

E-Teacher Scholarship Program

ACADEMIC SCHEDULE:

E-Teacher 10-week online courses are offered during four terms in Academic Year 2014-15:

Fall 2014: October 6 – December 14

Winter 2015: January 5 – March 13

Spring 2015: April 6 – June 12

Summer 2015: June 22 – August 28

E-Teacher Terms 2014-15	Courses Begin	Courses End	Courses Available
Fall 2014:	Oct.6, 2014	Dec.12, 2014	CT, TEPT, Methods, TEYL, Web Skills, ESP, Special Ed TEFL
Winter 2015:	Jan. 5, 2015	Mar 13, 2015	CT, TEPT, Methods, TEYL, Web Skills, Assessment, ESP, PALSS, MOOC
Spring 2015:	Apr. 6, 2015	June 12, 2015	CT, TEPT, Methods, TEYL, Web Skills, Assessment, ESP, Special Ed TEFL, MOOC
Summer 2015:	June 22, 2015	Aug. 28, 2015	CT, TEPT, Methods, TEYL, Web Skills, Pilot ELT & Leadership

All but one of the E-Teacher courses are asynchronous and do not require real-time interaction. Participants use online tools to participate in discussion boards and complete individual and group assignments. All courses are Pass/No Pass, requiring satisfactory completion of 70% of the coursework plus the course project.

Foundation Courses

1. Building Teaching Skills Through the Interactive Web, A Survey of Resources and Tools for Online and F2F English Language Teaching (Web Skills)

Participants in this course deepen their understanding of the theory and applied use of CALL 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 and act as a train-the-trainers model so that participants can move forward after the course with concrete dissemination plans.

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

 [Web skills description.docx](#)

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

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 English, participants 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 the use of English incorporates modern technologies. This course is based partially on the “Shaping the Way We Teach English” materials.

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

 [Methods description.docx](#)

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

This course is designed to 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; teaching skills of participants in listening, speaking, and pronunciation through readings and online discussion, self-study activities, and their participation in model lessons; and teaching networks by encouraging collaboration among participants on weekly discussions, in small group sessions, and with ongoing interaction through the course social networking site (Ning).

Special requirements: None; appropriate for teachers of all audiences. **This will be offered in Winter 15 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. The real-time components are based on 5 timezones. Participants will need to make accommodations in order to attend the virtual classes at the time that is most convenient for them. We are not able to add more times or individualize availability for all participants.

 [PALSS description.docx](#)

Courses for Educators of Specific Audiences

1. English for Specific Purposes, Aligning Context with Practices and Materials (ESP)

This online course will develop participants’ skills in 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 the field. Course participants may be addressing the needs of pre-experience learners (preparing to enter a specific discourse community) who need (1) English for Academic Purposes (EAP) for courses in specific

disciplines in universities, or (2) Vocational English for Specific Purposes (VESP) for courses at vocational and technical secondary schools.

Other course participants might be focused on English for Occupational Purposes (EOP) courses in the business sector or other fields that are intended for pre-experienced or experienced learners already in the workplace who need English as a tool for their job. Regardless of which ESP target learner population is the focus (EAP, VESP or EOP), the target learners are usually adults with an intermediate level of English or higher. The course will also address the need for training in English for Specific Purposes to promote education and economic development at the local and national levels.

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

 [ESP description.docx](#)

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

This course is designed to be a survey of teaching methods that support learners with special needs within the context of the TEFL classroom. Participants will read articles, visit websites and discuss practices that provide teaching strategies for diverse learners with a wide variety of skills and varying levels of performance.

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

 [SpecialEd description.docx](#)

3. Teaching English to Pre-teens and Teens (TEPT)

Educators in this course who work with tweens (“pre-teens” approximately ages 10-12) and teens (ages 13-18) will learn how to motivate these age groups by designing collaborative projects that involve several content strands critical to 21st century learners. Whenever possible, student-centered practices and opportunities to introduce student choice in the everyday EFL class will be modeled and applied in this course.

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

 [TEPT description.docx](#)

4. Teaching English to Young Learners (TEYL)

English learners at the primary level (approximately ages 5-10) are cognitively “primed” to acquire language skills in ways that lend themselves well to an integrated skills and content-based, experiential approach. The educator who understands the cognitive and social processes of second language acquisition for Teaching English to Young Learners (TEYL) is better equipped to help the learner navigate the processes of classroom learning activities while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language settings have a limited amount of time to accomplish their teaching goals and meet local requirements regarding the use of specific texts, tests or other materials. A low-resource environment can also pose challenges. In this course, participants have the opportunity to explore solutions for such challenges through an overview of current research and “best” practices (always context-dependent) for TEYL plus hands on experimentation with a wide array of freely available online and local resources.

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

 [TEYL description.docx](#)

Advanced Courses

1. Assessment: Summative and Formative Assessment in Language Learning and Teaching (Assessment)

This course will involve participants with the theory and practice of the major components of assessment, with a particular focus on English as a Foreign Language and addressing all four skill areas. Assessment topics covered include needs assessment, diagnostic, proficiency, achievement, formative, alternative, summative, standardized, strength-based, and differentiated. Participants will also explore aligning assessment to behavioral objectives and course goals, giving learners effective and helpful feedback, developing rubrics and tests, evaluating assessment with item analysis, and looking at reliability and validity. Articles and other readings give participants a firm foundation in assessment theory, and they will put theory into practice with an array of weekly practical applications, assignments, discussions, and tasks. That includes creating different types of assessments and feedback. The course will end with an assessment project organized as a WebQuest.

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 description.docx](#)

2. Critical Thinking in Language Learning and Teaching (CT)

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: readings and discussions of professional information and articles to develop a deeper understanding of current topics in language pedagogy as they relate to general critical thinking skills; identification, evaluation, and selection of web-based materials and tools for use in the classroom; interaction with colleagues regionally and internationally who share similar pedagogical interests; creation of classroom materials and projects that demonstrate an understanding of course topics; adaptation and enhancement of existing materials so they are culturally and age-appropriate for their schools' local curriculum.

Innovations in the course include an overall deepening of student engagement in course content via re-organization of course components, addition of relevant materials and activities. Ultimately, as a result of the changes, course participants develop a greater level of autonomy.

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.

 [Critical Thinking description.docx](#)

3. Developing Local Leadership for Global English Language Teaching (Global English)

Participants will explore models and systems of leadership in today's "Global English" environment as a basis for creating a vision and setting themselves on a course of action for positive change in their local educational contexts. From a language pedagogy and practices perspective, participants will review the fundamental principles of project-based learning (PBL) and content-based instruction (CBI). Through

readings, online discussions, and projects, participants will improve their ability to: develop instructional units and accompanying materials that meet course objectives, target their learners' needs and interests, and position themselves to strategically lead one or more related innovations in their local educational settings. Participants will finish the course with an action plan plus a digital portfolio of lessons and materials related to our three themes of: entrepreneurship, civic engagement, and women's empowerment.

Special requirements: This course is for language administrators, principals, or staff that manages students or schools. This course is not designed for classroom teachers.

 [Leadership description.docx](#)

All courses are Pass/No Pass, requiring satisfactory completion of 70% of the course work plus the course project as evidence of having mastered and applied course content in participants' local context.