The Globalization of Teacher Training:
The Development of a Global Online Course in Technology and Language Education

Kimberly Becker, Liberato Santos, Ananda Muhammad, & Volker Hegelheimer

Iowa State University | Department of English

OVERVIEW

Background

The American English (AE) E-Teacher Program
- U.S. government educational initiative
- Courses available as free, open-source content
- Professional development opportunities for TEFL

Who is Involved?

Sponsor & Participant Recruitment

Course Logistics & Administration

Content Development & Delivery

4

What is the Global Online Course (GOC)?

- Professional development program for TEFL

- 100% online

- Objectives:
  - ✓ Improve NNS instructors' ELT skills,
  - ✓ Offer theory & practice on technology-mediated ELT,
  - ✓ Make open-educational resources (OERs) available,
  - ✓ Foster cultural understanding between US and overseas ELT practitioners, and
  - ✓ Encourage a cascading effect within the participants' local context.

More about the GOC

When is it offered? How long? How often?

- Yearly, 3x/year since 2016

- 8-week course

- 7 iterations

- Iteration 8 starts July 3, 2018

Who teaches?

- Course instructors provide content

- Teaching Assistants guide & grade

- Mentors liaise & support

Who are the Course Participants?

- NNS teachers from Africa, Asia, Eastern Europe, Latin America and the Middle East.

- To date, about 500 participants.

- Most participants:
  - teach at universities, secondary schools, and supplementary English programs outside of school
  - work 20-40 hours in classrooms
  - teach classes with 15-60 students

Why is the Course Important?

- Caters to both high & low-to-mid-resource contexts,

- Fosters practice with & discussions about tech, including:
    - o Implementing
    - o Adapting
    - o Substituting

- Provides friendly environment for both technofiles & technophobes

What is the Course about? (Guiding Principles)

It's about …

- Recognizing that unequal access to technology affects both rich & poor countries (Warschauer, 2003).

- Empowering practitioners to create "optimal language learning environments" even in limited teaching contexts (Egbert & Yang, 2004) .

- Integrating CALL technology confidently and proficiently (Hong, 2010).

It's not about ….

- The country, rather the context(s) in each country.

- Technology haves vs. have-nots, rather the effective vs. poor use of available technologies (Egbert & Yang, 2004).

- Implementing CALL "because we can" (Gruba & Hinkelman, 2012).

9

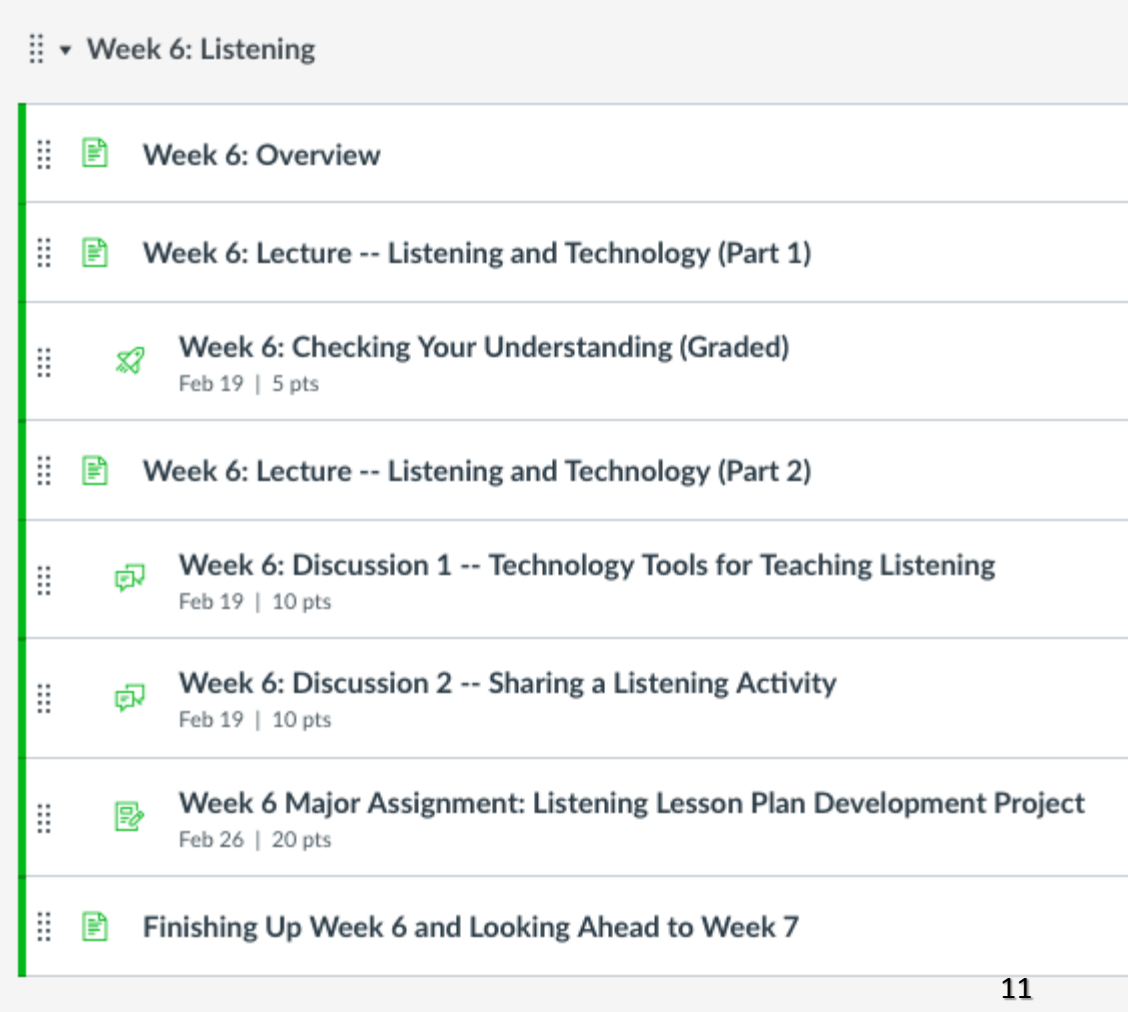# How Does it Work?

Each course modules explores technology + one skill:

- Instruction:
  - lectures
  - readings
  - tutorials
- Practice & Assessment:
  - Discussions
  - Quizzes
  - Major projects
    - ❑ Narrated and traditional slide presentations
    - ❑ Lesson plans
    - ❑ Reports on the exploration of tech tools

What Does it Look Like?

A course module

What Does it Look Like?

A lecture

Week 6: Lecture -- Listening and Technology (Part 1)

Technology today provides access to many different ways for students to listen to what is happening in the English-speaking world. Likewise, teachers can find many resources on the Internet to help teach listening. This week, we will take a look at a number of these resources. Download the lecture transcript for Week 6 so you can take notes.

In this part, Professor Chapelle will talk about the connection between technology and listening. Then, we will meet Professor Gary Ockey who will talk about the importance of listening and what teachers should know about teaching listening.

Listening & Technology (Part 1, 5:23)

What Does it Look Like?

An assignment

© 2018 by Iowa State University. Week 3 Major Assignment Template for the AE E-Teacher Program, sponsored by the U.S. Department of State and administered by FHI 360. This work is licensed under the Creative Commons Attribution 4.0 License, except where noted. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/

Week 3 Major Assignment

Instructor/Teacher's Name:

Part 1: General Description

Type of Course	• (x) General English ( ) English for Specific Purposes
Target audience	• Age group: 20-25 years old. • Students' educational level: College students and graduates • Students' English Proficiency level: Elementary (A1) • Class size: 20 students • How class size affects this activity: Class size has no difference for the activities because students have been divided accordingly to suit each activity. As for activity 2, the college's language lab contains 40 laptops, which is enough for the class size.
Classroom equipment	• My classroom is equipped with a blackboard, a white projector screen, a projector, and 40 laptops.
Lesson Aims	• To help students learn and practise English measure words when they talk about food.
Learning Objectives	• At the end of this activity, my students should be able to: ○ Identify the measure words which are used with uncountable nouns ○ Produce the measure words correctly with their suitable uncountable nouns
Assumptions	• I assume that my students are familiar with the concept of uncountable nouns • I assume that my students might know the phrases *"a bottle of, a piece of, a cup of,"* but they might not know the phrases *"a gain of, and a slice of."*

13

What Does it Look Like?

A rubric

Week 3 Major Assignment (Grammar Activity) Rubric (1)	
Criteria	**Assessment**
Integrating Knowledge view longer description	*The submission makes clear connections to concepts introduced in the lecture, such as prescriptive vs. descriptive grammars, awareness of form vs. function, and variation in grammar.* 6/ 6.0 pts
Completeness view longer description	*All of the required components are included as explained on the assignment sheet.* 5/ 5.0 pts
Clarity view longer description	*Frequent use of relevant details and examples to thoroughly explain the project, the directions for the students, and the grammar focus.* 4/ 4.0 pts
Delivery view longer description	*The submission is visually (aesthetically) appealing and well organized.* 3/ 3.0 pts
Mechanics view longer description	*The submission is free of spelling and grammatical errors which obscure meaning.* 2/ 2.0 pts
	Total Points: 20 out of 20.0

What Does it Look Like?

Assignment Comments

Assignment Comments

t this point, you have a zero grade because you have not submitted this assignment. Even though the due date is past, you are still allowed to submit it. Make sure you read and follow the submission directions, and submit your assignment as soon as possible.

Kimberly Becker, Feb 6 at 11:44pm

Greetings ^_^
To organize my work, I have divided it into two files. "W3 Major assignment 1.2" includes part 1,2 and 3 of the required components. "W3 Major assignment 2.2" includes part 4 of the required components. I truly hope it is OK.
warm wishes :)

, Feb 8 at 2:13pm

This is excellent work! I am so impressed with this lesson because it is pedagogically and methodologically sound, it's relevant, and it's clear. It really fits this description from the assignment instructions: "Parts 2, 3, and 4 should be complete and detailed enough so that other teachers could use and/or adapt the information and resources to teach their own classrooms with no further instructions."

Your discussion of the affordances of COCA and of corpus linguistics in general are right on the money. I love that you are thinking critically about prescriptive vs. descriptive grammar, and I hope you challenge your students to do the same.

I'm so happy to see this level of work. If you have any questions, please send me an email rather than replying here in a comment box. I rarely come back to this area after I have graded an assignment, so email is much quicker for getting in touch with me. Again, KUDOS on this job VERY well done.

Kimberly Becker, Feb 11 at 10:13pm

15

What's next ....?

- Continuous quality improvement
  - Improved videos
  - Clarified instructions
- Massive Open Online Course (MOOC)
  - Repurposed GOC
  - 5-week course
  - 10,800 enrolled
  - About 3,000 completed

References

Egbert, J., & Yang, Y-F. (2004). Mediating the digital divide in CALL classrooms: Promoting effective language tasks in limited technology contexts. *ReCALL*, *16*(2), 280–291.

Gruba, P., & Hinkelman, D. (2012). *Blending technologies in second language classrooms*. London: Palgrave Macmillan.

Hong, K. H. (2010). CALL teacher education as an impetus for L2 teachers in integrating technology. *ReCALL*, *22*(1), 53–69.

Warschauer, M. (2003). Technology and social inclusion: Rethinking the digital divide. Cambridge, MA: MIT Press.