

Below is information regarding E-Teacher Scholarship Program opportunity for English language teachers. Feel free to share with your contacts who might be interested.

APPLICATION FORM: [Attached](#)

APPLICATION DEADLINE: Monday, July 08, 2013

COST: The U.S. Department of State pays the course provider directly.

COURSE PROVIDER: U.S. university

BEGINNING DATE OF COURSE: Fall 2013 (October 7 – December 13), Winter 2014 (January 6 – March 14), Spring 2014 (April 7 – June 13), and Summer 2014 (June 23 – August 29). (Candidate might be placed in any of the academic session)

TIME REQUIRED PER WEEK: Approximately 10 hours

ACADEMIC LEVEL OF COURSE: Graduate (master's level)

BACKGROUND: Since 2004, the Office of English Language Programs has offered graduate level courses via distance education conducted by select U.S. universities. Participants use innovative distance learning technology to interact with U.S. experts. The program covers costs of tuition and course materials, which are sent from the university directly to each participant. In general, each course lasts from 10-12 weeks and takes approximately 10 hours per week of a participant's time. Participants who successfully complete any of the courses receive one certificate from the U.S. Embassy and one from the U.S. university that administers the course.

STEPS TO APPLY:

1. Complete the application form.
2. Email the completed application form to RELOKathamandu@State.Gov

COURSE DESCRIPTIONS:

Individual course summaries are listed below. Course 1-3 are introductory classes; courses 4-7 are for educators of specific audiences; classes 8-9 are advanced courses.

1. 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.

Special requirements: None; appropriate for teachers of all audiences.

2. 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.

Special requirements: None; appropriate for teachers of all audiences.

3. Practical Applications in Language and Learning Skills (PALSS)

This course has two purposes: to develop participants' own oral and listening skills in English, 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 14 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.

4. 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.

5. Special Education and Differentiated Instruction in EFL Contexts (SpEd EFL)

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.

6. 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.

Thematic topics may include:

- My planet/my life: environmental issues
- My friends/my community/my world: tolerance, diversity, and bullying
- My future/my way: work-readiness, entrepreneurship, and service learning with a review of case studies of teens that have made a difference in their communities

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

7. 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.

Advanced Courses - these courses have the heaviest reading and writing workloads

8. Summative and Formative Assessment 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.

9. 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.

PREFERRED CANDIDATES HAVE THE FOLLOWING QUALIFICATIONS:

- Be citizens of Nepal, Bangladesh, Sri Lanka and Maldives and currently reside in the country of citizenship;
- Have not participated in an E-Teacher online course before;
- Be leaders or potential leaders in education, teacher trainers, or teachers who are working, or plan to work, with the subject covered by the course;
- Be in a position to relay and share the information and knowledge gained from the course;
- Be highly motivated individuals, dedicated to their own professional development, and willing and to share the knowledge gained with colleagues through workshops or professional presentations;
- Be willing and able to cope with U.S. university graduate level intensive academic work, i.e., have advanced level reading and writing skills, roughly equivalent to a minimum TOEFL score of 550;
- Have good command of the necessary vocabulary for the topic of the course;
- Have a general understanding of and familiarity with technical terms in English relating to computers, the Internet, and web browsers;
- Have a general knowledge and skills to use computers, the Internet, and web browsers;
- Have the ability to navigate in Windows and create a Word document;
- Have the ability to type in English well enough to submit written assignment in a timely manner;
- Have regular access to e-mail and the Internet; and
- Provide at least two reliable professional/academic references.