

# CRAFTING A COMPETITIVE FULBRIGHT ENGLISH TEACHING ASSISTANT (ETA) APPLICATION



**Loyola  
Marymount  
University**

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# FULBRIGHT ENGLISH TEACHING ASSISTANT PROGRAMS

- ETA Programs place Fulbrighters in classrooms abroad to provide assistance to the local English teachers
  - Most ETA grants are 9-12 months and begin in early fall\*
- [Available in over 75 countries](#)
  - ~30 countries do not require previous study of the host country language
- ETA's help teach English language while serving as cultural ambassadors for the U.S.
- The age and academic level of the students varies by country, ranging from kindergarten to university level

*\*Varies by country & grant*

# PROGRAM BENEFITS

- Round-trip transportation to the host country
- Funding to cover room, board, and incidental costs, based on the cost of living in the host country
- Accident & Sickness Health Benefits

## **In some countries, grants may also include:**

- A modest dependent's allowance
- Mid-term enrichment activities
- Language study programs
- Pre-departure and in-country orientations
- Please review the relevant Country Summary for specific details

# ELIGIBILITY FOR THE 2020-21 PROGRAM

- Must have a conferred bachelor's degree or the equivalent before August 2020
- Must be a U.S. citizen by October 2019
- No minimum GPA requirement\*
- Applicants for English Teaching Assistant Programs can apply to only one country

*\*LMU recommends a minimum of a 3.0 GPA*

# APPLICATION COMPONENTS

- [Slate Fulbright Online Application- Open Now!](#)
- Statement of Grant Purpose
  - 1-page document outlining why you are interested in teaching English to non-native speakers in X country
- Personal Statement
  - 1-page narrative that gives the reviewers a picture of you as an individual
- Foreign Language Evaluation Form, if applicable
  - Self evaluation in the online application
- 3 Reference Forms
- Unofficial transcript(s) uploaded to Slate

# PERSONAL STATEMENT

- 1-page narrative that gives the reviewers a picture of you as an individual
  - Make it personal
- Education and career goals
  - How will the ETA program benefit your goals?
- How your background has influenced your development
- Do not repeat information from other parts of the application
- Single spaced, 12 point Times New Roman, 1 inch margins
- At the top of each page include: Personal Statement, Your Name, Country of Application, and English Teaching Assistant Program

# STATEMENT OF GRANT PURPOSE

- A 1-page document outlining why you are interested in teaching English to non-native speakers
  - Why are you applying to this specific country?
- Describe what you will be able to bring to the classroom in the host country
- What specific ideas do you have for engaging with students and helping them to learn English?
- Indicate your commitment to and a description of how you will engage with the host country community
- Single spaced, 12 point Times New Roman, 1 inch margins
- At the top of each page include: Statement of Grant Purpose, Your Name, Country of Application, and English Teaching Assistant Program
- Do not make your statement location-specific within the host country, unless specifically requested to do so

# FOREIGN LANGUAGE FORMS & INTEREST

- Note any language requirements of your proposed host country
- Strongly Recommended
  - ❑ Language Self Evaluation
  - ❑ Foreign Language Evaluation Form, completed by a professional language teacher (MDLL at LMU)
- Recommended or Not Required
  - ❑ Submit both a Language Self Evaluation and a Foreign Language Evaluation Form, even if you only possess *some* of the host country language!
- Demonstrate your interest in learning the language
  - ❑ Download [Mango](#) (free through your local library), [Duolingo](#), or borrow [Rosetta Stone](#) from your local library



# FOREIGN LANGUAGE EVALUATION GUIDELINES

- [Offered only to LMU community](#) –students, faculty, staff, and LMU alumni.
- Applicants must contact the Administrative Coordinator at MDLL Department (310) 338-3051 or email [dewong@lmu.edu](mailto:dewong@lmu.edu) to request your language evaluation.
  - ONIF recommends you send your request in early August of 2019.
- The Chair of the Department will assign you an appropriate language evaluator.
- FLE appointments must be scheduled between **August 26 and September 27, 2019**.  
**Note: this is the only form acceptable to submit after LMU's campus deadline**
- The evaluation must take place during regular semester hours –Monday to Friday, from 9:00AM to 4:00pm.
- It is the applicant's responsibility to input the evaluator's contact info (name and email) in Slate, the Fulbright application system

**Students must use their LMU email address when requesting a FLE from the Administrative Coordinator in MDLL. Include your Student ID in any correspondence.**

# SAMPLE FOREIGN LANGUAGE FORMS

## U.S. STUDENT FULBRIGHT PROGRAM Foreign Language Evaluation Form

Applicant Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ Grant Field \_\_\_\_\_

For Study in (country): \_\_\_\_\_

Language Evaluated: \_\_\_\_\_

Please comment on the applicant's present language ability in relation to the proposed project in each of the following categories. Based on ACTFL Proficiency Guidelines 2012.

ACTFL LEVEL	LISTENING	SPEAKING	READING	WRITING
<b>None</b>	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None
<b>Novice</b>	<input type="checkbox"/> Understands simple questions, statements, and frequently used commands	<input type="checkbox"/> Communicates short messages on highly predictable, everyday topics	<input type="checkbox"/> Understands key words and cognates from highly predictable texts	<input type="checkbox"/> Writes in lists and notes, primarily by using words and phrases.
<b>Intermediate</b>	<input type="checkbox"/> Understands simple conversation on familiar or everyday topics	<input type="checkbox"/> Uses sentence-level language, typically in present time and on familiar topics related to daily life	<input type="checkbox"/> Understands information conveyed in simple, predictable, loosely connected texts	<input type="checkbox"/> Writes using basic vocabulary and structures to meet practical writing needs
<b>Advanced</b>	<input type="checkbox"/> Understands conversation on a variety of general interest topics	<input type="checkbox"/> Engages in conversation in a clearly participatory manner, in the major time frames of past, present, and future	<input type="checkbox"/> Understands the main idea and supporting details of authentic narrative and descriptive texts	<input type="checkbox"/> Writes in narrative format, using major time frames of past, present, and future
<b>Superior/ Distinguished</b>	<input type="checkbox"/> Understands speech on a wide range of topics, including academic and professional discussions	<input type="checkbox"/> Communicates with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics	<input type="checkbox"/> Understands structurally complex texts from many genres dealing with a wide range of subjects	<input type="checkbox"/> Writes analytically on professional, academic and societal issues, moving toward the abstract

Please indicate your general opinion of this applicant's ability in the language evaluated relative to the language level needed to carry out the proposed study or research project OR for English Teaching Assistantship applicants to engage in a local community where English is rarely spoken.

- Will require considerable training before necessary competence can be obtained
- Should be able to manage adequately after some additional formal language training
- Should be able to manage adequately after a short period of adjustment abroad
- Should have no difficulty

Indicate briefly how the evaluation was determined, including the context in which you know the applicant and/or conducted the evaluation. As space allows, also feel free to comment on the applicant's language skills relative to the proposed project

## U.S. STUDENT FULBRIGHT PROGRAM Language Self Evaluation

FORM 7

Applicants should complete a separate **Language Self Evaluation** for each language needed for their proposed grant project or as required by the host country according to the Country Summary.

**Remember, unless you have no knowledge of the host country language, you must have FORM 8 completed by a foreign language evaluator.**

Please answer the following questions regarding the language being evaluated.

1. Language being evaluated: \_\_\_\_\_

2. Indicate if you are applying for the Critical Language Enhancement Award in the language evaluated on this form:  Yes  No

3. Indicate your evaluation of your knowledge/skills level in the language indicated in question 1.

- None
- Basic (no formal study or minimal high school)
- Beginning (less than 1 year college or equivalent)
- Intermediate (1-2 years college or equivalent)
- Advanced (more than 2 years college or equivalent)
- Fluent (native or near native)

4. Indicate how you have learned the language. You may check all that apply.

- Formal Study
- Self-study
- Mother tongue
- Spoken at home
- Studied/lived in country (indicate country & amount of time in question 5)
- Other \_\_\_\_\_

### COMMENTS:

5. Indicate amount of time spent in formal study and/or time studying or living in a country where language is spoken and the country

6. If the language used in the host country and/or in your project is not commonly taught in the U.S. and/or you have not enrolled in formal study of the language, indicate what steps you have taken to learn this language to date.

# 3 LETTERS OF RECOMMENDATION

- Recommenders will be provided an electronic form
  - Communication skills, interest in teaching, and ability to work in unstructured environments
- 3 individuals who can best speak to your ability to teach English in a classroom abroad based on your intellectual and professional preparation
  - Provide copies of your Statement of Grant Purpose and Personal Statement
  - Provide your recommenders with [Instructions for ETA Recommendation Writers](#)
- All forms must be completed in English

# RECOMMENDATION FORM QUESTIONS

1. Based on your observation of and experience with the applicant, comment on their ability to overcome challenges. (120 words)
2. In your view, how has this applicant demonstrated qualities associated with teaching or mentoring? (120 words)
3. Based on your observation, how might the applicant interact with students, faculty, and community members, among others, in an unfamiliar or unstructured situation or in a different cultural environment? (120 words)
4. What kind of impression, in your view, would the applicant make of the United States abroad? (120 words)
5. Please comment on any other factors which you believe may have a bearing on the applicant's potential to have a successful experience abroad as a Fulbright ETA (comments regarding academic and/or personal experience, maturity, adaptability, and flexibility are welcome). (120 words)

# SELECTING A COUNTRY

GOAL: Demonstrate why you plan to undertake an ETA in X country.

- Connect your short and long term academic and career goals not only to the ETA Program, but to the experience(s) you aim to have in the host country
- Do you speak another language?
  - Beginner, intermediate, advanced, fluent, heritage speaker?
  - Have you studied any language(s) in a formal classroom setting?
- Have you previously studied abroad?
  - Yes! You can potentially go back to that same country at an ETA!
- What age group do you prefer or have the most experience teaching?
  - Elementary? Secondary? University-level?
- What issues within your discipline are also global issues?

# \*NEW\* ETA AWARDS FOR 2020-21



← Saudi Arabia: 2 ETAs

- Greenland: 2 ETAs



← Paraguay: 2 ETAs

- Taiwan Debate: 2 ETAs



# EXPANDED COUNTRIES FOR 2020-21



← Taiwan: 109 ETAs  
• 90 ETAs in 2018-19

• Palestinian territories: 4 ETAs  
• 2 ETAs in 2018-19



← Spain: 185 ETAs  
• 137 ETAs in 2018-19

• Bulgaria: 30 ETAs  
• 25 ETAs in 2018-19



# UNDERSUBSCRIBED\* COUNTRIES



- ← Laos: 12 ETAs
- 33 applications received in 2018-19
  - Mongolia : 6 ETAs
  - 22 applications received in 2018-19



- ← Moldova: 3 ETAs
- 11 applications received in 2018-19
  - Sri Lanka: 5 ETAs
  - 12 applications received in 2018-19



- ← Tajikistan : 3 ETAs
- 7 applications received in 2018-19



\*These countries received a lower number of apps than anticipated in 2019-20.  
[Updated stats](#) will be posted on the website by May 1, 2019



# UNDERSUBSCRIBED\* COUNTRIES



- ← Uruguay: 6 ETAs for 2020-21
- 28 applications received in 2018-19
  - Lithuania: 2 ETAs for 2020-21
  - 5 applications received in 2018-19



- ← Latvia: 3 ETAs for 2020-21
- 4-8 applications received in 2018-19
  - Georgia: 4 ETAs for 2020-21
  - 8 applications received in 2018-19



\*These countries received a lower number of apps than anticipated in 2019-20.  
[Updated stats](#) will be posted on the website by May 1, 2019

South & Central Asia

Country	# of Grants	Placement Type	Host Placements	Teaching Commitment per week	Host Country Language Requirements
India	25	Middle and High School	Regional cities		None required
Kazakhstan	15	High School or University	Regional cities	20 hours	Recommended
Kyrgyzstan	3	High School	Rural areas, regional cities	20 hours	Recommended
Nepal	4	Primary through High School	Rural areas		None required
Sri Lanka	5	All Levels	Rural areas, regional cities	30-40 hours	Preferred
Tajikistan	3	High School	Rural areas	20 hours classroom, plus 5 hours educational advising	Recommended
Uzbekistan	10	University	Rural areas	20 hours, plus 5 hours educational advising	Recommended

# SELECTING A COUNTRY

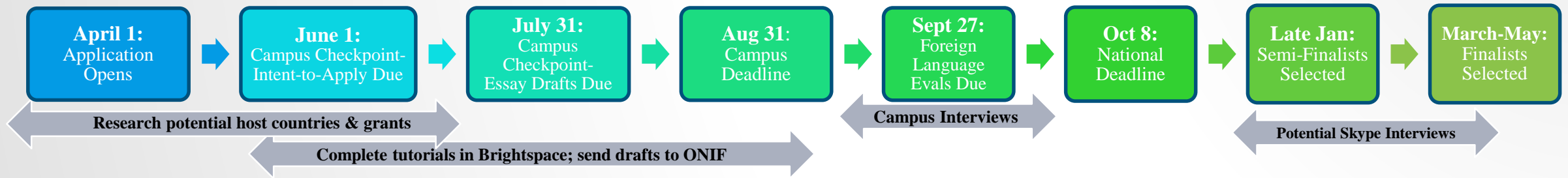
[Visit the Fulbright Website](#)

Although the statistics tool is useful, you should not select a country solely on number of past applicants! Fulbright is NOT a numbers game.

▲ Andorra

	2016-2017		2017-2018		2018-2019	
	Applications	Awards	Applications	Awards	Applications	Awards *
English Teaching Assistant Award	50	5	57	5	19	5
Total: English Teaching Assistant	50	5	57	5	19	5

# ETA APPLICATION TIMELINE



**June 1:**

LMU [Intent to Apply form](#) due online

**June 8:**

[LMU Campus Overview Webinar](#)

**June 15:**

Applicants receive access to Brightspace self-paced course

**July 31:**

Checkpoint- application drafts due to ONIF

**July 15:**

All LMU applicants must [create their Slate accounts](#)

**August 16:**

Submit your [campus interview availability](#)

**August 28:**

[Before You Submit Webinar](#)

**August 31:**

Campus deadline, all app materials submitted in Slate

**September 10-30:**

TENTATIVE Campus interviews

**October 8:**

National application deadline

# ETA ESSAY WORKSHOPS\*

**Applicants are strongly encouraged to attend *at least one* of the following events:**

- July 17:** Personal Statement Workshop #1, 7 p.m., UHALL 1402
- July 18:** Personal Statement Workshop #2, 7 p.m., Online
- August 6:** Statement of Grant Purpose Workshop #1, 7 p.m., Online
- August 14:** Statement of Grant Purpose Workshop #2, 7 p.m., UHALL 1402
- August 19:** Applicant Choice Workshop #1, 7 p.m., Online
- August 23:** Applicant Choice Workshop #2, 2 p.m., UHALL 3111

*\*Dates subject to change*

# ETA RESOURCES

- Fulbright [website](#)
  - [Tutorials](#) & [upcoming webinars](#)
  - [Slate online application](#)
- Fulbridge [website](#)
  - Connect with ETAs from across the globe
- ONIF [website](#) \*\*\*Bookmark this page\*\*\*
  - [Additional Fulbright-like opportunities](#)
  - [LMU Fulbright Alumni Directory](#)
- Faculty
  - [LMU Faculty Fulbrighters Directory](#)
- [The Writing Center](#)
  - ETA Applicants will work with the center *at least* once during the summer!
- [Career Professional Development](#)
- [Mango Languages App](#), [Duolingo Languages App](#), [Rosetta Stone](#)

# ADDITIONAL SUPPORT FOR SUMMER 2019

- Professor Monique Mansour,  
Rhetorical Arts
  - 2016-17 Fulbright ETA to Malta



# LMU ETA SPOTLIGHTS

Lauren Rowland '18  
2018  
ETA to Laos



Andrea Castellanos  
'18  
2018  
ETA to Spain

Jacob Coronel '16  
2016  
ETA to Mexico



Griffin Gosnell '10  
2014  
ETA to Thailand



# APPLICATION ADVICE FROM LMU FULBRIGHTERS

“Start early so you can have as many people as possible read over your application. Reach out to your support network at LMU, they have a wealth of knowledge.” – Andrea Castellanos, 2018-19 ETA to Spain

“The most challenging part of the application was being able to consolidate the many experiences I’ve had and connecting it to the country I applied to.”  
– Jesse Jovel, 2018-19 ETA to Colombia

“Keep telling yourself that you can do it! If you believe this process is possible then you will eventually reap the benefits of your labor.”  
– Simone Wilson, 2018-19 Alternate ETA to Korea

“Ask Cassidy for help whenever you feel confused or overwhelmed, and don't be sad when she rips apart your first drafts because in the end, your essays will be way better.

– Samantha Leung, 2019-20 ETA to Taiwan



# QUESTIONS

Loyola Marymount University

Office of National & International Fellowships (ONIF)

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