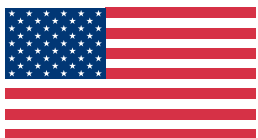


GLOBAL GUIDE *to* ENGLISH LANGUAGE PROGRAMMING *in* AMERICAN SPACES



 American Spaces

OFFICE OF
ENGLISH
LANGUAGE
PROGRAMS

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ENGLISH ■
LANGUAGE ■
PROGRAMS ■

*Global Guide to
English Language Programming
in American Spaces*



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INTRODUCTION

English language plays an important role in American Spaces across the world. Teaching and learning English creates an opportunity for the U.S. to foster interaction among foreign audiences about American values and culture. For this reason, English language is the focus of one of the five core programs that support the vision of American Spaces to connect the world with the U.S.

English communication occurs daily in all types of American Spaces: American Centers, American Corners, and Binational Centers. English may be the means of communication in performances, lectures, and exhibitions that take place in American Spaces. Many of the books, magazines, and materials available at American Spaces are printed in English. Some American Spaces host formal English language classes or tutoring sessions.

Educators with expertise in Teaching English to Speakers of Other Languages (TESOL) can help to offer high-quality progressive programming in Spaces. However, TESOL professionals are not always available to organize and implement English language activities in American Spaces. The *Global Guide for English Language Programming* (“*Global Guide*”) is designed to support American Spaces staff and volunteers to develop and implement English programs for patrons with various language skills and needs. Standards and useful information for programming in American Spaces can be found on the [American Spaces website](#).

The approaches described in this guide have been used successfully in the American Center @ That Dam in Vientiane, Laos. The ideas reflect English language programs that supported U.S. Embassy goals specific to Vientiane’s American Center. These programs and this subsequent guide were developed by American Spaces in partnership with the State Department’s Office of English Language Programs (OELP) and Regional English Language Officers (RELOs), who provide professional expertise and program support to public diplomacy initiatives in U.S. embassies and consulates around the world.

Global Guide to English Language Programming in American Spaces

Not all approaches in this guide will work for all Spaces. The recommendations should be adapted to the unique contexts, needs, and audience for each Space. American Spaces staff should consult embassy partners, such as Regional Public Engagement Specialists (REPS) and RELOs, as they design and modify programs to meet the needs of the Space’s audience. The *Global Guide* can be a resource, and reading about the approaches used in the American Center @ That Dam can be an initial step for Spaces embarking on new English programs.

Part I of this guide describes five approaches to English language programming, roughly in order from most basic to most sophisticated: (1) Self-Access Learning (SAL), (2) Socials (SOC), (3) Special Interest Courses (SIC), (4) Project-Based English (PBE), and (5) Peer-to-Peer (P2P) Volunteers and Interns. Although each approach is discussed in a separate section, multiple approaches can be implemented simultaneously. All approaches are founded on the same communicative language principles, which are summarized at the beginning of Part I.

Part II of this guide provides practical steps for taking action, including procedures for selecting programs and logistical considerations when developing, publicizing, and monitoring English language programs. The recommendations in Part II encourage staff to take stock of existing resources and the unique context of the Space when making decisions. English language programs must be flexible to meet the evolving needs of American foreign policy goals in the changing local context.

“English language programs are a critical tool for engaging foreign audiences, strengthening long-term relationships, and offering desired skills to host country citizens.”

– *American Spaces Handbook* (p. 14)

PART I: FIVE APPROACHES TO ENGLISH LANGUAGE IN AMERICAN SPACES

Quality English language programs in American Spaces can have a lasting impact. Often as a result of English programs, participants return to the Space regularly, engage in critical thinking and deep conversation, and share their experiences to their network of family, friends, and colleagues beyond the Space.

This guide provides options for programs that can support one another, offering participants the opportunity to practice English language communication while building personal and professional skills necessary for work in the global economy (e.g., critical thinking, teamwork, technological abilities). In well-designed programs, participants have the potential to advance from basic programs where they attend events to more sophisticated programs, even taking on roles to contribute to the Space as a volunteer.

In Part I, we introduce principles of second language acquisition that support the programs we recommend. We then summarize five approaches and describe case studies of participants who engaged in these various programs. The introduction is followed by a closer examination of each of the five approaches.

Principles of Communicative English Language Teaching

This guide draws on research-based principles of second language acquisition. These same principles drive the work of the State Department's Office of English Language Programs (OELP) and Regional English Language Officers (RELOs). RELOs develop and implement English language programs that contribute to public diplomacy aimed at increasing understanding of the United States. Contemporary research and practice in the field support a communicative approach to teaching English, or communicative language teaching (CLT). For practitioners of CLT, the goal of learning a language is to *communicate* with other people, both through oral and written modes. The following interrelated features are the foundation of the approaches discussed in this guide.

Global Guide to English Language Programming in American Spaces

- **Language Use:** Communicating in English leads to English proficiency. Learners benefit from opportunities to practice English in authentic, real-life contexts. Programs at American Spaces promote English use through communicative activities in which learners use English to understand or express meaning, in both oral and written modes.
- **Motivation:** High levels of motivation are associated with successful learning in general, and with languages in particular. Individuals who want to use English are more likely to persist in learning when they face challenges. American Spaces can motivate audiences to use English by offering social events and relevant courses that require English use. Events can encourage patrons to learn English by showcasing how English can lead to opportunities for study abroad, exchange experiences, or career advancement. In addition, Spaces can increase motivation by helping patrons make individual goals and measure their own progress.
- **Comprehensible Input:** Language acquisition occurs when learners receive “comprehensible input,” or when they can understand the message in the new language. Learners may not comprehend 100% of the English they hear, but they should be able to understand the basic message. English programs in American Spaces are designed to support learners’ comprehension through methods such as holding events on topics that are familiar to patrons, offering texts and materials at a variety of levels, and utilizing multimedia and images to support text. English programs may also use patrons’ first language as necessary to support their participation.
- **Interaction:** Language use occurs through interaction with others. Learners are more likely to interact with others using English when they are in a non-threatening, comfortable community. American Spaces can facilitate this sense of community by hosting social events that incorporate group discussion and collaboration. Project-based English courses give learners opportunities to work in groups and hold extended conversations on engaging topics. In Peer-to-Peer Volunteer programs, experienced patrons model English language use for new patrons. Forming a close-knit community at your Space will help learners feel comfortable and confident using English.
- **Continuity:** Language growth occurs over time and requires regular, sustained use. American Spaces can support learners in establishing routines for using language. Social events and courses can be scheduled on a recurring basis. The library can provide milestones and goals to motivate learners to continue engaging in English language material.

Introduction to English Language Program Approaches

Five program approaches are described: Self-Access Learning (SAL), Socials (SOC), Special Interest Courses (SIC), Project-Based English (PBE), and Peer-to-Peer (P2P) Volunteers and Interns. These approaches are listed in order of most basic to more sophisticated; SAL and SOC require relatively fewer resources and expertise than SIC and PBE. The latter approaches also tend to work best with participants who bring existing English language skills and are familiar with American Spaces. Table 1 summarizes each approach.

Table 1. Overview of Approaches

Approach (Abbreviation)	Short Description	Audience
Self-Access Learning (SAL)	Texts, materials, and multi-media resources in English, curated for participants to access easily	All
Socials (SOC)	One-time events; designed to be fun, relaxed, and casual. Examples are holiday celebrations and guest speaker lectures.	All; varies depending on event
Special Interest Courses (SIC)	Short courses or workshops, designed to help participants develop professional and business skills. Courses delivered in English with some native language as appropriate. Sample topics: career planning, interview skills, using computer programming.	Intermediate or advanced English language and literacy skills; interest or experience in professional jobs; young professionals and motivated students

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Approach (Abbreviation)	Short Description	Audience
Project-Based English (PBE)	Courses with regular meetings, designed to help participants improve their English language communication skills. Courses should be differentiated by English language levels and allow for progression. Curriculum is theme-based, with topics of interest to participants.	Various English language levels; mostly university students, with some high-performing high school students or young professionals
Peer-to-Peer (P2P) Volunteers and Interns	P2P volunteers use English to tutor or mentor participants with more beginning levels of English. Volunteers may be alumni from other programs. Volunteer opportunities can include leadership organizations designed to build community in the American Space.	Alumni of programs or advanced English speakers with interest and/or experience with U.S. culture; participants new to the Space can benefit by learning from more experienced participants.

We next summarize participant case studies to demonstrate various paths of learning and engagement that can occur from English language programs in Spaces. As a result of participating in various English programs at Vientiane’s American Center (AC) in Laos, each of these individuals undertook leadership or professional activities that embodied American democratic values. They started at different levels of English and their paths were unique, but all engaged in multiple activities over an extended period of time. Their involvement led them to accomplish personal and professional goals that supported the broader mission of the U.S. Embassy to develop leadership potential in youth. The names are pseudonyms, but the stories are based on individuals documented in a program evaluation conducted in 2019–2020 (Sen, 2020).

Source: Sen, Shourya. (January 2020). *American Center @ That Dam Impact Evaluation*. U.S. Embassy Vientiane.

Dara

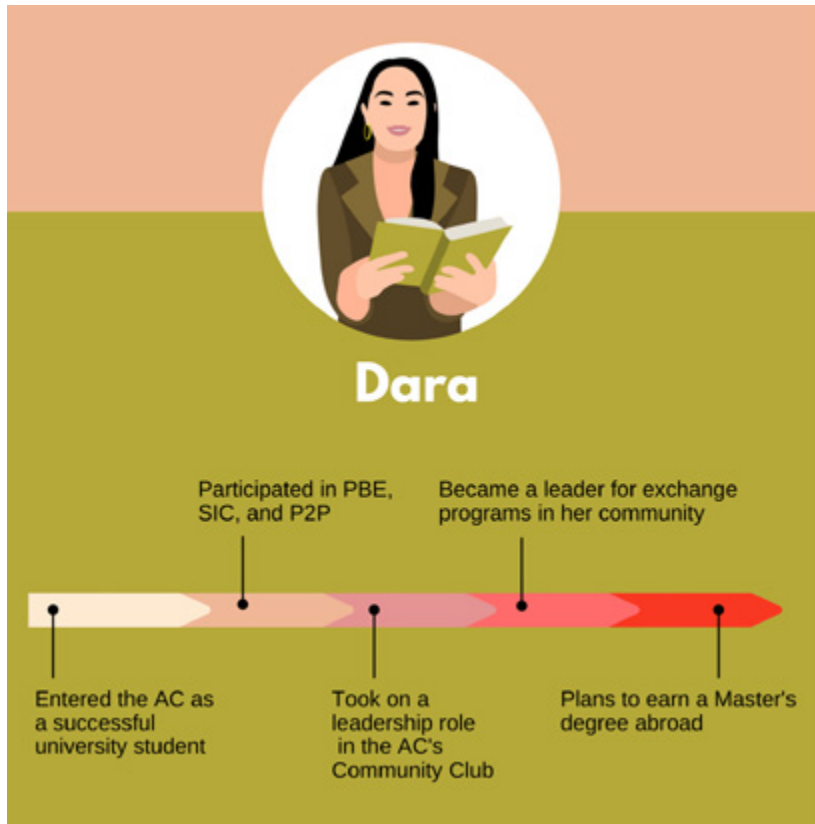
“It’s easy to make friends in classes at the AC because of all the group work and activities. We’re also all there learning about things that are so new, like critical thinking, teamwork, or interviewing, so people ask each other questions and help each other out.” – Dara

Dara started attending American Center programs as a high-achieving university student. She had recently applied for an exchange program and had a goal of earning a presti-

gious Academic Fellowship as part

of the Young Southeast Asian Leaders Initiative (YSEALI). Dara enrolled in a PBE course. She reflected that the course expanded her learning goals from simply building language skills to building her community. Dara later completed various SICs, which she said were helpful to her eventual work in non-governmental organizations. During her time at the American Center, Dara took on leadership roles in the Center’s Community Club for P2P volunteers.

Dara was successful in her pursuit of a youth leadership fellowship, and she now advocates for exchange programs to others in her community. She conducted workshops in her home province of Pakse about exchange opportunities and plans to develop her own Community Club based on her experiences at the American Center. Armed with the English language and interpersonal skills that she gained, Dara plans to earn a Masters’ degree abroad in economics.

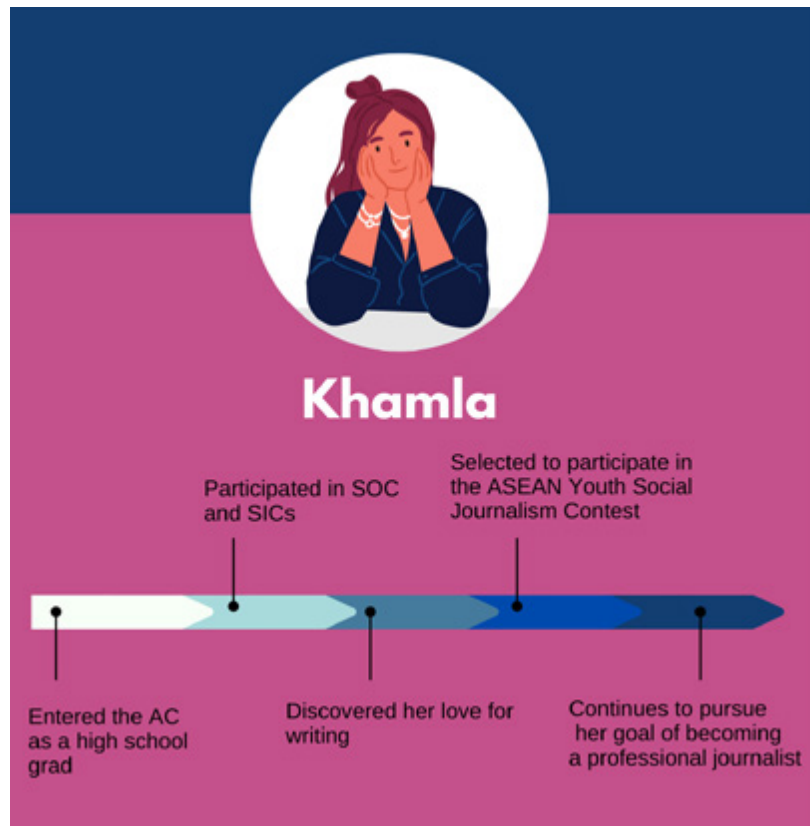


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Khamla

“Before coming to the AC, I just had dreams about what I wanted to do. But after coming to the AC, I realized that you only find what you really like through experience. AC classes motivated us to think about which jobs fit our experiences and personalities and also made us seek out more and more experience.” – Khamla

Khamla first came to the American Center as a recent high school graduate. The regular SOC event, “Name That Tune” trivia game, attracted her to the Center. She found the gatherings to be a fun and relaxing way to use English. After attending various SOC events for about nine months, Khamla enrolled in SICs on critical thinking and interpersonal skills. Through these classes, she discovered a passion for writing. As part of a Career Planning SIC, Khamla identified journalism as a career path. She continued to hone her skills related to journalism and was selected to participate in the ASEAN Youth Social Journalism Contest. This opportunity gave her a chance to network with other budding journalists. With the support of the American Center, she completed a journalism project on promoting transparency in Lao government which involved disseminating information on civic engagement. Khamla eventually completed all 15 SICs that were available at the American Center and continues to pursue her goal of becoming a professional journalist.

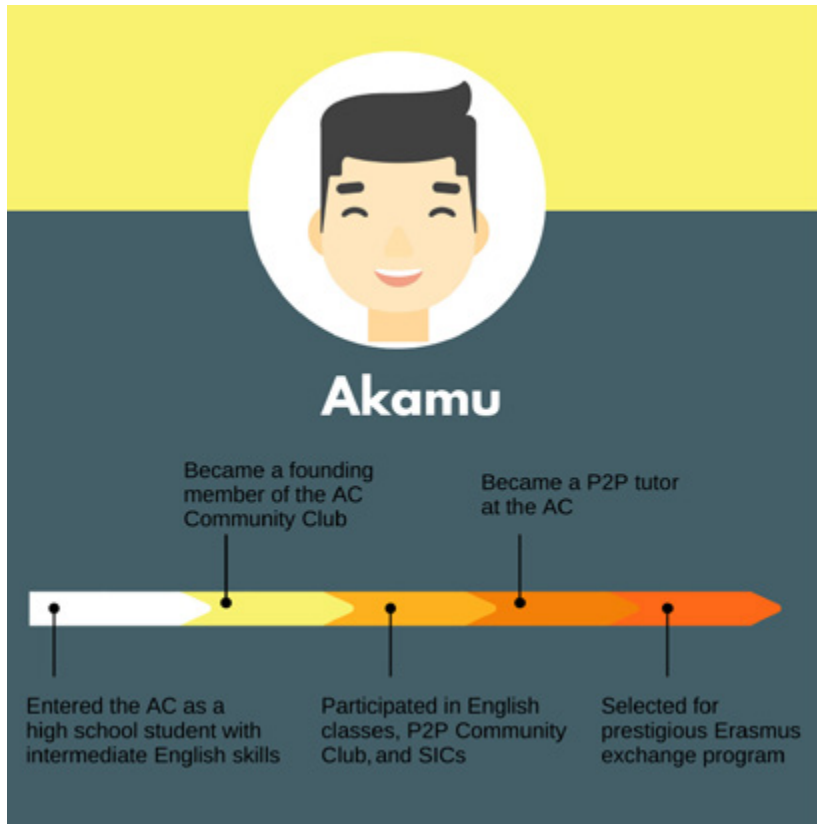


Akamu

“The AC is one of the most important places for me. The things I learned there have changed my life, and it’s the place where I’ve spent most of my time other than my house.” – Akamu

Akamu came to the American Center in high school to take English classes. After a year of regular participation at the American Center, Akamu became a founding member of the Center’s Community Club, a networking group for active patrons and P2P tutors. As with Khamla, he discovered a love for

journalism and entered an international journalism contest in which he completed a citizen journalism project on disaster alert in Laos. After graduating high school, Akamu continued his involvement at the American Center by becoming a P2P tutor and then vice president of the Community Club. He organized the first Community Club social media campaign and workshop on the topic of mental health. As a young adult with improved English skills, Akamu also started taking SICs, developing skills that helped him win an international contest in data science. He was later selected by the Erasmus program as the first Lao student to study law as an exchange student in Luxembourg.



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The following sections describe each of the five approaches in greater detail with considerations for implementation.

Approach 1: Self-Access Learning (SAL)

“Free books on TOEFL, IELTS, and information about U.S. education helped me achieve my dream of studying abroad.” – Patron at Hanoi American Center

Overview

Self-Access Learning (SAL) occurs when learners choose resources to use for English practice. SAL requires learners to reflect on their goals for language learning and then select texts, activities, or other media that would help them improve their language proficiency. It is a form of learning that promotes student autonomy, which can support lifelong language learning and confidence in English use.

SAL in English language takes many forms. Learners might engage in SAL to prepare for an exam, either a high-stakes standardized one (e.g., Test of English as a Foreign Language [TOEFL]) or local, classroom-based ones given in their high school or university classes. Test preparation books with practice exercises and answer keys are helpful for these learners. Other English learners might utilize SAL to learn English for a specific purpose, often to prepare for professional tasks. These learners are often adults with well-defined, concrete language goals. They may seek out practical materials that include vocabulary and grammatical structures that are specific to particular occupations.

Reading for pleasure can also be a form of SAL. Extensive Reading (ER) is a well-established theory in language education that promotes regular, sustained reading for enjoyment. Research has demonstrated that frequent reading at an easy level improves second-language fluency and speed, and learners are more likely to read when they are interested in the content. In ER, students read a large volume of material that is enjoyable and easy for them to understand. They may not understand every word in the text, but they should use context or images to make meaning of the text, only rarely interrupting their reading to consult a dictionary. When reading for pleasure, learners encounter a large amount of vocabulary and language structures, even though their focus is on the content of the reading material rather than the language. A resource to learn more about extensive

reading is The Extensive Reading Foundation. Its [website](#) offers guides on developing ER programs, available in multiple languages.

Because many English learners engage primarily in *intensive reading* at school, or reading assigned texts to answer comprehension questions, American Spaces can provide opportunities for ER. Patrons are likely to engage in ER when they can self-select texts that are clearly displayed and easily accessible. American Spaces offer resources on a variety of topics that are often difficult to find in non-English-speaking communities. In the following section, we describe how staff can obtain and organize a broad range of English-language texts and media resources to encourage SAL.



Self-Selection: Building and Organizing an English Library

A first step in developing a SAL environment is to obtain a range of English language materials and then organize them in logical, inviting ways for patrons. While the majority of resources in Spaces are in English, many Spaces devote a section of the library to English learning resources. The placement of English materials will depend on the physical constraints of the specific Space. Resources should match the interests and goals of the patrons who visit the space. Therefore, well-stocked Spaces contain both language learning texts, such as dictionaries, study guides, and grammar textbooks, as well as authentic texts, such as novels, magazines, and newspapers. To ensure that the Space offers materials that are interesting to patrons, staff can regularly survey patrons about the reasons they visit the English language portion of the library and the kinds of materials they would like to use.

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Building a robust English language library is an ongoing task. The Regional Public Engagement Specialist (REPS) or the Regional English Language Officer (RELO) can provide recommendations for appropriate material to order. Another source to explore is the [eShop](#) section for English learning, which contains text collections designed for American Spaces. The Office of English Language Programs (OELP) has also produced a [list of English language materials](#) that is updated every several years.

The following are some text types to consider when stocking the English language section of the Space library.

- Grammar textbooks
- Language skill practice books (reading, writing, listening, speaking)
- Test preparation books
- Dictionaries and thesauri
- English coursebooks (Consider selecting those that are distributed by American publishers or that are popular in the community.)
- Graded readers (These are abridged versions of full-text novels or texts written at a simplified level. They are also sometimes called “leveled readers.”)
- Young adult (YA) novels
- Children’s illustrated books (Many children’s books contain complex language, but illustrations make the books more understandable.)
- Novels or fiction stories that are relatable to patrons
- Graphic novels and comic books
- Non-fiction texts, such as histories, biographies, and informational texts
- Magazines and newspapers (Consider subscriptions of popular American publications as well as publications with simplified language designed for English learners or adolescent readers.)
- Travel guides
- Books about methods of teaching English (TESOL)



Staff at Spaces can use these categories to organize texts for patrons to find the resources they need easily. For instance, texts can be color-coded by text type, using some or all of the categories included here. A colored sticker can be placed on the spine of the material and a poster can display the key for patrons.

A robust SAL section will include non-text materials to encourage patrons to visit the English language library often. Table 2 describes non-text resources to consider including in the English language section of the library.

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Table 2. Non-Text Resources for an English Language Library

Resource	Explanation
Audiovisual Media (e.g., DVDs, CDs, audio books) & Equipment (e.g., headphones, DVD player, computers)	<ul style="list-style-type: none"> • Patrons practice listening skills. • Repeated listening to the same material builds fluency. • If possible, offer subtitles, lyrics, or text transcripts of the listening materials.
English Language Proficiency Tests	<ul style="list-style-type: none"> • Patrons can estimate their English language level on different skills. • An estimated level can help them choose appropriate materials. • All SAL test results are limited in validity and should be used as estimates only. • A number of free assessments can be found online.
Computers with Internet Connection	<ul style="list-style-type: none"> • Patrons can access English language websites quickly and easily. • Use the bookmark feature on internet browsers to save popular English language sites. • Regularly check the bookmarked sites to make sure they are updated.
eLibraryUSA	<ul style="list-style-type: none"> • A collection of university-level research databases, electronic magazines, newspapers, and documentary films. • All American Spaces have access to this resource, but it is restricted to account-holders. • It connects patrons to universities and provides them with research tools.
Games	<ul style="list-style-type: none"> • Board games can facilitate English language communication among patrons. • Games can also be in the form of puzzles (e.g., crossword, word search) that can be played individually. • Consider bookmarking sites to play English language games for practice online. • Ensure patrons will not disturb others who need a quiet atmosphere (e.g., separate spaces or certain times for games). • <i>Activate: Board Games</i> is a free resource from OELP, available online or in hard copy, that can be purchased by the embassy from Global Publishing Solutions (GPS).

Resource	Explanation
Furniture	<ul style="list-style-type: none">• Comfortable chairs or couches will encourage patrons to spend extended time engaging with materials.• Some Spaces dedicate furniture to a “language lounge” or a “chat couch.”• Arrange tables and chairs strategically for group chats.• Consider marking some tables for independent learning or for study with groups.
Comment Box	<ul style="list-style-type: none">• A comment box can allow patrons to give their feedback and make recommendations on websites, texts, or other materials.• Patrons can respond in either English or their native language(s).• Ensure that responses are confidential.• Consider posting comments (removing names) and responses on a bulletin board for visitors to see to show you value patrons’ input.
Signs & Handouts	<ul style="list-style-type: none">• Signs can help orient patrons to the resources.• Consider creating handouts or maps for patrons when they enter the Space. Handouts can provide more detail than posters and can include contact information for patrons when they have a question. (See more detail in Part II about posters.)

Self-Monitoring: Developing Tools to Facilitate Reading

SAL is most effective when learners are able to monitor their reading independently. Patrons self-assess if materials are appropriate and comprehensible, and they check their own understanding. Readers may be able to decode words on a page but not understand the message of the text. If patrons are able to self-monitor their reading progress, then they will be more motivated to continue reading. Self-monitoring consists of learning strategies that can be taught. American Spaces staff can host short workshops or tutorial sessions that focus on these reading skills. To encourage ongoing monitoring in SAL, staff can also include the following tools for patrons.

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Language Self-Assessments. Patrons can estimate their language level by referring to “can-do” statements. Can-do statements convey the functions that a speaker is able to accomplish in the target language at particular levels. Standardized language proficiency assessment systems often use can-do statements to describe different levels. The American Center @ That Dam in Vientiane, Laos, created indicators for patrons, displayed in Table 3. This Self-Assessment English Can-Do Chart (Can-Do Chart) can be used or adapted by other Spaces. Alternatively, Spaces can explore other performance descriptions from international assessment systems that are available as open-access online. Consider making a can-do proficiency table easily accessible for patrons (e.g., printing it on a handout or poster).



Table 3. Self-Assessment English Can-Do Chart

I CAN...	
Level 1	<ul style="list-style-type: none"> ✓ introduce myself. ✓ say basic information (name/age/telephone #) about myself. ✓ answer simple yes/no questions. ✓ ask and answer simple what, where, and when questions.
Level 2	<ul style="list-style-type: none"> ✓ ask and answer simple questions. ✓ write simple messages including times, dates, and places. ✓ talk about my day-to-day life using simple sentences. ✓ complete forms requiring simple personal information. ✓ talk about my likes/dislikes and hobbies using short sentences. ✓ give general information about my daily routines.
Level 3	<ul style="list-style-type: none"> ✓ understand basic instructions and directions. ✓ explain simple plans. ✓ talk about my day and what I did. ✓ interact with others in everyday situations. ✓ ask and answer questions on everyday topics. ✓ have a conversation without many pauses on everyday topics. ✓ read and understand short simple passages.
Level 4	<ul style="list-style-type: none"> ✓ ask and answer short simple questions about the past. ✓ write a short narrative. ✓ discuss common topics using slightly more-complicated sentence structures (using <i>because</i>, <i>but</i>, etc.). ✓ follow and join in on a conversation on a subject I am familiar with. ✓ describe past events and activities. ✓ express opinions and preferences and give simple reasons.
Level 5	<ul style="list-style-type: none"> ✓ express my thoughts and feelings on areas I am familiar with. ✓ follow presentations on familiar topics and pick out main points. ✓ write connected text that flows together. ✓ maintain conversation but might need time to think through responses. ✓ use language to do tasks that require multiple steps. ✓ understand main ideas in a short text/story/article. ✓ give a presentation on areas I have had time to prepare for. ✓ compare and contrast content I am familiar with.

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I CAN...	
Level 6	<ul style="list-style-type: none">✓ express opinions and justifications with some fluency.✓ give advice and ask for help.✓ give short presentations with little preparation.✓ summarize short stories or discussions I have had.✓ contribute to an ongoing discussion by following what has been said and jumping into the conversation.✓ ask for clarification or elaboration during discussion.✓ write a story or essay with descriptions or arguments that others can easily follow.

Informal diagnostic assessments can help patrons estimate their English language level on particular skills (e.g., grammar, vocabulary, reading comprehension). These assessments do not give a comprehensive result of a learner's proficiency level, but they can be used as a rough approximation to guide text selection. Assessments can be found on various sites online.



Patrons can also estimate their reading level by counting how many unfamiliar words they encounter when reading the first page of a text. Research suggests that readers generally should correctly read at least 95% of words to understand the text. If the number of unfamiliar words is more than 5% of the total words on the first page, then the text is most likely too challenging for the patron. A poster or handout with step-by-step directions could encourage patrons to use this counting method when assessing if a book is too difficult.

Tracking & Recording Reading Progress. Readers can be motivated when they make goals for reading and keep records on how they are accomplishing these goals. Charts are commonly used for readers to track their reading progress. Patrons could maintain individual, personal charts stored in a central location in the American Space library, or they could record the texts they read on a large group poster along with other patrons. Comparing with peers can be motivating for some readers. The following are ways patrons might track their reading progress:

- Goals Chart:** Patrons write a specific, desired outcome for their language learning. They might use the Can-Do Chart (Table 3) for ideas of functions they want to accomplish in English. Then they identify daily activities that will help them progress to this outcome. Completing each activity turns into a small goal that leads to their larger goal. For example, a desired outcome based on the can-do statements in Level 3 might be: *I will be able to give street directions in English.* A daily goal to support this outcome might be: *I will watch and complete the quiz on Voice of America (VOA), Lesson 8.* Figure 1 is an example of a Goals Chart.

MY GOALS CHART			
NAME:		I WILL:	
DATE:	DAILY GOAL	ACTUAL PERFORMANCE	COMPLETED Y/N

Figure 1

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- **Reflection Chart:** This chart encourages patrons to reflect on their process when they finish reading. Example questions on this chart are: *Did I understand everything I read? Did I work as hard as I could have? Did I ask questions when I needed help?* A reflection chart could be a poster displayed for all patrons, or it could be printed on a bookmark or handout for individuals to use on their own. Patrons could record their responses in a daily log. Figure 2 is an example of a Reflection Chart.
- **Milestone Marks:** Patrons determine a “milestone,” a target number of books or pages to read in a time period (e.g., monthly). The kind of milestone would depend on the reading level and goals of the patrons. American Spaces can support patrons by providing a prize for those who reach their milestone. The American Space could also display a chart with names of patrons who have reached their milestones.
- **Online Reading Trackers:** Several internet sites offer ways for readers to track their progress. An example is [MReader](#), which requires the Space to register. Participants can record their reading progress on the website, and the Space administrators can review participants’ progress. Another way to track reading progress electronically is through a shared spreadsheet that is managed by an American Spaces staff or volunteer.
- **Competitions:** The American Space staff organize a friendly competition in which patrons compete for a prize based on amount read. These competitions could be within the American Space (e.g., different groups of students) or among several American Spaces (e.g., all American Corners in a given region). The parameters of the competition would depend on the goals and levels of the patrons.



Figure 2

Reflection and Responses. Readers demonstrate deeper comprehension of texts when they have the opportunity to reflect on and respond to their reading. The following are ways that an American Space can encourage this reflection:

- **Self-Monitoring Bookmark:** Patrons periodically pause in their reading to ask themselves comprehension questions. Example questions are: *Can I explain what I just read to a friend? What parts are confusing so far? What do I predict will happen next?* A bookmark with the questions may function as a reminder for patrons to monitor their reading. The American Space might also display a chart with these questions in the library. Figure 3 is an example of a Self-Monitoring Bookmark.

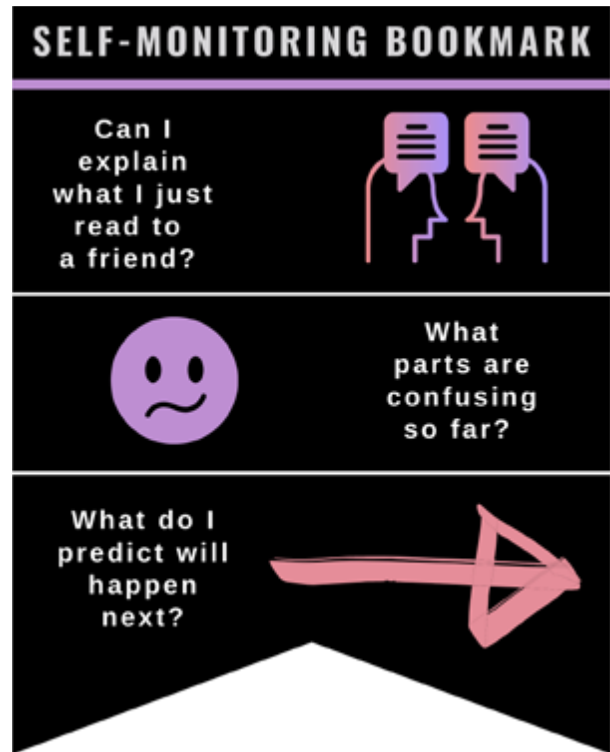


Figure 3

- **Reader Response Journals:** Patrons summarize and respond to texts they read in a journal. The American Space could provide a list of open-ended response questions and/or examples of responses to texts. Examples of response questions are: *What was your favorite part of this text and why? To which character(s) did you relate the most? Why do you think the author wrote this text?* The library might also reserve a space for patrons to store their Reader Response journals.
- **Book Clubs:** Small groups of patrons read the same book and meet periodically to discuss the book. An American Space can lead an organized book club that meets regularly with a facilitator (e.g., book of the month). Book clubs could also be formed organically, with small groups of patrons committing to meet to talk about a book. The American Space could provide general guiding questions for patrons to use in their book club meetings.

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- **Book Reviews:** Patrons write their opinions about texts they read. The American Space can display strong reviews in the library for other patrons to read and consider when making their book selection. Displaying only high-quality, edited reviews may encourage patrons to put effort in their work.

Approach 2: Social Events (SOC)

“I realized that I could relax and talk about my favorite songs and learn English through that.”

– Participant from American Center @ That Dam in Vientiane, Laos

Overview

Social events, or Socials (SOC), are designed to attract new and existing patrons. They are fun, interactive events that provide insight into American life, values, and culture. In contrast to a course that meets regularly over a series of weeks or months, Socials are held on a single day or evening, usually lasting about one or two hours. They therefore require minimal commitment from patrons. Spaces may require patrons to register in advance for logistical reasons (e.g., seating, refreshments), but they should not require extensive preparation or pre-requisite work from participants. Socials can be used to welcome new patrons and draw in individuals who may not otherwise be interested in American culture or English language learning.

Topics at social events range from serious discussions on historical or political issues to light-hearted activities, such as trivia contests, board game nights, or sing-alongs to American music. Social events will vary at each American Space depending on patrons' interests and backgrounds. Ideally, the content in Socials is delivered primarily in English, but native language interpreters or text translations can support the programming to enable participation from patrons at beginning English levels. The [Office of American Spaces](#) and the [Office of English Language Programs \(OELP\)](#) have developed kits and resources that can be used to support social events. Specific resources include:

- [English Club Manuals](#) = Reading and viewing material to guide English Club discussions and activities on themes related to America. Produced by OELP.
- [Celebrate! Holidays in the U.S.A.](#) = Downloadable book that summarizes U.S. holidays with images. Produced by OELP.
- [Movie Kits](#) = Viewing guides for selected American movies that include a summary and discussion questions. Produced by the Office of American Spaces.
- [Posters](#) = Downloadable images about themes related to U.S. culture.

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Example SOC Themes

One way to promote Socials is to dedicate each month to a specific topic. Focusing on the same topic throughout a period of time will facilitate deeper engagement of the topic among participants. Not only will the Socials that occur during that month all relate, but staff can also highlight library materials related to the topic. If the Space has a social media presence, then staff can use the platform to encourage virtual follow-up conversations from Socials.

Table 4 demonstrates an example of how a Space can create an annual plan of Socials that incorporate public diplomacy themes and English language learning. The ideas in the table align with topics that are celebrated in American calendars (e.g., the topic of environment is scheduled for April, which coincides with Earth Day). Additional ideas can be found on the websites of the [Office of American Spaces](#) and the [Office of English Language Programs](#). Staff can also utilize social media professional networks, including subscribing to the American Spaces newsletter and joining the American Spaces and American English Facebook groups. The REPS, RELO, or embassy contact can help with these and other resources.

Table 4. Social Event Timeline

Month	Theme	Sample Resources*
January	<i>Rule of Law: What is Citizenship?</i> Explore what it means to be citizens and the rights of individuals in the U.S. Constitution.	First Amendment Rights (Toolkit from American Spaces) Individual Responsibilities and Citizenship (Chapter from <i>Language & Civil Society</i> journal, OELP)
February	<i>Black History in America: Making Changes</i> Learn about African Americans who made changes in their society and the challenges they faced.	Black History Month Resource Toolkit (Toolkit from American Spaces) Black History Month Smithsonian Package (Materials from American Spaces) National Museum of African American History & Culture Program Package (Materials from the Smithsonian and American Spaces)
March	<i>Women’s History: Trailblazing Women</i> Discuss the impact women made in areas such as art, science, technology, and politics.	Women’s History Month Resource Toolkit (Toolkit from American Spaces) Women’s History Month (Materials from the Smithsonian and American Spaces)
April	<i>Environment: Going Green</i> Discover ways to protect our environment and share with others about saving our planet.	Environment and Sustainability (Toolkit from American Spaces) Air Quality Awareness Week Resources (Materials from American Spaces) Earth Day (Materials from the Smithsonian and American Spaces)
May	<i>Civil Engagement: Getting to Know Our Community</i> Explore the diversity within your community and help your neighborhood.	Language & Civil Society: Civic Education (Journal, OELP) Building a Civil Society: Breaking Down Stereotypes (Chapter from <i>Language & Civil Society</i> journal, OELP)

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Month	Theme	Sample Resources*
June	<i>Travel & Tourism: Road Trip USA</i> Discover the sights and sounds of America.	50 States (Articles from ShareAmerica) American English Teacher's Corner: Travel and Tourism (Classroom activities from OELP) Picture US (Materials from OELP)
July	<i>Health: Talking about Health</i> Learn how to talk about nutrition, exercise, and maintaining a healthy lifestyle.	Global Health (Toolkit from American Spaces) World AIDS Day (Materials from the Smithsonian and American Spaces)
August	<i>Music: Name That Tune</i> Listen to songs and learn what they reveal about culture.	Sing Out Loud Traditional Songs (Song audios with lyrics and activities from OELP) New Ideas for Teaching English Using Songs and Music and Using Songs in Listening and Speaking Classes (Activities for music in English classes from OELP) Using Music, Chants, and Movement (Activities from OELP)
September	<i>Education: Study Skills</i> Develop study skills that will make you a better student.	Higher Education in the U.S. (Toolkit from American Spaces)
October	<i>Hispanic Heritage</i> Learn about the achievements of the Hispanic community in the United States.	Hispanic Heritage Month (Toolkit from American Spaces) Hispanic Heritage Resources (Recommended links from American Spaces)
November	<i>Native American Heritage: Indigenous Cultures in the U.S.</i> Learn about the diverse cultures and traditions of American Indian and Alaskan Native people.	Native American Heritage Month (Toolkit from American Spaces) Reel Injun Discussion Guide (Documentary on Native Americans in film, Guide from American Spaces)

Month	Theme	Sample Resources*
December	<i>Art and Culture: Art Movement</i> Talk about art throughout the United States and explore the stories behind art.	Celebrating American Culture and Heritage (Materials from the Smithsonian and American Spaces) Arts and Culture from the National Endowment for the Humanities (Links to activities from OELP)

*Please note that the links in this table may have changed or become obsolete since this guide was published. Full links are provided in Appendix 5.

Approach 3: Special Interest Courses (SIC)

“Especially working in government, even when work isn’t that hard, people are hard. So, I came to learn about soft skills.” – Participant from American Center @ That Dam in Vientiane, Laos

Overview

Special Interest Courses (SICs) provide training for specific skills that are valued in professional or educational contexts. The content of SICs often is applicable across disciplines. For example, an SIC on the topic of *professional communication skills* can be useful to an engineer who needs to present to her colleagues at an international conference, as well as to a human resources officer who gives a presentation on new policies to new employees.

The content of SICs can also be focused on English for Specific Purposes (ESP). Particular fields require technical vocabulary and nuanced language functions that are not common in everyday language and in general academic English curricula. Examples of ESP can be found in the fields of tourism, medicine, and law enforcement (e.g., English for tourism, English for medicine). SICs can help meet these needs. For SICs on ESP, the participants will all share a common occupation. Because SIC participants share common interests or careers, SICs can also be a vehicle for Spaces to connect with target audiences that are part of the post’s public diplomacy goals.

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As implemented in the American Center @ That Dam, each SIC spanned 3–4 weeks and required regular participant attendance. The courses were divided into 3–5 modules, and each module consisted of about six 60-minute sessions. After completing a module, participants received a mini-certificate of attendance. Those that complete all modules received a final certificate of completion.

Figure 4 illustrates the relationship among the terms *course*, *module*, and *session*. SICs in other Spaces may follow different formats, but all SICs should consist of multiple sessions over time.

One way to design SICs is to utilize Massive Open Online Courses, or MOOCs. These are existing courses that are available to the public and include resources, reading material, and videos. American Spaces staff can use the material in MOOCs to structure sessions, or they can simply guide participants to complete the MOOCs independently. Rather than developing lesson plans or curricula, SIC facilitators can simply lead regular discussions with participants about their independent experiences with the MOOC materials. Using MOOCs enables staff who do not have TESOL expertise to lead SICs. The Office of English Language Programs (OELP) has developed a model of “MOOC Camps,” in which a facilitator guides regular, in-person discussions for MOOC participants. More information is on the [OELP website](#), including a short [guide](#) for facilitators.

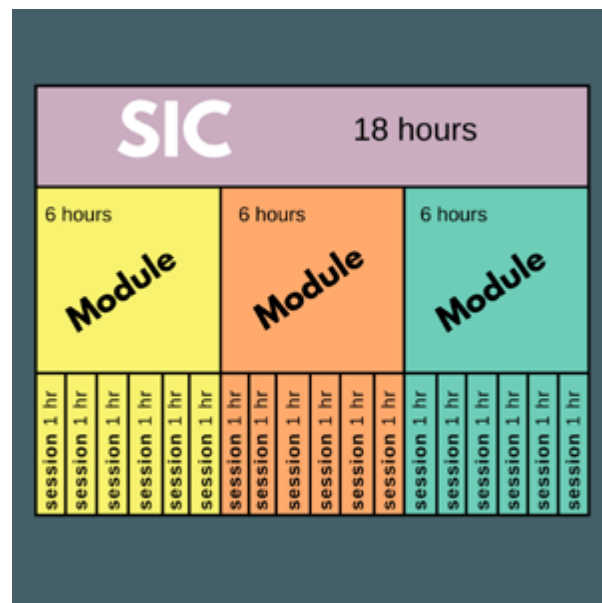


Figure 4

Websites that include relevant MOOCs are the [Online Professional English Network Program](#), [Coursera](#), and [edX](#).



Example SIC Topics

The following are four sample courses on the topics of professional communication, interpersonal skills, career development, and social innovation. Each example includes a course description, participant learning objectives, target audience, and summary of module topics. Each SIC description also includes a link to a recommended U.S. government curriculum, MOOC, or website that can be used to structure the activities in the SIC. Additional resources can be found on the websites of the State Department's [Office of American Spaces](#) and the [Office of English Language Programs \(OELP\)](#).

These sample SICs are only outlines intended to inspire ideas for SICs; there are many other potential topics for SICs. For instance, the American Center in Vientiane, Laos, also developed SICs on professional writing, study skills, and Microsoft Office applications. When developing SICs, consider

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surveying existing patrons and post public diplomacy staff to ascertain topics that would appeal to different audiences. Collaborate with your REPS or RELO to identify existing MOOCs on topics of interest.

Professional Communication Skills for Leaders SIC

Course Description: This course equips entry- and mid-level businesspeople with the skills and confidence to participate in professional conferences held in English. The modules help participants navigate the steps involved in participating in a conference, from writing presentation proposals, to delivering lectures, to conducting informal networking with new colleagues.

Learning Objectives: Participants will

- introduce themselves and discuss about their work in professional settings.
- understand how to navigate learning opportunities in professional conferences.
- draft and revise abstracts.
- give short presentations related to their profession using PowerPoint slides.

Target Audience: Business professionals and leaders; intermediate to advanced proficiency; may be specialized for particular career fields

Modules (4 total):

- Module 1. Professional Introductions: This module focuses on meeting new colleagues at conferences and meetings. Participants learn to introduce themselves orally and in writing, practice tips to make a favorable first impression, and engage in active listening. This module can also introduce the concept of an “elevator pitch.”
- Module 2. Conference as Professional Development: This module demonstrates how conferences can be used for professional development. Participants develop their opinions regarding conferences, evaluate online conference information, and create personal action plans tailored to their career goals.
- Module 3. Conference Abstracts: This module introduces the concept of abstracts for conferences. Participants learn about the structure and components of abstracts and then draft and revise abstracts about their own work.
- Module 4. Presentation Slides for Conferences: This module explores components of a quality conference presentation, using tools such as PowerPoint or Google Slides. Participants develop their own presentation and hone the design and formatting techniques that are effective for their audience. The module concludes with participants delivering their completed slide presentations.

Recommended Resource:

- [Lower Mekong Initiative Professional Communication Skills for Leaders](#): Core Curriculum, 1st ed.

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Interpersonal Skills (Soft Skills) in the Workplace SIC

Course Description: Participants identify and practice interpersonal skills. The course shows how these skills promote harmonious and effective group work in a range of workplace settings. The content is relevant for participants from a variety of careers because many work tasks involve collaboration. Interpersonal skills are sometimes called “soft skills,” in contrast to “hard skills,” or job-specific knowledge or capabilities.

Learning Objectives: Participants will

- identify interpersonal skills important in the workplace.
- describe successful characteristics of each skill.
- apply interpersonal skills in a workplace environment.

Target Audience: Business professionals; intermediate to advanced proficiency; may be specialized for particular career fields

Modules (5 total):

- Module 1. Communication: This module focuses on communication and what it takes to be an effective communicator. Participants will work toward developing better communication skills.
- Module 2. Teamwork: This module focuses on teamwork. Participants will identify characteristics of a successful team. They will assess their own personality traits and how their personality works in a group. Participants will explore ways to build and maintain teams, monitor team development, and respond to conflict.
- Module 3. Critical Thinking and Problem Solving: This module focuses on critical thinking skills for a variety of problems. Participants learn processes and approaches to solve various problems.
- Module 4. Leadership and Networking: This module focuses on leadership and networking. Participants discuss characteristics and competencies of a good leader and then explore ways in which they can employ them to become successful themselves. They also learn networking techniques.



- Module 5. Conflict Management and Negotiation: This module focuses on ways to manage conflict among colleagues with different opinions. Participants engage in conflict resolution techniques that elicit input from all stakeholders.

Recommended Resource:

- Curriculum: U.S. Department of Labor, [*Skills to Pay the Bills: Mastering Soft Skills for Workplace Success*](#).

Career Development SIC

Course Description: Participants explore potential career paths and attain practical skills necessary for applying for jobs. The course includes hands-on practice that is directly applicable to participants' career development. Young professionals and university students will leave this course with the essential skills, resources, and materials to build a competitive application for the job of their dreams.

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Learning Objectives: Participants will

- produce a resume and cover letter in English.
- write networking emails.
- ask and answer common questions in mock interviews.

Target Audience: University students, young professionals, and professionals in a career transition; may be specialized for particular career fields

Modules (3 total):

- Module 1. Career Planning and Resume Writing: This module helps participants plan goals for personal career development. Sessions in this module are workshops with time devoted for participants to identify opportunities and then draft, edit, and revise an application package for a job. The sessions include time and space for participants to give and receive feedback from peers.
- Module 2. Cover Letter and Email Writing: This module focuses on writing formal letters, including both the content and formatting of letters to potential employers. Participants learn how to write effective cover letters that highlight their relevant skills and experiences. They also learn email etiquette and how to write important networking emails such as connection emails, follow-ups, and thank-you letters.
- Module 3. Interview Skills: This module focuses on interview skills. Participants learn useful techniques and tips to prepare for an interview, and then apply these techniques in mock interviews. They learn strategies to answer common interview questions. By acting as interviewer and interviewee, participants will have a better understanding of the qualities that employers seek in a candidate.

Recommended Resources:

- MOOC: “[English for Career Development](#),” a course created by the University of Pennsylvania and funded by the U.S. Department of State Bureau of Educational and Cultural Affairs (ECA), OELP. Course available on the [Online Professional English Network \(OPEN\) Program](#).

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- Materials: American Spaces “[Resume Writing](#),” developed by the Office of American Spaces and included within the Economic Prosperity & Entrepreneurship Thematic Resources.
- MOOCs & Resources: [Professional Development courses and videos produced for the Young African Leaders Initiative \(YALI\)](#)



Social Innovation SIC

Course Description: Participants are introduced to the concept of “social innovation,” or the application of business approaches to achieve social or environmental change. Participants explore different approaches to social innovation and review real case studies of entrepreneurs. They leave this SIC prepared with basic tools to influence and initiate social change through business.

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Learning Objectives: Participants will

- define features of design thinking.
- understand how to consume media critically.
- draft and present a business plan.
- discuss common challenges to entrepreneurship.

Target Audience: Professionals and university students from any field; may be specialized for particular career fields

Modules (4 total):

- Module 1. Design Thinking: This module introduces design thinking, an iterative, human-centered approach to product development. Participants explore examples of design thinking from Silicon Valley-style start-up businesses to large Fortune 500 companies. They consider how they can apply these techniques to their communities.
- Module 2. Media in Life: This module focuses on popular media and its influence on social issues. For this module, *media* refers to both social media, such as Facebook, and traditional media, such as television, radio, and print. Participants learn how to consume media critically to make informed decisions, as well as how to produce or utilize media that supports innovation and social change.
- Module 3. Social Entrepreneurship: This module provides an opportunity for participants to imagine starting their own business or developing an invention. Participants examine basic business concepts and real-life case studies. Some of the sessions are workshops that allow participants time to create a mock business plan that they present to their peers at the end of the module.
- Module 4. Developing Our Communities: This module considers the concepts of “community” and “development.” Participants encounter common values and objectives of economic development, and then they formulate their own social values and objectives. They examine challenges to the implementation of policy that attempts to promote values in a development context. This module can build towards a final project and incorporate journal entries.

Recommended Resources:

- MOOC: “[English for Business and Entrepreneurship](#),” a course created by the University of Pennsylvania and funded by ECA, OELP.
- MOOC: “[English for Media Literacy](#),” developed by OELP in partnership with FHI 360.
- Materials: “[Start Your Own Business](#),” developed by American Spaces.
- Materials: “[Dream It. Design It. Do It.](#),” developed by American Spaces.



Approach 4: Project-Based English (PBE)

“PBE made me feel that the community is in people’s hands. If they want to change something, they can do it — they can work towards that.” – Participant from American Center @ That Dam in Vientiane, Laos

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Overview

In Project-Based English (PBE) courses, participants create meaningful products that require collaboration in English. Class time is devoted to group work in which participants engage in activities that contribute to a final product. The topic in PBE should be relevant to students' lives and have a connection to the community and world. Participants take ownership of their learning because they design their own projects. In the process of creating their projects, participants use English to find information, express ideas, and negotiate with each other. In PBE, students do not learn grammar or vocabulary in isolation, but use English communicatively.

PBE can be characterized by 7 Ps:

- **Project** = Every course requires students to engage in an ongoing project that culminates in a final product. The project is the entire learning process in which students gather information, negotiate with each other, draft and revise materials, present their final products, and finally reflect on the process. These steps all require students to communicate (*in English*) with each other. Using English to accomplish a shared goal is a more authentic and motivating way for students to use English than completing textbook exercises.
- **Product** = At the completion of a PBE course, participants will create a final product. A product requires many steps and cannot be completed in one setting. Some examples of final products are oral presentations, performances, book reviews, brochures, newsletters, and podcasts. Often, a product is multimedia (e.g., combination of audio, visual, and/or written elements). Unlike a traditional grammar-based English class, students do not just complete page numbers, but they create something new to share with others.
- **Practice** = PBE includes opportunities for students to practice English language. Using English results in creating an end product rather than completing a page in a workbook. The teacher of the PBE course does not lecture but instead *facilitates* activities. The facilitator introduces the project, provides ideas for participant groups, and encourages them to “try out” new English phrases in a safe environment.
- **Participatory** = The success of PBE is dependent on participation. Student-centered instruction means that learners drive the sessions. The topics for PBE should be related to participants' interests and inspire them to ask questions and find more information. Participants take ownership by planning their projects and deciding how to complete their projects.



- **Proof** = A final product can be “proof” of learning. This proof is evident not only to the learners themselves but also to visitors and officials. Many of the final products can be displayed for others to view (e.g., poster, infographic, manual). The proof of learning may entice others to register for PBE courses.
- **Peer** = PBE relies heavily on group work. Participants collaborate to complete the project. Peer interaction is important because participants are able to share their unique perspectives, making for a stronger end product. Group work also requires communication and gives participants another opportunity to use English communicatively. Further, PBE offers a venue for participants to improve their teamwork skills.
- **Pride** = Participants and Spaces will be able to take pride in the results. Participants showcase what they know and learned. Participants may come to Spaces with negative experiences learning English. A product can be a tangible sign of accomplishment.

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PBE contributes to the objectives of American Spaces to share about America by engaging participants in projects that expose them to American cultural and educational values. Participants improve English by working on projects that involve engaging with the values. While students at any level can participate in PBE, the courses are most effective for English users who are at an intermediate or advanced level (e.g., levels 4–5 in the Can-Do Chart; see Table 3). If beginning-level students wish to participate, then they might be paired with a more advanced partner.

Example PBE Topics

The following curriculum provides a brief introduction to four sample PBE modules, their final products, and the language and skills that participants learn. This curriculum was piloted in the American Center @ That Dam in Vientiane, Laos. The modules move from basic topics that are personally relevant to participants to abstract themes that require more advanced language skills (e.g., giving opinions, justifying conclusions). Each module addresses both technical skills (e.g., making videos) and interpersonal skills (e.g., teamwork), all while eliciting English language use from participants. In the American Center @ That Dam, each module consisted of about 24 sessions that lasted 90 minutes each. The PBE courses were 12 weeks long, with two sessions per week. The schedule of sessions can be flexible to meet the needs of the Space and its patrons. Participants received a certificate of attendance at the completion of each module. As with certificates for SICs, provide at least two weeks' advance notice to the U.S. Embassy or Consulate for requests for signatures on certificates.

The following table (Table 5) is meant as a guide and may inspire other projects that are relevant to the Space's audience.



Table 5. Sample PBE Topics for Modules

Module	Description
A Day in My Life	<p>Participants explore their own culture, including their family structure, interests, education, and values. They talk about their daily routines. Participants exchange information with each other and realize that exploring similarities and differences in daily life routines promotes cross-cultural understanding. They also learn technological tools to create videos and work together to share their daily life through video format.</p> <p>It may be possible to collaborate with other classes (e.g., other Spaces) for participants to share their videos to a real audience.</p> <p><u>Final Product:</u> Short video about participants' daily life</p> <p><u>Skills Employed:</u> Completing forms; giving personal information; producing videos; using PowerPoint slides; searching online</p> <p><u>Language Usage:</u> Vocabulary related to school, jobs, family; simple present tense verbs to describe habitual actions</p>

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Module	Description
Visit My Country	<p>Participants consider their country from a visitor's perspective. They research about their country's history and influential people. They identify important places, including natural parks, museums, and monuments, as well as important dates and festivals. Using the information they learn, participants will create an interactive guide in English for visitors to their country.</p> <p><u>Final Product:</u> Interactive map with video presentations about points of interest</p> <p><u>Skills Employed:</u> Producing videos; researching information; designing interactive maps</p> <p><u>Language Usage:</u> Vocabulary related to describing places, weather, and events; language functions of giving recommendations and advice</p>

Module	Description
Folktale Radio	<p>Participants are introduced to American folktales as a means to discover American culture, values, and history. They listen to and read a variety of folktales and then investigate folktales from their own country. Participants select a folktale and reproduce it in English using storytelling techniques. By the end of the module, participants learn more about their culture and are equipped with storytelling skills.</p> <p><u>Final Product:</u> Audio recording of a podcast or radio show on folktales</p> <p><u>Skills Employed:</u> Storytelling; creating infographics; presenting on an audio recording</p> <p><u>Language Usage:</u> Vocabulary related to storytelling; summarizing; telling events in a sequence; past tense to describe events</p>
Utopian Project	<p>Participants imagine an ideal world. They collaborate and think deeply about the things people value in life. Through the process, they develop ways to talk about their values, feelings, ideas, and opinions during presentations and discussions on topics that are relevant to the project.</p> <p><u>Final Product:</u> Students create a utopian society and give a presentation on it</p> <p><u>Skills Employed:</u> Critical thinking; presentation skills; web design</p> <p><u>Language Usage:</u> Giving opinions; expressing feelings; using hypothetical language</p>

Approach 5: Peer-to-Peer (P2P) Volunteers and Interns

“P2P gave me real experience that you can never take from a class. Now I even got a job because of P2P.”
 – Volunteer from American Center @ That Dam in Vientiane, Laos

Overview

Peer-to-Peer (P2P) volunteer programs promote community and foster strong peer relations through shared learning in English. Volunteers or interns offer individualized assistance to patrons, a particular need among Spaces with limited staff. Patrons at all levels of English can benefit from P2P programs. Advanced English speakers who serve as peer tutors gain practical experience that they can reference when applying for scholarships, jobs, or admission to educational institutions. Beginning English speakers who participate as tutees learn from peers in a friendly, non-threatening environment, and they benefit from personalized assistance in utilizing the SAL resources in the American Space library.

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Example P2P Programs

P2P volunteers or interns are regular visitors to the American Space or alumni of English courses. They can serve in a variety of roles, depending on the needs of the Space. We recommend that the Space develop a record-keeping system for volunteers to document their involvement. Some examples of P2P programs are:

- **Administration:** Volunteers or interns assist with the daily logistics of the American Space. Examples are manning the front desk, monitoring the library and SAL resources, and serving as an “ambassador” who promotes programming. Administrative duties should require the volunteer to interact with others in English.
- **Tutoring:** Advanced English participants tutor beginning-level students on English. The tutoring could be related to a course offered at the American Space, or it could be related to the tutee’s specific English language needs (e.g., help on English homework assignments). Beginning-level participants might benefit from tutoring sessions to prepare them to enroll in English programs in the American Space.

- **Course Facilitators:** Advanced English participants can take on the role of facilitator for courses. Alumni who performed well in courses may be interested in returning to the course as a facilitator or an assistant. They may refer to the MOOC Camp model referenced in the SIC section and described on the ECA [website](#).
- **Clubs:** Regular patrons may join a club to organize their volunteer efforts. As an example, the Community Club at the American Center @ That Dam in Vientiane, Laos, consisted of a group of active participants who conducted workshops, led social media campaigns, and coordinated events related to the Space's monthly themes. Clubs can be a way for patrons to take on leadership responsibilities and implement innovative ideas.

Volunteer programs are best implemented when roles and expectations are clearly explained to participants. We recommend that prospective volunteers or interns complete an application in which they explain their motivation to volunteer, document their experience in the American Space, and demonstrate their level of English. Staff may also interview candidates to learn more about them. Once selected, volunteers or interns should sign a commitment form which acknowledges that they understand the expectations. Appendix 2 includes a sample commitment form based on the template provided in the American Center @ That Dam's *Peer-to-Peer Handbook*. This form should be customized to the needs of the Space.

The American Space can provide training for new volunteers. The content of the training will vary depending on the type of P2P programming. For instance, a P2P tutor would require training on topics such as giving constructive feedback, making instructions clear, practicing active listening, and utilizing SAL resources. Alternatively, a volunteer Space administrative assistant would require training on greeting new patrons, answering common questions, and navigating the resources.

Volunteers and interns should be expected to record their hours of service in a log, either electronic or hard copy. A log can be an opportunity for volunteers to report on their specific tasks and reflect on the process. We also recommend that the Space facilitate regular feedback sessions with the volunteers to provide a forum for them to ask questions. Spaces with multiple volunteers might also host a Community Club in which volunteers meet and share ideas with one another.

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Part I described five approaches to English language learning in American Spaces: SAL, SOC, SIC, PBE, and P2P. These approaches can be implemented simultaneously and target different kinds of audiences. As demonstrated by the case participants at the American Center @ That Dam, patrons engage in various programs depending on their English level and their motivations. The approaches discussed in this guide are intended to serve as examples. Each Space will have different resources, audiences, and goals for English language programs. It is important to plan strategically for English language programs. Part II offers practical considerations for American Space partners in developing English language programs.



PART II: APPLYING APPROACHES TO YOUR SPACE

Part II describes the practical considerations for implementing English language programs. We provide recommendations based on experiences of the staff, volunteers, and participants in the American Center @ That Dam in Vientiane, Laos. These are meant to inspire and motivate you to plan for programs that are uniquely tailored to the audience at your Space and the priorities of the U.S. Embassy or Consulate. Appendix 3 is a worksheet that includes a step-by-step guide for developing your English programs. As you read this section, consider how you can collaborate with your U.S. Embassy contacts to develop your English language programs.

Plan Goals for English Language Programs

A first step in planning for English language programs is to articulate clear purposes for offering English language programs. Why does your Space provide English programs? How do English programs contribute to the larger goals of the U.S. Embassy and/or Consulate? What specific actions can staff at your Space do to meet these goals?

To answer these questions, develop a strategic plan for your Space's English language program. A strategic plan describes the goals of your Space, the steps to accomplish these goals, and an action plan with a timeline.

Goals are the core of a strategic plan. It is important for American Space partners to develop them in coordination with the U.S. Embassy. Effective goals are tightly connected to the larger vision and mission of the U.S. Embassy and American Spaces globally. Consider the vision and mission of your Space. A *vision* statement imagines the future impacts, while a *mission* statement describes the present charge of the program. Your Space's vision and/or mission statements should be tied to the U.S. foreign policy goals of the embassy and the global mission of American Spaces, found [in the handbook](#) on the website.

Your goal statements will demonstrate how English language programs will contribute to the mission. Limit the number of English goals to no more than five statements to ensure your plan is attainable. Your goals may be related to an area of focus that is connected to the embassy's priorities or the interests of the patrons who visit your Space. After you establish your goals, identify 3–5

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actions to accomplish these goals. These actions are called objectives. They are usually specific and time-bound. Strong objectives begin with action verbs and are measurable. Figure 5 is an example of a hypothetical goal for an English language program at an American Space.

Work with embassy contacts throughout this process. They will help you identify current vision and mission statements related to the priorities in the country. They can also advise on your goals and objectives for English language programs. This collaboration will ensure that the priorities of both partners are reflected in plans and goals. As you craft your strategic plan,

keep in mind that the process should be fluid. You will need to adjust your strategic plan. You may also change the goals and objectives as you obtain new resources or receive different patron audiences. Refer to your goals frequently as you conduct activities in your Space. Dedicate a regular time to revisit the goals and objectives to ensure they continue to be relevant in your context.

Once you have identified your goals and objectives, create an action plan for accomplishing the objectives. Action plans consist of sequential tasks that are usually assigned to specific individuals and given a deadline for completion. To draft an action plan, consider the resources on which you can draw and the specific needs of your patrons and other stakeholders. The following section addresses this.

Identify Needs & Resources

Take inventory of your stakeholders' needs and the resources you have on hand at your Space. Stakeholders are groups of people who have an interest in your Space, such as your Space's patrons and officials at the embassy or consulate. Resources can be personnel, physical space, technology, materials, or other tools that will help you accomplish your program goals. Knowing your Space's specific

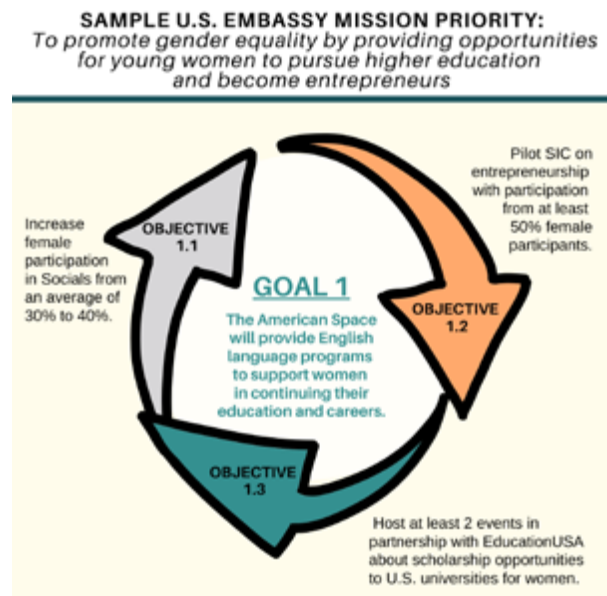


Figure 5

needs and the resources you bring will help you determine *how* you can accomplish your goals. In the process of assessing needs and resources, you may need to adjust the objectives you established in the first section. It is also important to continuously assess the context of your Space; stakeholders' goals will shift over time and new resources will become available. Following are some ideas to help you identify needs and resources at your Space.

Needs of Stakeholders

English language programs at your Space should address the needs of both American embassy or consulate officials and local audiences who use your Space. The American Space should contribute to the country strategy of your American embassy or consulate. It is important to understand post's current foreign policy priorities and the role that your American Space plays in supporting these priorities. Discuss regularly with your contact at the U.S. Embassy or Consulate about the goals as they relate to the Space in your country. Here are some questions you might address in your conversations:

- What are the overall strategic priorities for the U.S. Mission in your country?
- Are there segments of the population in the country that the U.S. Mission would like to engage (e.g., university students, English teachers, professionals in technology, etc.)?
- How have American Spaces and English language programs supported U.S. Mission priorities in the past?
- How can American Spaces and English language programs support current goals?

At the same time, your English programs should be responsive to the needs of your audience. While you may have an instinct about your patrons' needs, you may not have a full understanding of all patrons' goals. There also may be potential audiences that would support American public diplomacy goals. Here are some questions you might ask about your patrons:

- Who are current patrons? Are there new audiences that we wish to engage in the future?
- How do patrons view the American Space currently?
- What are patrons' goals for learning English? What are their current estimated levels?
- What topics are of interest to patrons?

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- How do patrons rate the quality and usefulness of previous English programs they attended at the Space?
- When is it convenient for patrons to visit the American Space?

One way to learn about the needs in your Space is simply to *ask* stakeholders about their interests, motivations, and needs regarding English language programs. When talking to patrons, the questions you ask can be in the local language if that is more understandable. The goal is to learn opinions *about* English language, not to teach English.

To conduct a needs analysis, first make a list of the stakeholder groups that you plan to ask (e.g., U.S. Embassy officials, frequent patrons, students at the local universities). Then, determine the information you would like to learn from each group. The questions posed in this section are a good place to start. Next, think about the best method to obtain this information. The following are example methods for learning about the perspectives of others: surveys, focus groups, and individual interviews. We describe each briefly.

Surveys. A survey will enable you to gather information from a large group of individuals, such as a large population of current patrons. Multiple-choice or Likert-type (i.e., rating on a scale) items are quick to analyze. Open-ended items require more time to analyze but will yield more individualized and nuanced responses. Surveys can be developed and administered electronically using online survey software, many of which offer a free version of surveys. You can disseminate the survey by sending a link through email or posting on social media. A benefit of online surveys is that the software tabulates the responses and analyzes results for you. However, online surveys will not reach participants who do not have access to the internet. For these populations, you will need to use paper-and-pencil surveys and tabulate responses manually. Appendix 4 includes sample survey items used in a needs analysis survey of patrons at the American Center @ That Dam in Vientiane, Laos.

Focus Groups. A focus group consists of 4–6 participants who share a common interest or background. The number of individuals in a focus group can vary, but the goal is to hold a conversation in which all participants contribute. Focus groups work best to obtain in-depth opinions about a specific aspect of your Space. For instance, you could hold a focus group to learn students’

perspectives about a pilot SIC or PBE course that they recently finished. Alternatively, a focus group could be used to help you plan for future events. A focus group of patrons could advise you on topics to include on the Socials calendar. A focus group of patrons might also help you determine the kinds of English-language texts to order for your library's English SAL section.

Unlike a survey, a focus group allows you to follow up on individuals' responses. You can ask, "Why do you think that?" or "Tell me more about that." Focus groups also facilitate group discussion and sharing of ideas. Individuals in a focus group may get ideas from their peers in the course of a conversation. To conduct a focus group, prepare several open-ended questions about a particular topic. Your goal is to ask questions that elicit long responses rather than simple "yes" or "no" responses. Hold the focus group in a quiet, private location and make sure you respect the time commitment of volunteers who participate in your focus group. Before asking participants questions for the focus group, explain to them the purpose of the group and tell them how you plan to use their responses to improve English language programming at your Space.

Individual Interviews. Individual interviews are one-on-one conversations with stakeholders. As with focus groups, interviews allow you to learn detailed information and perspectives about specific aspects. Interviews might be informal and ongoing. For instance, American Space partners should communicate regularly with staff at the Public Affairs Section (PAS) in the U.S. Embassy or Consulate. You could also conduct interviews with patrons to learn about their experiences at the Space. During these conversations, be strategic about asking for opinions and viewpoints from the interviewee. Plan an agenda of topics to discuss to avoid becoming distracted. Ask open-ended questions and take notes of responses. If you audio-record responses or share comments directly with others, make sure you ask permission and obtain consent from the person you interview.

Resources

All American Spaces benefit from resources at the local embassy or consulate. The PAS designates a locally employed staff member or an American officer to support your Space. This individual can connect you with material and personnel resources that are appropriate for your context. Depending on the location of your Space, you may also coordinate with individuals in the following positions. The staff from your post's PAS will be able to advise on contacting these people.

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You may also identify specific resources that you currently lack but can obtain through your American embassy or consulate.

- **Regional Public Engagement Specialist (REPS):** The REPS are American foreign service officers who oversee and provide guidance to American Spaces. REPS are strategically stationed at 23 embassies around the world. Your REPS oversees American Spaces in your country, but may be located at an embassy in a neighboring country.
- **Regional English Language Officer (RELO):** RELOs develop and implement English language programs for teachers and learners to support and promote key mission goals and contribute to public diplomacy activities aimed at increasing understanding of the United States. They are an embassy's professional adviser on English language programs and work directly with national and local educational institutions and ministries of education. RELOs

are strategically stationed at embassies around the world. Your RELO advises on strategic planning for English language programs in your country, but may be located at an embassy in a neighboring country. You can locate your nearest RELO on the [American English](#) website.

- **EducationUSA Regional Educational Advising Coordinator (REAC) and Advisers:** REACs are based in 15 locations around the world and lead regional networks of advisers, based in over 175 countries. Advisers provide guidance to students about U.S. accredited higher education institutions. They have information about scholarship programs, studying abroad, and the application process. REACs or Advisers can serve as a resource for patrons interested in U.S. universities. They may host special events about U.S. education, provide material for the library, or contribute to an SIC about studying in America.
- **Alumni:** Alumni are local students or professionals who have participated in U.S. State Department exchange programs and have returned to their home country. Example exchange programs are the International Visitor Leadership Program (IVLP), the Future Leaders Exchange Program (FLEX), and the Fulbright Teaching Excellence and Achievement Program (TEA). Alumni from exchanges are encouraged to share their experiences and mentor others. They can assist with facilitating courses, speak as a guest for class sessions, present at social events, or serve as a volunteer to mentor or tutor patrons. Contact your post PAS to learn about alumni from these programs.
- **English Language Fellow (EL Fellow):** EL Fellows are American TESOL professionals working on 10-month teaching assignments, designed and managed by the RELO at post. EL Fellows are usually based at a host university, where they teach English, offer teacher training, and support special projects related to English. EL Fellows may be available to assist with designing and implementing programs, both English teaching and teacher training. If you draw on an EL Fellow as a resource, ensure your RELO is aware.
- **English Language Specialist (EL Specialist):** EL Specialists are highly qualified American TESOL professionals working on short-term projects, designed and managed by the RELO at post. As with EL Fellows, EL Specialists usually work with a host university, or sometimes a government institution. EL Specialists tend to have more expertise and experience than EL Fellows, and their projects are specific and usually last only a few months. If you draw on an EL Specialist as a resource, ensure your RELO is aware.

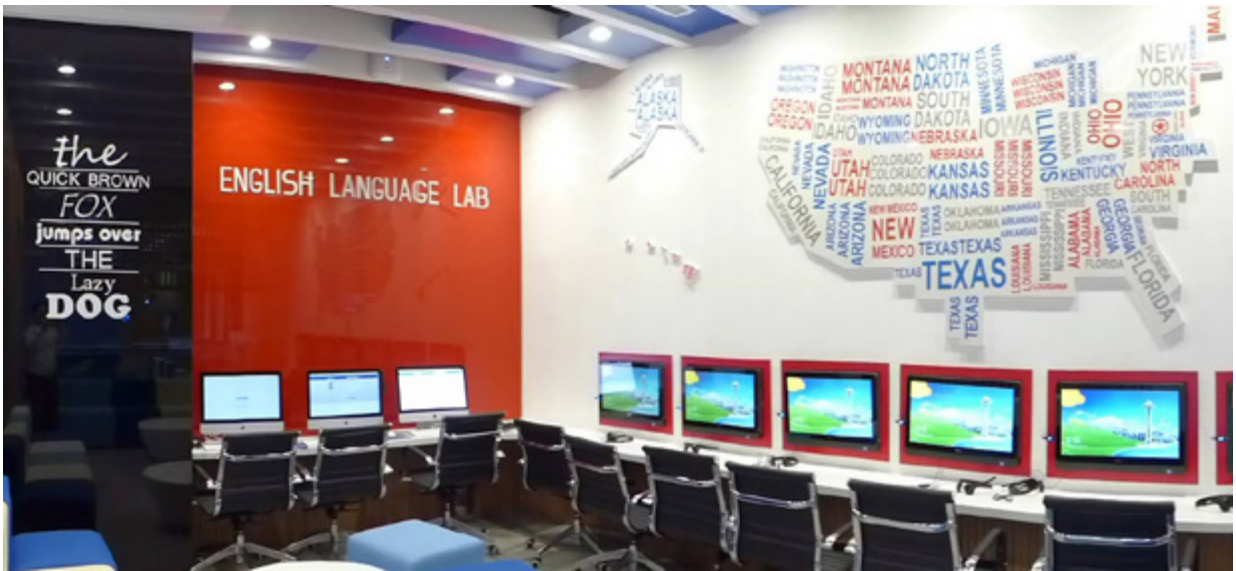
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- **Fulbright English Teaching Assistant (ETA):** ETAs are American teachers who work in schools and universities for 10-month projects, designed and managed by the Fulbright Commission. ETAs tend to have less teaching experience and expertise than EL Fellows or EL Specialists. They may be available to facilitate courses, assist with social events, or help with cultural activities. ETAs may require mentoring or support from a more experienced TESOL professional, such as an EL Fellow or an EL Specialist.

When contacting staff at U.S. embassies or consulates about programming at American Spaces, remember that cultural norms of communicating with the U.S. post may be different from local cultures. These tips can help you avoid misunderstandings or delays in communication.

- ✓ **Take initiative.** You know your Space best. The REPS depends on you to advocate for programs at your Space. If you identify a particular need, take action and ask for support. Your embassy contacts may not be able to provide the precise resources you request, but they may brainstorm ideas with you to obtain what you need.
- ✓ **Be clear.** Before asking for support, have a clear, specific objective. Identify the resources that you need and express the reasons why these resources are important. Emphasize the potential impacts that will occur as a result of obtaining the resources. If the resources are time-sensitive, tell the deadlines you have.
- ✓ **Be direct.** Many staff at U.S. Embassies are busy and manage multiple portfolios. They will appreciate a short, concise explanation. In your request, you can offer to provide more details or clarification.
- ✓ **Be inclusive.** When making an email request to an embassy staff, copy (cc) others who are involved. The REPS who oversees your Space should be cc'ed on important communication. Sending one email to multiple people instead of separate emails to individuals makes processes transparent and efficient.

In addition to personnel, identify other resources you have at your Space. For instance, identify the material and web-based resources you have available through the U.S. Embassy. Consider physical resources, such as the room(s), furniture, equipment, and materials. Think about the resources you have in the local community or through other organizations that support English language learning.



Select Approaches

Select the English language approaches your Space will utilize based on the goals of the Space, the needs of the stakeholders, and the resources you have available. Consider one or more of the five approaches described in Part I: SAL, SOC, SIC, PBE, and P2P. Each of these approaches reaches a different audience and requires different kinds of materials, personnel, and time commitments. Effective English programs at American Spaces often include multiple programs to target different kinds of patrons. Table 6 summarizes some of the implementation considerations of each approach.

Table 6. Implementation Considerations for English Language Approaches

Component	SAL	SOC	SIC	PBE	P2P
Participants	Any level; good for new patrons or patrons unable to commit to regular schedule	Any level; good for new patrons or patrons unable to commit to regular schedule	Advanced; good for patrons with specific skill needs	Intermediate or advanced; good for teenagers and young adults	Advanced (for volunteers); any level (for recipients of P2P)

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<i>Component</i>	SAL	SOC	SIC	PBE	P2P
Personnel Roles	Organize library; answer questions; model reading habits	Coordinate and welcome special guests; host and moderate events; publicize events	Facilitate discussions based on content; identify resources for SIC topics	Lead groups; explain procedures; model projects	Recruit volunteers; provide orientation and agreement; train and oversee volunteers
Level of TESOL Expertise Needed	Low	Low	Medium to high (lower if using MOOCs)	Medium to high	Low (higher if tutoring for English)
Potential Areas of Focus	Any	American culture; current events; community building	Skill-building; career development; research skills; teacher training	Cultural awareness; critical thinking; community building	Leadership; teamwork; responsibility; teacher training
Materials & Technology	Variety of texts; signs; computers with internet & eLibraryUSA	Depends on content of SOC event; large space for visitors	Computers with internet; tables and chairs; space for discussion	Computers with internet; tables and chairs; space for discussion	Log to record activities (electronic or paper); quiet place for tutoring
Selected Online Resources	American Spaces eShop ; OELP-recommended web resources	American Spaces Programming Kits ; OELP English Clubs ; posters	MOOC Camp guides; OELP OPEN MOOCs	PBE curricula when available	

Component	SAL	SOC	SIC	PBE	P2P
Frequency	Ongoing	Varies; 1–2 events per month	1–2 hour sessions that take place 1–2 times a week for about 12 weeks	1–2 hour sessions that take place 1–2 times a week for about 12 weeks	Ongoing; depends on P2P role
Certificates	Not necessary, but optional for individual goals	Not necessary, but optional for attendance	Recommended for completion of SICs	Recommended for completion of PBE modules	Not necessary, but optional for regular volunteers

Another tool to help guide the kinds of English programs to offer is the flow chart in Figure 6.

The flow chart can guide your decisions about the kinds of programs you offer in your Space. Table 7 is an example organizer for logistic considerations. This table is also found in Appendix 3. Ensure that you delegate appropriate resources and schedule events to be convenient for audiences that your programs target. For instance, adolescents in school may only be available in the late afternoons and evenings, whereas working adults may prefer to visit midday during a lunch break. Consider listing all events occurring at the Space on a shared calendar to ensure that English programs do not conflict with other events.

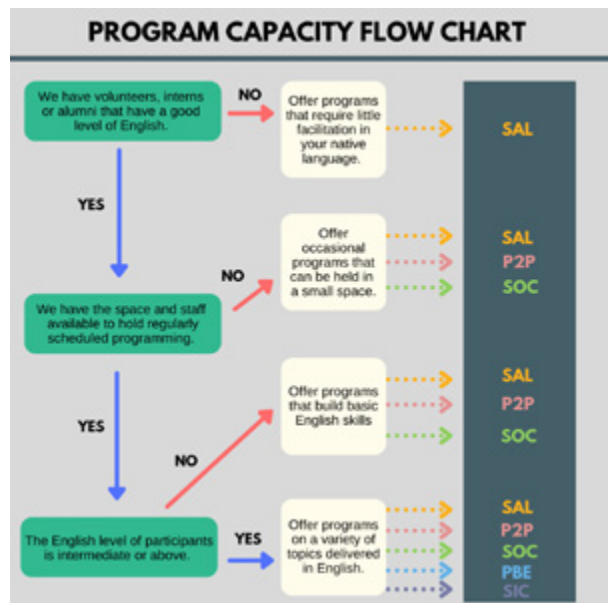


Figure 6

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Table 7. Planning for Logistics for English Programs

Name of Program	Target Audience	Leaders	Location & Equipment	Start & End Dates	Days & Times
1. SIC on English for Business	Recent graduates from university (15–20)	ETA or P2P volunteer who already completed SIC	Meet in back corner with tables and chairs	Publicize in January; course runs Feb.–March	Participants complete MOOC activities independently on own time; meet Monday and Wednesday, 6–7 p.m.
2.					
3.					
4.					

When selecting programs, start slow. You might try one new program at a time. Consider implementing a small-scale pilot version with a small group of patrons. Collect feedback from patrons who participated through surveys or focus groups. Then, reflect on your experience to “scale up” and improve future programs.

Get Started: Publicity & Orientation

This section describes ways to introduce English programs to patrons. We draw on the experience of the American Center @ That Dam to offer tips and suggestions. However, the way you publicize your English program will be unique to your Space, the resources you have available, and the kinds of patrons that you target.

Notice Boards

Notice boards are a way to integrate English language into your Space while also publicizing specific events. Notice boards feature information about your space, display highlights, and show upcoming activities. Posting information in English can help facilitate English practice, but ensure that the

NOVEMBER WEEK 2 **The American Center**
170 Ngoc Khanh

MONDAY

Time: 11:00 - 12:00
Activity1:
 Mastering Soft Skills for Workplace Success: Problem Solving
Speaker:
 Cynthia McKinney

Time: 17:00 - 19:00
Activity2 :
 Processing of the brain and Occupational Therapy (Doctor Talks series)
Speaker:
 Zandri Byleveldt

TUESDAY

Time: 17:00 - 19:00
Activity:
 Doctor Talk #6: Additional Suffixes and Digestive System Terminology
Speaker:
 Le Thi Minh Thuy

WEDNESDAY

VETERANS DAY

Time: 16:30 - 18:30
Activity1:
 Green Amb workshop
Activity2:
 Panel Discussion: Moving Women into Leadership Roles (Livestream)
Speaker:
 WEC - Pham Nhat Nga

Time: 16:30 - 18:30
Activity1:
 Test Prep: TOEFL #4 (Zoom)
Speaker:
 Jacqueline Gilbertson

THURSDAY

Time: 15:00 - 16:30
Activity1:
 Movie show and discussion

Time: 17:00 - 18:30
Activity2:
 Ukulele club #4
Speaker:
 AC + Gia Khanh

FRIDAY

information is comprehensible to everyone. You may post some information in the local language as well or use images to accompany the text.

A notice board can be a corkboard, a dry-erase board, a chalkboard, or a magnetic whiteboard. You might also use two or three smaller boards for different topics. If you have the technology and equipment available, a notice board could consist of electronic documents or presentations projected on a large screen. We suggest that you position the notice board near the entrance of your Space. Ensure patrons can read it easily. There should be no objects or furniture obstructing it.

Decide the most important information to include on your notice board. Update the notice board regularly (e.g., once a week).

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The following list includes information you might consider posting on your notice board:

- ✓ **Contact information** for your Space, including telephone numbers and address of the Space, email addresses of key staff, and social media websites or hashtags.
- ✓ **Current events** showing what is happening for the week.
- ✓ **Upcoming events** for the following weeks.
- ✓ **Opportunities** for patrons, including scholarships and competitions.
- ✓ **Monthly Themes** if your space has a thematic focus.
- ✓ **Patron Highlights** that recognize patrons or volunteers for outstanding work or progress.
- ✓ **Photographs or artwork** that represent past programming.
- ✓ **Quotes or trivia facts** that provide insight into American culture and stimulate conversation.

Signs

English language signs serve as environmental text that can promote English language use while serving a purpose. Signs and posters can be informational, helping direct patrons to appropriate resources. As with notice boards, signs in English should be clear and comprehensible. Signs can be a

combination of the local language and English, or they can use visual images to explain information. Consider creating signs for the following resources:

- **Books:** Books on Learning English should be clearly marked on the shelves. Signs can be used to indicate the genre of the books (e.g., “Fiction” or “Test Prep”). See the Self-Access Learning (SAL) section in Part I for ideas to organize texts.
- **Websites:** There are thousands of sites available for learning and teaching English. Searching for websites can be confusing and demotivating. A sign can display popular websites or provide instructions for finding bookmarks on the internet browser.
- **eLibraryUSA:** A sign can explain the resources available on [eLibraryUSA](#) and a step-by-step guide on how to use the system.
- **Events:** If you have weekly/monthly games or movie nights, put posters by the games and DVDs, letting patrons know about these events and where in the Space they are located.

Effective signs are clear and easily visible. Signs should not simply be background decoration, but instead should be tools that patrons read. Strategically place signs where patrons can easily access them. Use bright colors and images as needed, but ensure text is written in large, dark font. You can create your own signs or posters, or use a computer software program. Two examples of online programs are [Canva](#) and [Piktochart](#).

In addition to providing information, signs can display themes related to America. Utilize the downloadable posters on the [American Spaces website](#).

Book Displays

Book displays are a way to showcase English language resources in your Space, encourage patrons to read, and stimulate informal conversations about books. A book display is a carefully arranged set of books and materials related to a theme. Change the book displays regularly to represent monthly themes, patrons’ interests, or current events. A P2P volunteer or intern could help curate these displays.

When choosing books, think outside the box. Choose books that might not be someone’s first thought on the topic but are still related to the theme. Mix and match both fiction and non-fiction

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books, children’s books, and leveled readers. Your book display does not need to be limited only to books; think about DVDs, magazines, and games that complement the theme.

Think creatively to make your book display as interactive as possible. For instance, post trivia questions related to the theme, or write open-ended question prompts to stimulate conversation. Attach signs, questions, or short captions that draw interest to the books. Book displays can also highlight upcoming events or courses that relate to the theme. The American Spaces [programming kits](#) and [downloadable posters](#) can be good sources of material to use in your book display. Make sure to include a sign near the book display that explains how patrons should use the display (e.g., if and how they can check out the books on the display). Have fun and be creative when curating your displays!

Orientation

Orientation activities introduce English language programming to patrons. Visitors may not realize the range of resources that is available, or they may be unsure about how to get involved.

A fun way to engage patrons in learning more about the Space is to hold a scavenger hunt. In a scavenger hunt, participants search to find items in the Space. If your Space changes resources or re-arranges materials regularly, consider holding recurring scavenger hunts to make sure patrons have updated information. The following are questions used in a scavenger hunt at the American Center @ That Dam in Vientiane, Laos.

- What eLibraryUSA site would help you find out about current events from around the world?
- Write down the name of a program that happens on Mondays.
- Write down the hours for the Space.
- What DVD would you watch if you wanted to know about the rainforest?
- What games require you to spell words?
- What is one way I will use English in the American Center?

Scavenger hunts can be used as part of an organized event in which participants find the resources and record on a paper form. Alternatively, scavenger hunts can be completed electronically (e.g., using a form or survey), and patrons can complete the hunt independently at a time convenient for them. Consider ways to incentivize patrons to participate. For instance, hold a drawing of all the correctly completed hunts and award a prize to the winner.

Other ways to introduce patrons to the English language resources can be more informal. Experienced patrons can share about resources to new patrons, perhaps as part of a P2P activity. Staff or volunteers can hold a regular, standing meeting each month in which they give a tour of the library and share resources for new patrons. Alternatively, provide an option for patrons to make an individual appointment with the American Space staff or volunteers to learn about the English language offerings.

Social Media

Social media can be used to build an audience and interest in English programs at your Space. It is one of the best ways to build an audience and interest in your Space, but it needs to be used correctly to be effective. If you have your own social media platforms, here are tips and tricks to help you build your online presence and encourage people to visit your Space.

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- **Plan:** Think about what is happening in your Space and what program or event you want to promote. For Events and Programs: Who is your audience? What is the message? When is it happening? Who is involved? Where will it take place? For English Language Learning: Who is your audience? Is there a connection between the posts? Are explanations easy to understand?
- **Be consistent:** To be successful you need to post regularly and consistently. Find the best time to post and make sure to advertise a program early enough for people to save the date, and then again to remind them about it. Choose days and times when you update your social media and then stick to that. More than two posts a day can lead to viewer fatigue.
- **Look:** Maintain a consistent look (color and theme) to your posts so people can easily identify a post as yours. Put important information first. Have an interesting headline.
- **Engage:** Asking questions to your audience is a good way to connect to them and draw their attention. Your headline could be a question. Responding to comments lets people know you appreciate their interest and support. Follow others who are interested in the same things you are posting about. Post when people are online.
- **Share:** Make sure your posts are easy to share. Ask your followers and viewers to share your post with others that might be interested. Include links in your posts for further information on your Space.
- **Use English:** You can translate your text to your native language but include an English translation. Check that your spelling, grammar, and translation are correct.

English Language Learning on Social Media

Many patrons come to Spaces for exposure to the English language so why not carry this over into your social media platforms. Your English language posts can be used in conjunction with current programming or special events. If you want to post some English language learning content for teachers or learners, we recommend that you repost and share from the State Department's Office of English Language Programs' American English social media sites or provide links to materials from our website.

Learner-focused:

- [American English at State Facebook page](#)
- [American English YouTube Channel](#)

Teacher-focused:

- [American English Resources for English Teachers](#)
- [American English for Educators Facebook page](#)
- [English Access Microscholarship Program](#)
- [Teachers' Corner](#)

These sites will also provide good examples of the types of post you can make for both programs and engaging with your followers.

Monitor Programs

Monitoring is an ongoing process of data collection on aspects of your English programs, such as patron participation levels, feedback from SIC and PBE participants, and long-term program impacts on participants and the local community. Monitoring will give you information on the extent to which you are reaching your goals and can be a source of highlights to share with others. The data you analyze will enable you to improve programs and recruit target audiences.

Ideas for collecting data on participation include the following:

- Require participants to register their attendance every time they visit the Space. Ask them to indicate the purpose of their visit (i.e., attend a PBE course, browse the library, etc.). Sign-in can be done electronically through a form or by paper and pencil.
- If a goal is to recruit particular segments of the population, ask participants to list certain identity features (e.g., gender, age, professional or educational background). *Note: Ensure this information is anonymous; do not link participants' names with personally identifiable information.*
- Request that participants complete an anonymous satisfaction survey after completing a course or an event. An example survey is in Figure 7.
- Collect information on social media posts, such as number of views or comments.

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Sample Feedback Survey

1. Which course did you take?
2. When did you take the course?
3. Why did you take this course?
4. On a scale from 1–5, how useful was this course for you? 1-2-3-4-5 (5 is most useful, 1 is least useful)
5. On a scale from 1–5, how much did you enjoy this course? 1-2-3-4-5 (5 is “enjoyed greatly,” 1 is “did not enjoy”)
6. List new ideas you learned from this course (if anything).
7. What would you change about this course (if anything)?
8. Do you have any other comments to help improve this course in the future?

Figure 7

There are numerous systems available for monitoring. Work with your REPS or U.S. Embassy contacts to determine the best monitoring system for your Space.

Data from monitoring plans are only useful if you analyze the information you have gathered. Set aside regular time periods (e.g., quarterly) to review data with American Space partners and U.S. Embassy staff. Review the information along with the goals and objectives you established as part of your strategic plan. Think about questions that remain, and identify changes that can be made to improve programs. Data may also be used to adjust your goals and objectives. This is part of the iterative cycle of strategic planning.

CONCLUSION

Planning and implementing English language programs is an ongoing cycle. We hope this guide offers a road map for you to follow, as well as a launchpad for different ideas. Do not limit yourself to the approaches in this guide! Be creative in trying out new programs for your Space's unique audience. Revisit your goals and talk regularly with your U.S. Embassy or Consulate contacts to ensure that your English programs are supporting the larger goals of the U.S. Mission in your country. Stay in touch with your REPS and RELO, and regularly check the American Spaces and OELP websites for updated or new materials. If you focus on goals, continually reflect on lessons learned, and gather input from multiple perspectives, then your English language programs will be a success!



APPENDICES

Appendix 1. Acronyms

AC = American Center

CLT = Communicative Language Teaching

ECA = Educational and Cultural Affairs Bureau, Department of State

EL Fellows = English Language Fellows

EL Specialists = English Language Specialists

ER = Extensive Reading

ESP = English for Specific Purposes

ETA = English Teaching Assistant

GPS = Global Publishing Solutions

MOOC = Massive Open Online Course

OELP = Office of English Language Programs

P2P = Peer-to-Peer Volunteers and Interns

PAS = Public Affairs Section at a U.S. Embassy or Consulate

PBE = Project-Based English

REAC = Regional Educational Advising Coordinator, EducationUSA

RELO = Regional English Language Officer

REPS = Regional Public Engagement Specialist

SAL = Self-Access Learning

SIC = Special Interest Course

SOC = Socials

TESOL = Teaching English to Speakers of Other Languages

TOEFL = Test of English as a Foreign Language

VOA = Voice of America

Appendix 2. Peer-to-Peer Volunteer Forms

Peer-to-Peer (P2P) Tutor Commitment Form

Please agree to the following commitments:

- I will arrive prepared and on time, maintain regular attendance, and follow program procedures for informing my mentoring teacher of any absences.
- I will serve as a role model of good school conduct, appropriate social behavior, and positive communication skills.
- I will keep all information about my student partners confidential.
- I will provide my student partners with accurate and honest feedback, positive encouragement, and my full, undivided attention.
- I will become familiar with the learning needs, interests, and preferences of my student partners as well as the specific classroom routines and expectations of my mentoring teacher.
- I will show student partners through my actions and words that learning is important to me.
- I will take an active role in helping my student partners to develop personal pride and a positive self-image.
- I will respect the opinions, values, and cultural backgrounds of my student partners and treat all student partners with dignity and respect.
- I will seek assistance from my mentoring teacher when I have a concern or if I am unsure of how to work with a student partner.
- I will turn in all paperwork and journal work in a timely manner.
- I will attend all feedback and training sessions or if unable to do so will report to my mentoring teacher.

I agree to follow the policies and procedures of the Peer-to-Peer Tutor Program. I understand that failure to follow the policies of the program could result in me being dismissed from the program.

Tutor/Instructional Aide:

Date:

Peer-to-Peer (P2P) Tutoring Application Form

Thank you for your interest in the P2P program. Please fill out this form to the best of your abilities.

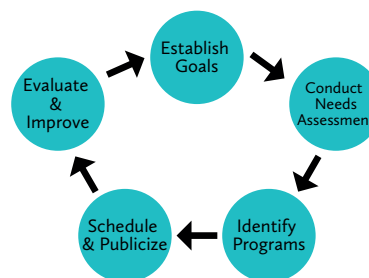
1. Name: _____
2. Email: _____
3. Phone number: _____
4. How old are you? _____
5. What year are you in school? _____
6. Can you commit to tutoring 8 hours a month for 4 months?
(Circle one) Yes / No
7. Why do you want to be a tutor?

8. What do you think being a tutor will entail?

9. Why will you make a good tutor? What experiences do you bring?

Appendix 3. Worksheet for Planning for English Language Programs

Worksheet for Planning for English Language Programs



Step 1. Establish Goals

What are the priorities of the U.S. Embassy or Consulate? (consult your REPS)

What are the goal(s) for English at the American Space?

What are the objectives for each goal? (1–3 for each goal)

Step 2. Conduct Needs Assessment

What are the resources? Who are the contacts?

Who is the audience?

What are the approximate language levels?

What questions do you still have?

How will you answer these questions?

Step 3. Identify Programs

Which programs will you offer for which audiences? (Refer to the tables in Part II to compare programs and review implementation considerations.)

TARGET AUDIENCE	LANGUAGE LEVEL	ENGLISH PROGRAM
<i>New university students</i>	<i>varies, mostly low-intermediate</i>	<i>Monthly social events (SOC)</i>

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Step 4. Schedule & Publicize

When will you offer each program?

How will you publicize these programs?

Name of Program	Target Audience	Leaders	Location & Equipment	Start & End Dates	Days & Times
1. SIC on English for Business	Recent graduates from university (15–20)	ETA or P2P volunteer who already completed SIC	Meet in back corner with tables and chairs	Publicize in January; course runs Feb.–March	Participants complete MOOC activities independently on own time; meet Monday and Wednesday, 6–7 p.m.
2.					
3.					
4.					

Step 5. Evaluate & Improve

How will you gather information about the success of the programs?

What worked well in the programs?

What changes would you like to make for the future?

Appendix 4. Example Needs Assessment Survey

Example Needs Assessment Survey

1. How old are you?
 - a. Under 15
 - b. 15–18
 - c. 19–24
 - d. 25–30
 - e. 31–45
 - f. 46+
2. Which best describes your professional or educational status?
 - a. High School Student
 - b. College or University Student
 - c. New Professional (starting career 1–5 years)
 - d. Seasoned Professional (same profession for over 5 years)
 - e. Retired
3. What is your estimated level of English?
 - a. Beginning
 - b. Intermediate
 - c. Advanced
 - d. Nearly native
4. How did you hear about the American Center? (Select all that apply.)
 - a. Friends/Family
 - b. Online/Facebook
 - c. School
 - d. If other, please specify: _____
5. How many times have you visited the American Center in the last 12 months?
 - a. This is my first time at the American Center.
 - b. 1–3 times
 - c. 4–6 times (about once a month)
 - d. 7–12 times (about twice a month)
 - e. More than 12 times

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6. When is the best time to visit the American Center? (Select all that apply.)
 - a. Weekday Mornings (8 a.m.–12 p.m.)
 - b. Weekday Afternoons (12 p.m.–4 p.m.)
 - c. Weekday Evenings (4 p.m.–7 p.m.)
 - d. Weekends
7. What do you hope to achieve by coming to the American Center? (Select all that apply.)
 - a. Improve my English
 - b. Gain new skills
 - c. Learn about the U.S.
 - d. Learn about educational opportunities abroad
 - e. Meet new friends
 - f. Other, please specify: _____
8. Which activities have you done at the American Center? (Select all that apply.)
 - a. English Classes
 - b. Special Interest Classes
 - c. Library Books and Materials
 - d. Wi-Fi and Laptops
 - e. EducationUSA event
 - f. Other, please specify: _____
9. What would you like to learn about at the American Center? (Select all that apply.)
 - a. American Culture
 - b. Technology/STEM
 - c. Presentation/Communication Skills
 - d. Environment
 - e. Career Development (cover letter, CV writing, interview skills)
 - f. Business Skills Development (leadership, problem-solving, Word, PowerPoint)
 - g. English Testing Preparation (International English Language Testing System [IELTS] or TOEFL)
 - h. Teacher Professional Development
 - i. Other, please specify: _____
10. Would you be willing to talk to us about the American Center?
If yes, please write your name and contact information: _____

Appendix 5. List of Full Links for URLs

50 States – Materials from ShareAmerica: <https://share.america.gov/topics/50-states/>

Activate: Games for Learning American English: Board Games: americanenglish.state.gov/resources/activate-board-games

Air Quality Awareness Week Resources: <https://app.box.com/s/0iodcvi2kaxnqih3k7qlillgs4ccyvr6>

American English at State Facebook page: <https://www.facebook.com/AmericanEnglishatState/>

American English for Educators Facebook page:
<https://www.facebook.com/AmericanEnglishforEducators/>

American English Materials Catalogue 2021:
<https://state-low.app.box.com/v/MaterialsCatalogue2021>

American English Teacher’s Corner: Travel and Tourism: <https://americanenglish.state.gov/resources/teachers-corner-travel-and-tourism>

American English Website (Resources for teaching English): <https://americanenglish.state.gov/>

American English YouTube channel: <https://www.youtube.com/user/StateAmericanEnglish>

American Spaces Handbook: <https://americanspaces.state.gov/managing-your-space/american-spaces-handbook/>

American Spaces Home Page: americanspaces.state.gov/

American Spaces Managing Your Space: americanspaces.state.gov/managing-your-space/

American Spaces Programming: americanspaces.state.gov/programming/

American Spaces Programming Kits: <https://americanspaces.state.gov/programming/programming-kits/>

Arts and Culture from the National Endowment for the Humanities: <https://americanenglish.state.gov/resources/arts-and-culture>

Black History Month Resource Toolkit:
<https://app.box.com/s/aphaaqg9io89558br0y2m4l2dmsfddfm>

Black History Month Smithsonian Package: <https://americanspaces.state.gov/wp-content/uploads/sites/292/Black-History-Month.pdf>

“Building a Civil Society: Breaking Down Stereotypes” chapter: <https://americanenglish.state.gov/resources/language-and-civil-society-e-journal-civic-education#child-600>

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Canva (Online poster/infographic design): www.canva.com

Celebrate! Holidays in the U.S.A.: <https://americanenglish.state.gov/resources/celebrate-holidays-usa>

Celebrating American Culture and Heritage: https://americanspaces.state.gov/wp-content/uploads/sites/292/SI_Celebrating-Heritage-Module_FINAL-1.pdf

Coursera: <https://www.coursera.org/>

“Dream It. Design It. Do It.” Content Module: <https://americanspaces.state.gov/wp-content/uploads/sites/292/SI-Content-Module-Dream-It.-Design-It.-Do-It.-FINAL.pdf>

Earth Day Materials: https://americanspaces.state.gov/wp-content/uploads/sites/292/Smithsonian-Earth-Day-Content-Package_0.pdf

edX: <https://www.edx.org/>

eLibraryUSA: elibraryusa.state.gov

English Access Microscholarship Program: <https://www.facebook.com/AccessProgramHQ>

English Club Texts and Materials: <https://americanenglish.state.gov/resources/english-club-texts-and-materials>

Environment and Sustainability Toolkit:

<https://app.box.com/s/up7gk0ef63omm2onzy7johf3ct3h4pp5>

eShop: eshop.state.gov/partners/eca

Extensive Reading Foundation: erfoundation.org

First Amendment Rights Toolkit: <https://americanspaces.state.gov/first-amendment-rights-freedom-of-expression-and-the-press/>

Global Health Toolkit: <https://americanspaces.state.gov/slide/global-health-resource-toolkit/>

Higher Education in the U.S. Toolkit: <https://americanspaces.state.gov/events/event/international-education-week/>

Hispanic Heritage Month Toolkit: <https://app.box.com/s/ckvrx1v02zr306nrajkzym6k95ze1o94>

Hispanic Heritage Resources: https://americanspaces.state.gov/wp-content/uploads/sites/292/Diversity-Hispanic-Heritage-Month-Resources_FINAL.pdf

“Individual Responsibilities and Citizenship” chapter: <https://americanenglish.state.gov/resources/language-and-civil-society-e-journal-civic-education#child-575>

Language & Civil Society: Civic Education Journal from OELP: <https://americanenglish.state.gov/resources/language-and-civil-society-e-journal-civic-education>

List of Web Resources for English Language Teaching and Learning: americanenglish.state.gov/resources/web-resources-english-language-teaching-and-learning-2018

Lower Mekong Initiative Professional Communication Skills for Leaders: https://americanenglish.state.gov/files/ae/resource_files/lmi-pcsl-compiled.pdf

MOOC Camp Guide for Facilitators:

https://eca.state.gov/files/bureau/mooc_camp_guide_facilitators.pdf

MOOC Camp Information: <https://eca.state.gov/programs-and-initiatives/initiatives/mooc-camp>

Movie Kits: <https://americanspaces.state.gov/programming/movie-kits/>

MReader: <https://mreader.org>

National Museum of African American History & Culture Program Package:

<https://americanspaces.state.gov/programming/additional-programming-resources/national-museum-of-african-american-history-culture-program-package/>

Native American Heritage Month Toolkit:

<https://app.box.com/s/w9218h9yhinkkb0if6f4a5rjfmqepjz>

New Ideas for Teaching English Using Songs and Music: https://americanenglish.state.gov/files/ae/resource_files/etf_56_1_pg14-21.pdf

OPEN (Online Professional English Network) MOOCs: <https://www.openenglishprograms.org/MOOC>

Picture US: <https://americanenglish.state.gov/resources/picture-us>

Piktochart (Online poster/infographic design): www.piktochart.com

Posters: <https://americanspaces.state.gov/programming/downloadable-posters/>

Reel Injun Discussion Guide: <https://app.box.com/s/4uf7yq3yknh3fvhirg3sc4qlo6srnige>

RELOs: <https://americanenglish.state.gov/support-near-you-regional-english-language-officer-relo>

Resume Writing: <https://app.box.com/s/mb1y383u28e3xolno7zd05u6fhfvqznl/file/240334388895>

Sing Out Loud Traditional Songs Activity Kit: <https://americanenglish.state.gov/resources/sing-out-loud-traditional-songs>

Skills to Pay the Bills: Mastering Soft Skills for Workplace Success: <https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf>

“Start Your Own Business” Toolkit: <https://americanspaces.state.gov/wp-content/uploads/sites/292/Start-Your-Own-Business-update-dec-1.pdf>

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Teachers' Corner: <https://www.facebook.com/groups/AccessTeachersCorner/>

Teaching Resources: americanenglish.state.gov/resources-0

Using Music, Chants, and Movement: https://americanenglish.state.gov/files/ae/resource_files/sept_week_4_music_chants_and_movement_final.pdf

Using Songs in Listening and Speaking Classes: https://americanenglish.state.gov/files/ae/resource_files/etf_56_1_pg22-29.pdf

Women's History Month Materials: https://americanspaces.state.gov/wp-content/uploads/sites/292/Smithsonian-Womens-History-Month-Content-Package_0.pdf

Women's History Month Resource Toolkit:

<https://app.box.com/s/uoy2ua30zpl1m0duajgotdtogtgsy6kg>

World AIDS Day Materials: <https://americanspaces.state.gov/wp-content/uploads/sites/292/World-AIDS-Day.pdf>

YALI Professional Development Courses: <https://yali.state.gov/professionals/>

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