



Dear Teachers of English,

We are happy to inform you about the opportunity to compete for the E-Teacher program (2013-2014). E-teacher is a 10-week online program run by one of the U.S. leading university – the University of Oregon. Candidates for E-Teacher scholarships should be teacher trainers or teachers who are working, or plan to work, with one of the eight subjects covered by the courses. They should be highly motivated individuals who are dedicated to their own professional development as well as to sharing knowledge gained with colleagues through workshops or professional presentations. Candidates should also be committed to fulfilling the program requirements (dedicating on average 10-15 hours of work per week) and completing the course.

In addition, ALL candidates should meet the following criteria:

- a. Ability to do academic work at a U.S. university
- b. High Intermediate to Advanced level of English
- c. General understanding of technical terms in English relating to computers and the Internet. Knowledge of email, web browsers, and file management.
- d. Ability to type in English well enough to perform online tasks in real-time and to submit written assignments in a timely manner.
- e. Have access 4-5 times per week minimum to reliable computers with high-speed Internet. (You are not required to be online for a certain day or hour as there are no set up schedules for the classes. You just have to make sure that you check your email inbox on a regular basis and are able to monitor and fulfill your home tasks.
- f. Have basic technology skills for email, the Web (e.g., searches, downloads, uploads, managing of course logins/passwords) and file management (e.g., PDF, MS Word/Excel).

More details on specific requirements for each course are provided along with the course descriptions in the attached documents.

**Those teachers that have already participated in this project in the last two years or have been selected but rejected or did not fulfill the entire course will be considered as ineligible.**

The selected candidates will receive a congratulation letter via email address and will have to register with the E-Teacher online database according to the requirements in the letter. An important requirement for registration is to provide all the information asked in the application

forms and include your mobile phone number. In order to improve the notification process, teachers will receive SMS alerts to register for the E-Teacher course. This service can also be used by the provider when a candidate falls behind.

We encourage you to share this announcement with all your eligible colleagues that work in schools/colleges in the surrounding areas.

The selection of teachers will be made according to the eligibility criteria and your written justification in your application.

**PLEASE SEND US THE COMPLETED APPLICATION FORMS BY 14 JULY 2013. The PDF application form is posed as a link next to the program announcement, on the same webpage.**

The list of proposed course is the following:

#### **Introductory Courses**

- [Practical Applications in Listening and Speaking Skills \(PALSS\)](#)
- [Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages \(TESOL Methods\)](#)

#### **Courses for Educators of Specific Audiences:**

- [Building Teaching Skills through the Interactive Web \(Web Skills\)](#)
- [English for Specific Purposes, Best Practice for Courses and Materials \(ESP\)](#)
- [Special Education and Differentiated Instruction in an EFL Context \(SpEd TEFL\)](#)
- [Teaching English to Pre-Teens and Teens \(TEPT\)](#)
- [Teaching English to Young Learners \(TEYL\)](#)

#### **Advanced Courses**

- [Critical Thinking in Language Learning and Teaching \(CT\)](#)
- [Assessment: Summative and Formative Practices in Language Learning and Teaching \(Assessment\)](#)

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

Participants will receive instruction on current methodologies, strategies, and techniques associated with teaching English language learners (ELLs) of different ages in various learning contexts. While exploring best practices for teaching English, participants learn how to create an effective and communicative language classroom. This course is based partially on “Shaping the Way We Teach English” teacher training materials.

### **Building Teaching Skills through the Interactive Web (Web Skills)**

Participants will deepen their understanding of “Computers and Language Learning” theories, 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. This course uses a “train-the-trainer” model in which participants develop plans to locally disseminate knowledge they have gained.

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

This course has two purposes: to develop participants' own English oral/listening skills, and to develop participants' ability to teach these two language skills. This course will 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.
- Participants' abilities to teach 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.

**Special requirements:** Offered in the Winter 2014 term ONLY. This course has real-time, scheduled components and access to Skype or a similar video conferencing tool is required. Not for participants with advanced English speaking/listening skills.

### **English for Specific Purposes, Aligning Context with Practices and Materials (ESP)**

This course will develop participants' skills in designing, implementing, and evaluating ESP courses. New and experienced ESP practitioners are welcome from all areas of the field. Course participants may address the needs of learners studying university-level English for Academic

Purposes (EAP), Vocational English for Specific Purposes (VESP) learners in vocational/technical schools, English for Occupational Purposes (EOP) learners already in the workplace, or other ESP contexts.

**Special requirements:** This course is intended for EFL educators of teens and adults only.

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

This course focuses on inclusive teaching models that support learners with special needs in the EFL 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. Participants will engage in ongoing dialogue, sharing their experiences, successes, and concerns in their teaching of special needs learners. Participants will create a resource or set of resources to share within their local communities (e.g., classroom, school, parents' network, district.)

**Special requirements:** None; appropriate for all EFL educators interested in supporting special needs students.

### **Teaching English to Pre-teens and Teens (TEPT)**

Educators in this course who work with pre-teens (ages 10-12) and teens (ages 13-18) will learn how to motivate these age groups by designing collaborative projects that involve several topics critical to 21st century learners. Student-centered practices and opportunities to introduce student choice in the EFL classroom will be modeled and applied in this course. Participants will learn how to identify, evaluate, and apply a wide variety of age-appropriate materials and how to develop students' language and critical thinking skills through project-based learning and collaborative problem-solving experiences.

**Special requirements:** This course is for educators who work with pre-teens and teens.

### **Teaching English to Young Learners (TEYL)**

Students ages 5-10 are cognitively primed to acquire English through an integrated skills and content-based, experiential approach. Educators who understand the cognitive and social processes of language acquisition of young learners are better equipped to help learners while also creating a fun, positive environment. TEYL educators in EFL settings often have limited time to reach their teaching goals and meet local requirements on the use of specific texts, tests, or other materials. Low-resource environments can also pose challenges. Participants will explore

solutions to such challenges through an overview of current research and best practices for TEYL, and will experiment with a wide array of freely available online resources.

**Special requirements:** This course is for educators who work with young learners.

### **Critical Thinking in Language Learning and Teaching (CT)**

This course deepens participants' understanding of Critical Thinking theories, principles, and practices. Participants will learn how to identify, analyze, and develop teaching techniques and materials to incorporate critical thinking in the EFL classroom. Participants will also adapt existing materials so that they are culturally and age-appropriate for their local curriculum.

**Special requirements:** Appropriate for teachers of all audiences. This is an advanced course with a demanding reading and writing load. Participants should be prepared to apply new knowledge to local curricula, units, and lessons.

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

This course focuses on the theory and practice of the major components of assessment in EFL classrooms and will address all four skill areas. Topics covered include needs assessment, diagnostics, proficiency, achievement, formative, alternative, summative, standardized, strength-based, and differentiated modalities. Participants will also explore aligning assessment to objectives and course goals, giving learners effective feedback, developing rubrics and tests, evaluating assessments with item analysis, and reliability and validity topics.

**Special requirements:** Appropriate for teachers of all audiences. This is an advanced course with a demanding reading and writing load. Participants should be prepared to apply new knowledge to local curricula, units, and lessons.

You can find attached to this message the documents which include the application form for candidates, a document describing the courses and the necessary background for participation, the announcement that we'll place on our website, and general information about the program.

***If you're interested in the course please fill in the application form and send it back to us ( [SpinuVV@state.gov](mailto:SpinuVV@state.gov) ) by 14 July, 2013.***