



E-Teacher Scholarship Program
Professional Development Distance Learning Program
for English Language Teachers

Please return the completed form by July 11 to ChavarriaLM@state.gov

*Have you ever participated in the E-Teacher Program? If so, which course and what year?

*Course:

*participating year:

Please list the top three courses that you'd like to participate in (please note that you may not be selected for your first choice):

*1.

*2.

*3.

Personal data:

*Full name (First, Last):

*Title: Mr., Ms., Dr., etc.):

*Nationality:

Contact information:

*Address:

*Department, Municipality:

*Office telephone number and extension: , ext. ()

*E-mail 1:

*Confirm E-mail 1:

*E-mail 2:

*Confirm E-mail 2:

*Cell/Mobile phone 1:

*Cell/Mobile phone 2:

Home telephone number:

Please include your Statement of purpose and your Resume:

Please state why you are interested in participating in the E-Teacher program. Indicate what impact your participation in this program would have on your institution/region, and how you expect to put to good use, in the short or long term, the knowledge acquired in this course. (500 words maximum)

At-a-Glance

The E-Teacher Scholarship Program offers foreign English teaching professionals the opportunity to take one of nine innovative, online university-level classes through the [University of Oregon](#).

E-Teacher courses:

- **Introduce and explore current methodological concepts and issues in the English as a Foreign Language field**
- **Provide an innovative distance-learning experience that uses the latest technology**
- **Connect participants with U.S. English language teaching experts and creates a professional network of international colleagues**

See [Program Details](#) for E-Teacher Courses and their descriptions.

PROGRAM LENGTH

10 weeks

Eligibility and Application Overview

Candidates should be highly motivated teachers, teacher trainers, or ministry officials who are both dedicated to their own professional development and willing to share their knowledge with colleagues. Qualified candidates should:

- **Have the ability to complete academic work at a U.S. university level (an advanced level of reading and writing in English, roughly equivalent to a minimum TOEFL score of 525/iBT 70)**
- **Have an understanding of English technical terms relating to computers and the Internet**
- **Have regular access (4-5 times/week) to a reliable, up-to-date computer with high-speed internet connectivity**
- **Have basic technology skills related to email, internet searches and downloads/uploads, logins/passwords, and e-file use (e.g., pdf, MS Word, Excel). Practical Applications in Listening and Speaking Skills participants require access to real-time tools such as Skype**

- **Have the ability to type in English well enough to perform online tasks in real-time and submit written assignments in a timely manner**
- **Have at least 8-10 hours per week to devote to the coursework**
- **Be a citizen of and reside in the nominating country at the time of the course**
- **Not hold dual citizenship in the United States**

The E-Teacher Scholarship Program is open to non-U.S. citizens living outside the United States. The program is open by nomination only. Interested English language professionals should contact the Public Affairs section of their local [U.S. Embassy](#) for up-to-date information. U.S. Embassies manage the selection and nomination of candidates.

The Office of English Language Programs does not accept direct applications.

- See more at: <http://exchanges.state.gov/non-us/program/e-teacher-scholarship-program#sthash.dpiAz9zN.dpuf>

E-Teacher Courses

Click on the course name below to read its short description or to download the full course description.

Introductory Courses

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

Courses for Educators of Specific Audiences:

- [English for Specific Purposes, Aligning Context with Practices and Materials \(ESP\)](#)
- [Special Education and Differentiated Instruction in an EFL Context \(SpEd EFL\)](#)
- [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. [Full Course Description](#)

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

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. [Full Course Description](#)

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

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. [Full Course Description](#)

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 on a high bandwidth computer is required (mobile phones typically do **not** have sufficient bandwidth for multi-point real-time international course sessions and should not be the sole means of accessing the course). 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. [Full Course Description](#)

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

Special Education and Differentiated Instruction in an EFL Context (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). [Full Course Description](#)

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. [Full Course Description](#)

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. [Full Course Description](#)

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. [Full Course Description](#)

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. [Full Course Description](#)

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.

- See more at: <http://exchanges.state.gov/non-us/program/e-teacher-scholarship-program/details#sthash.5UJb3oo.dpuf>