



Teaching English to Teens

Online Course Scholarship

アメリカ大使館、教育・人物交流室では、オレゴン大学と提携し、日本人英語教員 25 名を対象に、下記のオンライン英語教授法コースを無料で受講できるスカラシッププログラムの参加者を募集いたします。

コース期間：2016 年 6 月 20 日～8 月 26 日（10 週間）

コース名：**Teaching English to Teens (TET)**

提供大学：University of Oregon, Linguistics Department, American English Institute

オンラインコース受講料：全額アメリカ大使館が負担

募集対象者：日本国籍を有する現職の中学・高校英語教員および指導主事の方

応募締め切り日：2016 年 4 月 11 日（月）

後援：文部科学省後援申請中

Course Overview

Educators in this course who work with teens (ages approximately 13-18) will learn how to motivate this age group by designing collaborative projects that involve topics critical to 21st century learners. Student-centered practices and opportunities to introduce student choice in the English as a Foreign Language (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 strategies and how to develop students' language and critical thinking skills through project-based and collaborative learning experiences. Published projects that the participants review include the following themes/topics:

- 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

Prerequisites

Candidates should be highly motivated in-service EFL educators at the secondary level (middle school and high school), teacher trainers, or ministry officials who are both dedicated to their own

professional development and willing to share their knowledge with colleagues. In addition, they should:

- Have high intermediate to advanced level English language proficiency in all skill areas (approximately 525 TOEFL), particularly reading and writing.
- Have access 4-5 times per week minimum to reliable computers with high-speed Internet; expect to spend a minimum of 8-10 hours each week on coursework.
- Have basic technology skills for email, the Web (e.g., searches, downloads, uploads, managing of course logins/passwords) and file management (e.g., PDF, MS Word, Excel).

Course Learning Objectives

- Identify, analyze and effectively apply strategies for motivating and managing classroom-based language activities for teens that address specific language learning objectives within the four skill areas, with a focus in particular on communicative teaching practices for grammar.
- Evaluate a wide variety of projects according to a set of criteria based upon the principles of Project-Based Learning and its application to English Language teaching.
- Design and develop a project-based learning experience, corresponding lesson plans, and a sample end-product which would be appropriate for teens in a specific local context with clearly articulated language learning goals and appropriately aligned assessment tools.
- Develop themselves professionally by participating in this networking community and preparing materials to share in their local community of peers, parents and colleagues.

Course Scope and Sequence

Week 1: Orientation to the course. Understanding & teaching Generation Y. Project work.

Week 2: Team-building. Project-based learning essentials.

Week 3: Twenty-first century learning environments. Evaluate published projects.

Week 4: Teaching speaking & listening. Lesson planning with goals & objectives.

Week 5: Assessment & evaluation. Evaluate published projects.

Week 6: Error correction & feedback. Midterm check of final project.

Week 7: Teaching reading & writing. Evaluate published projects.

Week 8: Teaching grammar & vocabulary. Use of music & games.

Week 9: Learning styles & multiple intelligences.

Week 10: Final week of the course! Wrap up in Discussion and submit the final project.

Grading Criteria and Requirements for Certificate of Completion

This class is Pass/No Pass. Participants must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Participants will be required to:

1. Complete all reading assignments in order to share thoughts and reflections in weekly online discussions and comment on the posts of other course participants in the Projects and Skills forums.
2. Create and/or describe classroom language learning activities that demonstrate practical application of the theory and best practices found in the course readings, and post them to the online discussion in the Projects and Skills forums.
3. Review and evaluate published project-based learning examples and post their evaluations in the Projects forum. (Items 1, 2 and 3 together are 70% of the total score.)
4. Work collaboratively with a small group of course participants to design a project-based learning experience for teens demonstrating understanding of and application of several course concepts as a final project. This project includes developing objectives, lesson plans, a sample product, and assessment activities related to the selected project theme (30% of the total score).
5. Review the final projects of other groups and give meaningful feedback at both the first draft and final stages.

Sample Materials and Resources

Other resources may be added or substituted according to participants' needs and interests, and new developments in the field.

- Larmer, J. & Mergendoller, J. (2010). Eight essentials for project-based learning. *Educational Leadership*, 68(1), 34-37. Retrieved from <http://www.scholastic.com/teachers/top-teaching/2015/03/8-essential-elements-project-based-learning>
- Litz, D. (2007). Student-directed assessment in ESL/EFL: Designing scoring rubrics with students. *The Internet TESL Journal*, XIII(11), Retrieved from <http://iteslj.org/Lessons/Litz-StudentDirectedAssessment.html>
- PopuLLar project. (2013). *Motivating secondary students to learn languages with relevant media*. Retrieved from <http://www.popullar.eu/files/PopuLLar-How-to-Use-the-Project-for-Teachers.pdf>
- Reilly, P. (2012). Understanding and teaching Generation Y. *English Teaching Forum*, 50(1), 2-11. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/50_1_3_reilly.pdf
- Swain, C. (2011). The care and support of teenagers. *ASCD*, 68(9). Retrieved from <http://www.ascd.org/publications/educational-leadership/jun11/vol68/num09/The-Care-and-Support-of-Teenagers.aspx>

- U.S. Department of State. (2013). *Activate: Games for learning American English*. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/board_game_instructions_0.pdf
- U.S. Department of State. (2014). *Audio-books and e-books*. Retrieved from <http://americanenglish.state.gov/ebooks>

オンラインコースですので、毎日決まった日時に受講するのではなく、ご自分のスケジュールに合わせて時間のあるときに受講していただけます。ただ、各週毎のスケジュールがあり、決められた期日までにオンライン上で提出しなければならない課題がありますので、ご自分のスケジュールの中からコース受講に割り当てる時間を定期的に確保し、課題提出などに遅れがでないようにすることが、コースを無事修了する上で大切になります。

参加希望者は、下記のリンクから応募書類に入力し、Personal Essay#1と#2を添えて、2016年4月 11日（月）までにお申込みください。

<https://business.form-mailer.jp/fms/3b97302854136>

なお、過去に「Teaching English to Pre-teens and Teens (TEPT)」のオンラインコースを受講された方は応募をご遠慮ください。このスカラシップに関するお問い合わせは下記までお願いいたします。

ochiaiyyx@state.gov [subject line: 2016 UO TET Online Course]

皆様のご応募をお待ちしております。