</p> <p>Working in separate cast units</p> <p>Exposure to and discussion of current events with native speakers</p>	<p>Intensive work on aural comprehension</p> <p>Readings based on materials from experiential frame</p> <p>Expanding vocabulary skills</p> <p>Asking questions</p> <p>Expanding conversational skills</p>	<p>Tape speakers and conversations and use them in class</p> <p>Role play situations in daily cast activities</p> <p>Give country presentation in class</p> <p>Write dialogues using homestay and travel situations</p> <p>Discussions of stereotypes</p> <p>Comparative culture discussions</p>

Curriculum outline continued

WEEK	EXPERIENTIAL FRAME	GENERAL SKILLS FRAME	SPECIFIC ACTIVITIES
9 through the end of the first semester	Working and being with other people up to 12 hours a day, 7 days a week Traveling, changing cities every two to seven days Performing: singing and dancing Talking to audiences Visiting a variety of institutions and businesses Doing advance work and public relations for the cast Continued exposure to community leaders; business, political, and social Developing cross-cultural friendships	Writing simple English Idioms and slang Work on pronunciation and fluency Aural comprehension Writing reports and keeping journals Public speaking Using the telephone as a primary means of communication Develop skills to continue individual language learning when the formal English program ends	Host family thank-you letters Students collect and teach idioms and slang to each other Individual and group work with tape recorders Listen to radio news for comprehension Practice using the telephone Involve native speakers for the cast in the classroom

## PERFORMANCE OBJECTIVES

The Up With People program provides an opportunity for students to learn a great deal about themselves and the world. There are no limits to this learning. Performance objectives or performance goals can sometimes act as limits. The language learner should be encouraged to go as far and as fast in the language as he can during the five to six months of language classes. This does not mean that realistic goals should not be set, only that a language learner's progress should not be predetermined.

Short term performance objectives are, however, quite useful, particularly during the three week intensive and the staging and orientation portions of the program. Language performance objectives can easily coincide with Up With People program activities; for example, giving a talk about one's native country, learning the songs in the Up With People show, describing a host family's home in detail, arranging a meal for the cast, writing a grammatically correct thank-you letter, speaking to a high school social studies class. This list is long and will vary with the individual. The teacher can work with students on individual goals and provide the language learning opportunities to help them reach these goals.

## STUDENT EVALUATION AND TESTING

The language program will enable non-English speakers to participate more fully in the English operating context of the Up With People program. Necessarily, speaking and listening skills will be very important, especially in the beginning. Reading and writing should not be neglected. Students will, of course, use those skills in Up With People. Testing and evaluation of all four skill areas should be ongoing. The Michigan Placement Test; obtainable through the University of Michigan, is a useful tool in placing students in appropriate levels. This test could be given one or two times during the program to measure progress in the areas of listening comprehension, written grammar, vocabulary, and reading.

Teacher evaluation of students and student self evaluation are also important. A form that would be helpful is published in Beyond Experience edited by Donald Batchelder and Elizabeth G. Warner, published by the Experiment Press, Brattleboro, Vermont. It is called Y.O.G.A., Your Objectives, Guidelines and Assessment, and evaluation of communicative competence by Alvino E. Fantini. This form was used successfully at the Oaxtepec Spanish language program. It provides space for the student to evaluate himself at the beginning of the program and the two times during the program. It also provides for the teacher to evaluate the student at the end of the language program. This form could be adapted to the Up With People language program and include the performance objectives determined by the student.

Beyond the UP With People year, the need and use for English will be likely to continue. Some students may want to enter U.S. universities, and appropriate preparation should be provided for them. The teaching



staff should identify those students and discuss with them what is required for university entrance, particularly the TOEFL, Test of English as a Foreign Language, administered by the Educational Testing Service, Princeton, New Jersey.

The subject of evaluation also includes evaluation of the program itself. This too, should be ongoing. Predetermined times for program evaluation by students, teachers, and nonlanguage teaching staff will provide for material to evaluate the successes and shortcomings of the program. Periodic evaluation will also help maintain goals and focus.

## FACILITIES AND MATERIALS

During the three week intensive and the orientation and staging periods, the language classes need regularly available classrooms in the general proximity of the staging areas.

Language laboratories can give students individual time to work on aural and pronunciation skills. However, language lab time can be of little value without close supervision. Though this type of facility may be available, teachers can use portable cassette recorders. Once the travel begins, portable cassette recorders will be particularly useful. Each student should have his own cassette recorder. They could record conversations with host families, lectures, and cast meetings and use the recordings in class.

During the intensive and orientation periods teachers should have easy access to typewriters, ditto and copy facilities and office space in or near the classrooms.

On the road classroom facilities will necessarily become more flexible but every effort should be made to have classrooms with blackboards provided for the six to eight class hours per week. A small library should be available to staff and students.

On the following page is a list of books and materials appropriate to beginning and intermediate levels. These materials would complement the Experiential Frame curriculum.

BOOK AND MATERIALS LIST

BEGINNING

Reading:

Encounters: A Basic Reader  
Paul Pimsleur Donald Berger  
Beverly Pimsleur

Publisher: Harcourt, Brace,  
Jovanovich

Conversation and Listening:

A Conversation Book: English in  
Everyday Life Books One and Two  
Tina Kasloff Carver and Sandra  
Douglas Fotinos

Publisher: Prentice-Hall

Grammar:

Notion by Notion: Beginning ESL  
Practice Book  
Linda Ferreira

Publisher: Newbury House

Graded Exercises in English  
Robert J. Dixon

Publisher: Regents

General:

Selections For Developing English  
Language Skills  
Finocchiaro and Lavenda

Publisher: Regents

FOR ALL LEVELS

Listening Dictation

Joan Morley

Publisher: University of Michigan Press

Stress and Intonation: Part I and II  
English Language Services, Inc.

Publisher: Collier MacMillan

INTERMEDIATE

Reading:

Contact USA: An ESL Reading and  
Vocabulary Textbook  
Abraham and MacKey

Publisher: Prentice-Hall

Working

Studs Terkel

Publisher: Avon

Reading Faster and Understanding  
More

Miller, Dye and Flood Ladd

Publisher: Winthrop

American Topics

Robert C. Lugton

Publisher: Prentice-Hall

Grammar:

Modern English I and II  
Marcella Frank

Publisher: Prentice-Hall

Conversation and Listening:

Improving Aural Comprehension  
Joan Morley

Publisher: University of Michigan  
Press

Connections

John R. Boyd and Mary Ann Boyd

Publisher: Regents

REFERENCE

Teaching Languages: A Way and Ways  
Earl W. Stevick

Publisher: Newbury House

## BUDGET

Up With People students pay a tuition of over \$5,000. Ideally, the English language program would be included in this tuition. The following is a cost estimate for one six month program of 20 students. Many costs would be absorbed in already existing administrative and program functions of Up With People. The following estimates are based on current costs in the existing private intensive program at Dominican College in San Rafael, California.

Two classrooms for eight weeks at the University of Arizona	\$1,500.00
Six portable cassette recorders	200.00
Office supplies and copying costs for six months	300.00
Books, cassettes, and pictures for classroom use (students would purchase two or three textbooks for the program)	500.00
Testing Materials	50.00
Recruitment of students-additional brochure (most costs absorbed by existing program)	200.00
Three weeks additional meals for language learners at \$8.00 per day, 15 days.	2,400.00
Teachers salaries-The figures are based on regular, full-time ESL teaching salaries. They may have to be adjusted because Up With People normally pays staff who travel a reduced salary and cover all living expenses.	
One teacher administrator for eight months	18,000.00
One teacher for six months	9,000.00

## CONCLUSION

The implementation of the program described will require from eight to twelve months lead time primarily for the identification and recruitment of potential students. The Up With People Admissions Department will need to include this program in admission materials and cast recruitment teams will put additional effort into recruiting qualified non-English speakers.

In conclusion, I would like to re-emphasize that the nature of Up With People already lends itself to language learning. With the added structure and focus of an English language program, non-English speakers will soon gain confidence. They will be able to communicate more effectively and as a result be able to realize many more benefits of the program. And, equally as important, they will be able to give much more of themselves, their cultures and their perspectives to others and to the organization.