

## **COURSE DESCRIPTIONS**

### **A. Introduction to Online Learning (Online Learning 5-weeks)**

The goal of this 5-week course is to develop participants' knowledge and skills with the following tools and types of resources toward the goal of becoming prepared for future online 10-week EFL teacher training courses. Final topics will be determined based on a pre-course needs assessment but will be EFL-oriented whenever possible with a focus on the following:

- Email (e.g., netiquette, academic discourse, subject lines, signatures, greetings, closings, CC vs. BCC, attachments);
- File management (e.g., creating new files, saving/naming, downloads, uploads) with a focus on MS Word, Excel, PDF and web-based files;
- Web: Searches, saves, evaluating resources, sources for learning about intellectual property and citation;
- Leading and taking part in online asynchronous discussions (e.g., netiquette, academic discourse, quoting others, building communities of practice). Join and post to the E-Teacher Ning;
- Setting up a Skype account and taking part in a synchronous discussion.

Requirements:

- a. High Intermediate to Advanced English;
- b. Inexperienced or Experienced In-Service Teacher;
- c. Tech Illiterate;
- d. Works with children, youth, or adults;
- e. Eligible for 10-week E-Teacher course in FY 2013.

### **B. Practical Applications in Listening and Speaking Skills (PALSS)**

This course is designed to enhance:

- Speaking skills of participants in small group sessions and with a weekly audio journal;
- Listening skills of participants in small group sessions and with self-study activities;
- Teaching skills of participants in listening, speaking, and pronunciation through readings and online discussion, self-study activities, and their participation in model lessons;
- Teaching networks by encouraging collaboration among participants on weekly discussions, in small group sessions, and with ongoing interaction through the course social networking site (Ning).

Weekly components include:

- Small group meetings with the course instructor, who will teach a model lesson and facilitate discussion about the lesson (real time);
- Small group meetings with a conversation partner, who will facilitate informal discussions (real time);
- Audio journal where participants reflect on what they have learned each week;
- Self-study to improve listening and speaking skills using online resources; participants record what they did and their reflections in a self-study log;
- Reading and online discussion (asynchronous);
- Whole-group webinars at different times during the course;
- Final project: a lesson plan that integrates new methods and activities for teaching listening or speaking;

Requirements:

- a. Intermediate English (NOT Advanced);
- b. In-Service Teacher;
- c. Tech Literate (knowledge of email, web browsers, and file management);
- d. Works with children, youth, or adults.

#### C. Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages (TESOL Methods)

This course is designed to provide participants with current methodologies associated with teaching English language learners (ELLs) of different ages in various learning contexts. Participants will discuss and practice a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching English, participants learn how to create an effective and communicative language classroom for all ELLs. In addition, participants will examine what best practices means in the context of teaching English in the 21<sup>st</sup> century, where the use of English incorporates modern technologies.

Requirements:

- a. High Intermediate to Advanced English;
- b. Inexperienced In-Service Teacher;
- c. Tech Literate (knowledge of email, web browsers, and file management);
- d. Works with children, youth, or adults.

#### D. Critical Thinking in Language Learning and Teaching (CT)

This course is designed to deepen participants' understanding of the theory and applied use of Critical Thinking principles and practices in the EFL classroom. Innovations this year in the course include an overall deepening of student engagement in course content through the reorganization of course components

plus the addition of new materials and reflective and collaborative activities. Ultimately, as a result of the changes, course participants have an even greater active learning experience and develop a greater level of autonomy.

Requirements:

- a. High intermediate to advanced English;
- b. Inexperienced or experienced in-service teacher;
- c. Tech literate (knowledge of email, web browsers, and file management);
- d. Works with children, youth, or adults.

#### E. Building Teaching Skills through the Interactive Web (Web Skills)

Participants in this course deepen their understanding of the theory and applied use of Computers and Language Learning principles and practices in the EFL classroom. The course will model innovative online teaching practices, enable participants to understand and use appropriate technology to enhance learning outcomes for their students, and offer opportunities to share real-world applications of technology tools and practices. The course will provide educators with support and problem-solving mechanisms as they implement technology in their local contexts. It will act as a train-the-trainers model so that participants can set concrete timelines and move forward during and/or after the course with concrete dissemination plans.

Requirements:

- a. High intermediate to advanced English;
- b. Inexperienced or experienced in-service teacher;
- c. Tech literate (knowledge of email, web browsers, and file management);
- d. Works with children, youth, or adults.

#### F. Assessment: Summative and Formative Practices in Language Learning and Teaching (Assessment)

This course will involve participants with the theory and practice of the major components of assessment, with a particular focus on English as a Foreign Language (EFL) and addressing all four skill areas. Assessment topics covered include needs assessment, diagnostics, proficiency, achievement, formative, alternative, summative, standardized, strength-based, and differentiated modalities. Participants will also explore aligning assessment to behavioral objectives and course goals, giving learners effective and helpful feedback, developing rubrics and tests, evaluating assessment with item analysis, and looking at reliability and validity.

Requirements:

- a. High intermediate to advanced English;
- b. Inexperienced or experienced in-service teacher;
- c. Tech literate (knowledge of email, web browsers, and file management);
- d. Works with children, youth, or adults.

#### G. English for Specific Purposes, Best Practices for Courses and Materials (ESP)

This online course will develop participants' skills in designing, implementing and evaluating English for Specific Purposes (ESP) courses based on best practices in the field. Because the foundation of this course is in best practices, new and experienced ESP practitioners are welcome from all areas of the field. Course participants may be addressing the needs of pre-experience learners (preparing to enter a specific discourse community) who need English for Academic Purposes (EAP) for courses in specific disciplines in universities or Vocational English for Specific Purposes (VESP) for courses at vocational and technical secondary schools. Other course participants might be focused on English for Occupational Purposes (EOP) courses in the business sector or other fields that are intended for pre-experienced or experienced learners already in the workplace who need English as a tool for their job. Participants create a personalized "ESP Toolkit," a folder on their own computer or external drive for documents and resources for use in creating and delivering their own ESP courses.

Requirements:

- a. High intermediate to advanced English;
- b. Inexperienced or experienced in-service teacher;
- c. Tech literate (knowledge of email, web browsers, and file management);
- d. Works with secondary or post-secondary students.

#### H. Special Education and Differentiated Instruction in an EFL Context (SpEd TEFL)

This course is designed to be a survey of teaching methods that support learners with special needs within the context of the teaching English as a Foreign Language (TEFL) classroom. Participants will read articles, analyze web-based resources, and discuss practices that provide teaching strategies for diverse learners with a wide variety of skills and varying levels of performance. The focus is placed on inclusive teaching models, with exploration of the current best practices. As a community of professionals, participants will engage in ongoing dialogue, sharing their experience, success and concerns in their teaching. A support system will be established with exposure to resources found within individual teaching communities and external locations such as online forums and information centers. Emphasis will be placed on the creation of a resource to take back for sharing among participants' local communities (e.g., classroom, schoolwide basis, parents or larger community).

Requirements:

- a. High intermediate to advanced English;
- b. Inexperienced or experienced in-service teacher;
- c. Tech literate (knowledge of email, web browsers, and file management);
- d. Works with children, youth, or adults.

## I. Teaching English to Young Learners (TEYL)

Students ages 5-10 are cognitively “primed” to acquire English in an integrated skills and content-based, experiential approach. Educators who understand the cognitive and social processes of language acquisition for Teaching English to Young Learners (TEYL) are better equipped to help learners while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language (EFL) settings have limited time to reach their teaching goals and meet local requirements on the use of specific texts, tests or other materials. A low-resource environment can also pose challenges. In this course, participants explore solutions for such challenges through an overview of current research and “best” practices (always context-dependent) for TEYL, plus hands-on experimentation with a wide array of freely available online resources. Participants can also opt to identify resources and create final projects for teens (“pre-teens,” ages 10-12).

### Requirements:

- a. High intermediate to advanced English;
- b. Inexperienced or experienced in-service teacher;
- c. Tech literate (knowledge of email, web browsers, and file management);
- d. Works with primary students.