



World Learning

Teaching Grammar Communicatively

Course overview

In this practice-oriented course, participants will explore how to adapt grammar instruction to meet their students' needs. They will also focus on integrating grammar instruction with teaching language skills, varying grammar instruction to meet the needs of large, mixed ability classes, and using available technology effectively to enhance grammar learning inside and outside the classroom. Participants will discuss different challenges their learners may have with learning grammar, and discover how they can help learners use grammar to improve fluency and accuracy.

Educational Objectives

By the end of the eight-week course, participants will be able to:

- Understand key issues concerning grammar acquisition;
- Incorporate effective approaches and techniques of presenting and practicing grammar into regular teaching;
- Plan communicative grammar lessons for large, mixed ability classes;
- Monitor, evaluate and improve grammar lessons;
- Give effective feedback to students;
- Use available technology to enhance grammar learning.

This is a program of the U.S. Department of State
administered by FHI 360 and delivered by World Learning



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Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting

Course overview

Exploration of culture in an EFL setting requires helping students engage in authentic situations to develop the ability to navigate across a variety of cultures. This intercultural ability requires language choices and awareness of oneself as a cultural being. It also requires critical thinking skills, which are themselves culturally defined. Using experiential learning as the organizational model, this course will engage participants in analyzing personal experiences, media, EFL textbooks, and classrooms to develop the capacity to think critically about the cultural assumptions and viewpoints embedded in their teaching content and process. After examining themselves as cultural beings and assessing learners' needs and goals, participants will develop a concrete teaching lesson that reflects their view of teaching critical thinking and intercultural competence in their particular context.

Educational Objectives

By the end of the eight-week course, participants will be able to:

- Define the dimensions of culture and critical thinking as they pertain to teaching in their context;
- Develop an increased understanding of critical thinking, experiential learning, and intercultural learning skills and the connections between them;
- Further develop their ability to learn and teach intercultural competence and critical thinking by applying observation, inquiry, multiple perspective analysis, and self-reflection to their exploration of cultural phenomena;
- Further develop their ability to learn and teach intercultural skills of active listening and empathy;
- Critically analyze EFL textbooks' treatment of culture;
- Develop their own assumptions about the teaching of culture in their context;
- Create lesson plans which integrate cultural learning and critical thinking;
- Reflect on, and critically analyze, their lessons.

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Iowa State University

Using Educational Technology in the English Language Classroom

Course Description

This course is designed to help English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes through hands-on learning. It will help teachers integrate pedagogical knowledge and skills with technology to enhance their language teaching and learning through their reading, discussion, and creation of new learning activities. The course will help participants apply technology in record keeping, feedback, and assessment, and use technology to improve communication, collaboration, and efficiency by participating in online discussion and presentation.

Educational Objectives

By the end of the eight-week course, participants will be able to:

- Understand computer-assisted language learning (CALL) and how technology affects language teaching in the 21st century;
- Use strategies to develop vocabulary growth through social media;
- Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce grammatical structures as part of tasks that encourage learner interaction;
- Use methods for selecting and adapting appropriate reading texts for accomplishing particular language learning goals;
- Understand how to teach writing through CALL by selecting appropriate model texts, showcasing technology supported help options, considering the audience for writing activities, and developing writing strategies;
- Understand how to select and adapt existing listening resources on the Internet to address language learning objectives;
- Select CALL materials that teach speaking skills and focus on the sounds and accents that are relevant for their learners;
- Develop teaching units that incorporate one or more of the technologies learned throughout the course.

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**IOWA STATE
UNIVERSITY**



Teaching English to Young Learners (under 12 years old)
Delivered by George Mason University

Course Overview

This course is designed to introduce participants to the theory and practice of teaching young learners (7-12 years old) and very young learners (under 7) in the EFL classroom. Participants will investigate approaches for teaching language within a meaningful context as well as different techniques for making language input comprehensible and encouraging student participation. They will also look at the major principles that govern language teaching based on all four skills—listening, speaking, reading and writing. Through individual learner-centered activities, virtual collaborations and discussions, and group activities with learning teams, participants in this course will explore various aspects, from theory to practice, of teaching EFL to children.

Educational Objectives

By the end of the course, participants will be able to:

- Explain and demonstrate the various EFL approaches, principles, methods and techniques appropriate for young and very young learners.
- Select and/or adapt texts, audio and visual material, and other media appropriate for use in the EFL classroom for young and very young learners;
- Understand and demonstrate appropriate activities for teaching listening, speaking, reading, writing, grammar, vocabulary and pronunciation for young EFL learners;
- Conduct a needs analysis, develop a learner profile, and then develop a lesson plan which would be appropriate for young and very young learners in a specific context; and
- Develop themselves professionally in the field of TEYL by participating in a virtual community of practice and preparing materials to share in their local community of professionals.

This is a program of the U.S. Department of State administered by FHI 360 and delivered by George Mason University.





Professional Development for Teacher Trainers
Delivered by Arizona State University

Course Overview

This course is designed for both novice and experienced teacher trainers. Participants will develop and polish their skills and knowledge base of evidence-based methods for delivering comprehensive, engaging, and relevant teacher trainings. Learners will be introduced to methods for crafting, presenting, and evaluating effective teacher training workshops so they can apply concepts and theories to the production of impactful teacher training in their local contexts.

Educational Objectives

By the end of the course, participants will be able to:

- Identify what makes a teacher training workshop successful and influential to improving student outcomes;
- Demonstrate an understanding of persuasive methods to pitch a teacher training idea to administration and colleagues;
- Apply evaluative concepts in a reflective manner to assess and grow professionally; and
- Create a sustainable community of practice among colleagues for continued professional growth.

This is a program of the U.S. Department of State administered by FHI 360 and delivered by Arizona State University.





World Learning

Content-based Instruction

Course overview

Content-based Instruction (CBI) is designed for the many English teachers around the world who are called upon by their institutions to lead CBI courses. This course will aid teachers in prioritizing the relative importance of English learning versus content learning objectives, choosing classroom materials, and deciding how and when to transfer their English teaching techniques to the CBI context. It covers theory on CBI pedagogy and guides participants in preparing lessons and curricula for CBI courses, as well as workshops to share this knowledge with colleagues. Participants will learn CBI-specific methods for every phase of teaching, including syllabus design, lesson planning, materials selection and adaptation, assessment, and feedback.

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University of Maryland Baltimore County

TESOL Methodology

Course overview

This course will introduce participants to current methodologies associated with teaching ELLs of different ages in various learning contexts. Over the course of 8 modules, participants will examine the ways in which language teaching has changed since the 20th century, and will compare and contrast traditional and modern language teaching methods. While exploring effective practices for teaching integrated language skills, participants will learn how to create effective and communicative classroom activities using principles of Communicative Language Teaching (CLT). Special attention will be paid to identifying the diverse needs of learners, providing effective feedback, and self-assessing one's own teaching styles.

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