

E-Teacher Program Application

*Winter and Spring terms application deadline: **October 17, 2016***

This is an opportunity for local educators of English from schools, colleges, and universities to participate in the five new E-Teacher courses: Assessment of English Learners, Techniques of Teaching Reading & Writing, Using Educational Technology, Critical Thinking in the Classroom, Teaching Grammar Communicatively. There is no cost to participate in the E-Teacher program. Round one of these courses starts on January 17, 2017 (winter). Round two starts on April 4, 2017 (spring).

In order to be eligible, applicants must:

- be an English language professional
- have a strong English language reading and writing skills
- be a citizen of the country from which they are nominated
- live in their country for the entire duration of the 8-week course
- not have previously received a scholarship for an E-Teacher course
- have regular and reliable access to high-speed Internet
- be able to spend 10 to 12 hours online each week for the duration of the 8-week course
- be willing to be enrolled in a second or third choice course, if their primary choice is unavailable

Hard copies and hand written application forms will not be accepted. Please feel free to request a soft copy self-nomination form at RangoonUSECA@state.gov and send back the completed application form to the same email.

Name (As listed on passport)			
	Given Name	(Middle Name)	Family Name
Country of Residence			
Are you a citizen of your country of residence?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Will you be living in your country during the AE E-Teacher course?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Email Address (Please use your own email address.)			
Phone Number			
Preferred Term (Choose One)	<input type="checkbox"/> Winter 2017 (January 17, 2017 Start Date)	<input type="checkbox"/> Spring 2017 (April 04, 2017 Start Date)	

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What do you do? *(Check as many boxes as apply)*

- | | |
|--|---|
| <input type="checkbox"/> In-service Teacher (Primary)
<input type="checkbox"/> In-service Teacher (Secondary)
<input type="checkbox"/> Pre-service Teacher
<input type="checkbox"/> Tutor
<input type="checkbox"/> English Access Microscholarship Program Teacher
<input type="checkbox"/> English Access Microscholarship Program Administrator
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Ministry of Education Official
<input type="checkbox"/> Administrator
<input type="checkbox"/> Principal
<input type="checkbox"/> Curriculum Developer
<input type="checkbox"/> University Professor
<input type="checkbox"/> University Lecturer |
|--|---|

Which AE E-Teacher Courses do you want to take? *(Rank your top 3 choices)*

- | | |
|--|---|
| ___ Assessment of English Learners | ___ Teaching Grammar Communicatively |
| ___ Techniques of Teaching Reading and Writing | ___ Using Educational Technology in the English Learner Classroom |
| ___ Integrating Critical Thinking Skills | |

Please assess your computer skills. (select one) Excellent Good Fair None

Please respond to the following questions by selecting one of the boxes.

I have regular and reliable access to high-speed internet connection.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I commit to spending 10 to 12 hours online each week for the duration of the 8-week course to participate in this course.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Please assess your present English language proficiency. (select one)

Understanding of written English	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair
Expressing yourself in written English	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair

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Personal Essay: Maximum 250 words, typed.

Please explain your reasons for wanting to participate in the courses you selected. What impact will your participation in this program have on your institution, or region, and how do you expect to use the knowledge acquired in this course? The essay is an essential part of the selection process. Be sure to include any details that highlight your personality and individuality. Please insert your essay responses below.

How will you share the information you will learn with your colleagues after the completion of the course?
(Check as many boxes as apply)

Presentation

Conferences

Other _____

Workshops

Distributing material

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Appendix: Information on Courses

Assessment of English Learners

This course will guide English language teaching professionals through creating a checklist to review and develop English language tests. The course considers four main components: purpose, test features, practicality, and technical considerations. These components will be examined for the four core language skills of reading, listening, speaking, and writing. For each skill area, bottom-up and top-down features will be presented, followed by several example test excerpts. Options will be provided for participants to review a test from their own classrooms or from provided websites. Throughout the course, participants will implement strategies to share insights gained from the course with colleagues in their communities.

Techniques of Teaching Reading and Writing

This course will introduce contemporary techniques for teaching reading and writing to non-native speakers of English, with attention to the relationship between reading and writing and ways teachers can combine the two skills to best support skill development. *Discussions of teaching reading* will focus on techniques, materials, and tasks for promoting main idea comprehension, reading fluency, strategic reading, and vocabulary growth. *Discussions of teaching writing* will focus on techniques, materials, and tasks for supporting the writing process and the development of students' writing fluency, accuracy, organization, and vocabulary for different types of writing. Participants will evaluate, select, adjust, and create materials, tasks, and lessons appropriate for their teaching settings. Strategies for sharing insights gained from the course with participants' home teaching communities will be developed, as well as ways to share sample materials developed for the course.

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Using Educational Technology in the English Language Classroom

This course is designed to help English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes through hands-on learning. It will help teachers integrate pedagogical knowledge and skills with technology to enhance their language teaching and learning through their reading, discussion, and creation of new learning activities. The course will help participants apply technology in record keeping, feedback, and assessment, and use technology to improve communication, collaboration, and efficiency by participating in online discussion and presentation.

Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting

Exploration of culture in an EFL setting requires helping students engage in authentic situations to develop the ability to navigate across a variety of cultures. This intercultural ability requires language choices and awareness of oneself as a cultural being. It also requires critical thinking skills, which are themselves culturally defined. Using experiential learning as the organizational model, this course will engage participants in analyzing personal experiences, media, EFL textbooks, and classrooms to develop the capacity to think critically about the cultural assumptions and viewpoints embedded in their teaching content and process. After examining themselves as cultural beings and assessing learners' needs and goals, participants will develop a concrete teaching lesson that reflects their view of teaching critical thinking and intercultural competence in their particular context.

Teaching Grammar Communicatively

In this practice-oriented course, participants will explore how to adapt grammar instruction to meet their students' needs. They will also focus on integrating grammar instruction with teaching language skills, varying grammar instruction to meet the needs of large, mixed ability classes, and using available technology effectively to enhance grammar learning inside and outside the classroom. Participants will discuss different challenges their learners may have with learning grammar, and discover how they can help learners use grammar to improve fluency and accuracy.