

E-TEACHER 2011

Distance Learning Program for English Language Professionals

Program Overview

The U.S. Department of State, Office of English Language Programs is sponsoring seven pilot E-TEACHER courses for teacher trainers and teachers via distance education. All tuition and materials costs will be covered for participants accepted to the program. The primary goal of these courses is to train English language professionals in the latest U.S. methods of English language teaching. Participation in these courses is open to teachers or teacher trainers worldwide. Twenty-six of the top performing E-Teacher course participants will be selected to attend a three-week professional development workshop in the U.S. in the summer of 2012.

Program Schedule

10- week courses will be offered in the fall of 2011 and the winter, spring and summer of 2012, though not all seven courses will be offered each term.

Program Goals

- Introduce the most recent English language teaching methods and techniques to English teaching professionals worldwide;
- Enhance the capacity of local EFL professionals in priority English for Special Purposes areas;
- Offer participants an opportunity to engage in an innovative distance-learning program that employs the latest in modern technology;
- Provide foreign English teachers direct access to U.S. experts with whom they might not normally have the opportunity to interact;
- Improve the quality of international English-language teaching.

Criteria for Participation

The follow are the criteria for applicants to the E-TEACHER distance learning program:

English language skills:

-Participants should be highly motivated individuals who are dedicated both to their own professional development and to sharing the knowledge gained with colleagues through workshops or professional presentations.

-Ability to do academic work at a U.S. university (an advanced level of reading and writing, roughly equivalent to a minimum TOEFL score of 550 or IBT score of 79-80);

- General understanding of technical terms in English relating to computers and the Internet;

- Good command of the necessary vocabulary for the topic of the course for which the candidate is nominated.

Computer fundamentals:

- Regular access to e-mail and the Internet;
- Ability to navigate in Windows or other appropriate programs and create a Word document;
- Basic familiarity with the Internet and web browsers;
- Ability to type in English well enough to perform online tasks in real-time and to submit written assignments in a timely manner.

Course Information

Course materials will include, but are not limited to, the following:

- downloadable or posted syllabi, assignments, and course readings;
- asynchronous and some synchronous contact between instructor and participants, between other experts and participants, and among participants;
- lectures via real-time, text, or audio-enhanced text;
- use of a bulletin board to post notes, assignments, feedback, etc.; and
- information on additional web-based resources.

All materials will emphasize a learner-centered approach and will be in English.

Individual Course Descriptions

E-TEACHER: Critical Thinking in the EFL (English as a Foreign Language) Curriculum

Offered by the University of Oregon, Linguistics/American English Institute

Course Description

This course is designed to deepen participants' understanding of the theory and applied use of Critical Thinking principles and practices in the EFL classroom by engaging in the following types of activities: (1) read and discuss professional information and articles to develop a deeper understanding of current topics in language pedagogy as they relate to general critical thinking skills, (2) identify, evaluate, and select web-based materials and tools for use in the classroom, (3) interact with colleagues regionally and internationally who share similar pedagogical interests, (4) create classroom materials and projects that demonstrate an understanding of course topics, and (5) adapt and enhance existing materials so that they are culturally and age appropriate for their schools' local curriculum.

E-TEACHER: Teaching English to Young Learners (TEYL)

Offered by the University of Maryland, Baltimore County, English Language Center

Course Description

This course is designed to introduce participants to the theory and practice of teaching young learners in the EFL classroom. The course will investigate approaches for teaching language within a meaningful context as well as the different techniques for making language input more comprehensible and encouraging student participation. Participants will look at the major principles that govern language teaching based on all of the four skills: listening, speaking, reading and writing.

E-TEACHER: Building Teaching Skills through the Interactive Web

Offered by the University of Oregon, Linguistics/American English Institute

Course Description

This course is designed to deepen participants' understanding of the theory and applied use of CALL (computer assisted language learning) principles in the EFL classroom. This course strives to (1) model innovative online teaching practices, (2) improve understanding of and actively engage in the analysis and systematic adoption of innovative materials and tools for ELT (English Language Teaching), (3) offer opportunities for EFL educators to observe and analyze real-world application of such new materials and practices, (4) provide educators with support and problem-solving mechanisms as they implement new materials and practices in their teaching, and (5) act as a train-the-trainer model so that participants can move forward with concrete dissemination plans.

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E-TEACHER: English as a Foreign Language Assessment

Offered by the University of Maryland, Baltimore County, English Language Center

Course Description

This course is designed to introduce the participants to the theory and practice of foreign language assessment and testing. Participants will learn about the differences between assessment and testing, and how they can be used to make effective decisions to support teaching and learning. They will learn important concepts to consider when developing assessment and tests, such as validity, reliability, and practicality, as well as different kinds of assessments and tests (formative, summative, diagnostic, proficiency, achievement, product-oriented, process-oriented, alternate assessments). They will develop skills to assess ESL/EFL learner's performance in all four skill areas and content areas. They will learn to develop test specifications, develop items, analyze and edit items, and put together a final assessment instrument that is reliable, valid, and useful. They will gain experience developing rubrics to assist with grading and scoring and make the assessment process transparent to all stakeholders. This 10-week course will be offered in the spring of 2010.

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E-TEACHER: Methods Course I: Survey of Best Practices in TESOL (Teaching of English to Speakers of Other Languages)

Offered by the University of Maryland, Baltimore County, English Language Center

Course Description

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 listening, speaking, reading, writing, grammar, vocabulary, and pronunciation, participants will 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 21st century, where English is an international language and how the use of English incorporates modern technologies. This 10-week course will be offered in the spring of 2010.

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E-TEACHER: Methods Course II: Developing EFL Literacy through Project-Based Learning

Offered by the University of Oregon, Linguistics/American English Institute

Course Description

Using a reality TV-style modified case studies approach, participants will observe one or more real world language classes at regular intervals over an extended period of time. Video crews will visit pre-selected classes on a weekly basis over the course of a term and capture classroom events as they unfold in a naturalistic „telling-of-stories“ manner. These will be classes which focus on developing ESOL literacy (reading-writing-grammar) using and integrated skills approach and which incorporate aspects of content-based instruction and

project-based learning (PBL). Participants will have many opportunities for focused and contrastive analysis of classroom practices in the videos, with ongoing guidance in developing appropriate application of observed techniques in their local EFL teaching environments. New, real-time classroom video footage will be available each week to log, in chronological order, the unfolding drama of these learning events (classroom stories) on the YouTube-UO web site: <http://www.youtube.com/uoregon>.

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E-TEACHER: English for Specific Purposes (ESP) Best Practices
(offered by University of Oregon, Linguistics Dept./American English Institute)

The goal of this course is to develop participants' knowledge, skills, and attitudes toward 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 English for Specific Purposes. For example, participants may choose to focus on courses in English for Academic Purposes (EAP), which address the needs of learners preparing to study in a specific academic discipline at a university, e.g., business, medicine, or law. Or, they may be working with learners who need Vocational English for Specific Purposes (VESP) to study at a vocational or technical secondary school. Other teachers/trainers at private language schools or in university ESP departments may be designing courses in English for Occupational Purposes (EOP) for individuals already in the workplace who need English as a tool for their job. The course will address the need for training in ESP to promote education and economic development at the local and national levels.