CRAFTING A COMPETITIVE FULBRIGHT ENGLISH TEACHING ASSISTANT (ETA) APPLICATION

Presented by Cassidy Alvarado,
Director of National & International Fellowships
Office of National & International Fellowships (ONIF)
FULBRIGHT ENGLISH TEACHING ASSISTANT PROGRAMS

- ETA Programs place Fulbrighters in classrooms abroad to provide assistance to the local English teachers
  - Most ETA grants are 9-10 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 2019-20 PROGRAM

• Must have a conferred bachelor's degree or the equivalent before August 2019
• Must be a U.S. citizen
• No minimum GPA requirement
• Applicants for English Teaching Assistant Programs can apply to only one country
APPLICATION COMPONENTS

• Embark Fulbright Online Application - Open Now!

• Statement of Grant Purpose
  o 1-page document outlining why you are interested in teaching English to non-native speakers in X country

• Personal Statement
  o 1-page narrative that gives the reviewers a picture of you as an individual

• Foreign Language Forms, if applicable

• 3 Reference Forms

• Unofficial transcript(s) uploaded to Embark
PERSONAL STATEMENT

• 1-page narrative that gives the reviewers a picture of you as an individual
  • Make it personal

• Education and career goals
  o 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

• Note any specific language requirements of the proposed host country

• Strongly Recommended
  - Language Self Evaluation
  - Foreign Language Evaluation Form, completed by a professional language teacher

• Recommended or Not Required
  - Submit both a Language Self Evaluation and a Foreign Language Evaluation Form if you possess some language skills
FOREIGN LANGUAGE EVALUATION GUIDELINES

• Offered only to LMU community –students, faculty and staff- and LMU alumni.

• Applicants must contact the Administrative Coordinator at MDLL Department (310) 338-3051 or dewong@lmu.edu to find out the name(s) of the evaluators for the specific language. The Chair of the Department will assign the appropriate language evaluator.

• Applicants must make an appointment with assigned faculty at least two weeks before August 31, 2018.

• 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 contact the Fulbright organization in order to initiate the evaluation process.

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

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.

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

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.

☐ Should be able to manage adequately after some additional formal language training
☐ Should be able to manage adequately after some additional formal language training
☐ 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.

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/skill level in the language indicated in question 1.

☐ None
☐ Basic (no formal study or minimal high school)
☐ 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 or lived in country (Indicate country & amount of time in question 5)

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.
LETTERS OF REFERENCE

• Recommenders will be provided an electronic form
  o 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
  o Provide copies of your Statement of Grant Purpose and Personal Statement
  o Provide your recommenders with Instructions for ETA Recommendation Writers

• All forms must be completed in English

• If you wish to have the same person complete both a recommendation and a Foreign Language Evaluation, the person must use two different email addresses
SAMPLE RECOMMENDATION FORM

1. Based on your observation of or experience with the candidate, comment on his/her ability to express themselves competently and clearly in English, orally and in writing.*

2. In your view, how has this candidate demonstrated qualities associated with teaching or mentoring.*

3. Based on your observation, describe how the candidate works in unstructured or ambiguous situations.*

4. Comment on how the candidate might interact with students, faculty and, community leaders, among others, in an unfamiliar situation or different cultural environment. What kind of impression, in your view, would the candidate make abroad as a representative of the United States?*

5. Please comment on any other factors which you believe may have a bearing on the candidate’s experience overseas or potential as a Fulbright English Teaching Assistant.*
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 teaching?
  • Elementary? Secondary? University-level?

• What issues within your discipline are also global issues?
UNDERSUBSCRIBED* COUNTRIES

Laos: 12 ETAs for 2019-20
- 30 applications received in 2016-17

Mongolia: 6 ETAs for 2019-20
- 28 applications received in 2016-17

Thailand: 15 ETAs for 2019-20
- 108 applications received in 2016-17

Indonesia: 35 ETAs for 2019-20
- 83 applications received in 2016-17

Malaysia: 100 ETAs for 2019-20
- 195 applications received in 2016-17

*These countries received a lower number of apps than anticipated in 2018-19. Updated stats will be posted on the website by May 1, 2018
*NEW* ETA AWARDS FOR 2019-20

- Saudi Arabia: 2 ETAs for 2019-20
- West Bank (Palestinian territories): 2 ETAs for 2019-20
- Algeria: 2 ETAs for 2019-20
- Timor-Leste: 2 ETAs for 2019-20
- Hong Kong: 2 ETAs for 2019-20
**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!

### Europe

<table>
<thead>
<tr>
<th>Country</th>
<th># of Grants</th>
<th>Placement Type</th>
<th>Host Country Language Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andorra</td>
<td>5</td>
<td>High School</td>
<td>Recommended - Intermediate</td>
</tr>
<tr>
<td>Armenia</td>
<td>2</td>
<td>Primarily University</td>
<td>Recommended - Novice</td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>4</td>
<td>Primarily University</td>
<td>Recommended - Novice</td>
</tr>
<tr>
<td>Belarus</td>
<td>2</td>
<td>Primarily University</td>
<td>Required - Intermediate</td>
</tr>
<tr>
<td>Belgium</td>
<td>2</td>
<td>Primarily University</td>
<td>Recommended - Novice</td>
</tr>
<tr>
<td>Bosnia-Herzegovina</td>
<td>2</td>
<td>University or High Schools</td>
<td>None required</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>30</td>
<td>High Schools</td>
<td>None required</td>
</tr>
<tr>
<td>Croatia</td>
<td>2</td>
<td>University</td>
<td>None required</td>
</tr>
<tr>
<td>Cyprus</td>
<td>2</td>
<td>All Levels</td>
<td>None required</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>30</td>
<td>High Schools</td>
<td>None required</td>
</tr>
</tbody>
</table>

### Cyprus

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applications</td>
<td>Awards</td>
<td>Applications</td>
</tr>
<tr>
<td>Open Study/Research Award</td>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total: Study/Research</td>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>English Teaching Assistant Award</td>
<td>29</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Total: English Teaching Assistant</td>
<td>29</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>
WELCOME!

- Professor Monique Mansour, Rhetorical Arts
  - 2016-17 Fulbright ETA to Malta
  - Email: Monique.Mansour@lmu.edu
ETA APPLICATION TIMELINE

April 2: Fulbright U.S. Student Program application opens
May 1: LMU Intent to Apply form due online
May-June: LMU applicants are assigned a Faculty Mentor
June 8: Optional LMU Applicant Webinar
July 1: Required Checkpoint- application drafts due to ONIF
July 15: All LMU applicants must create their Embark accounts
August 31: Campus Deadline, all app materials submitted in Embark
September 10-21: TENTATIVE Campus Interviews
October 9: National Application Deadline
ETA RESOURCES

• Fulbright website
  o Tutorials
  o Upcoming webinars
  o Embark online application

• ONIF website
  o ETA Reference Advice Video

• Faculty
  o LMU Faculty Fulbrighters Directory

• Career Professional Development

• Mango Languages App, Duolingo Languages App, Rosetta Stone
  (Reserve Rosetta Stone for free at your local library)
MORE TEACHING ENGLISH ABROAD PROGRAMS

- Princeton in Africa Fellowship - Deadline: October
- TaLK Program (Teach and Learn in Korea Program) - Deadline: November
- Princeton in Asia (PiA) Fellowships - Deadline: November
- JET Program USA - Deadline: November
- The Critical Language Scholarship (CLS) Program - Deadline: November (language learning, not teaching)
- The Middle East and North Africa Regional Fellowship Program - Deadline: December
- Austrian Federal Ministry of Education Teaching Assistantship Program - Deadline: January
- Teaching Assistant Program in France (TAPIF) - Deadline: January
- Anatolia College Fellowships in Greece - Deadline: January
- English Opens Doors Program in Chile - Deadline: March
- North American Language and Culture Assistants in Spain - Deadline: April
- China Educational Association of International Exchange (CEAIE) Program - Deadline: May
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

“A lot of people will tell you that the odds are low that you will receive the scholarship, do not listen to those people. Take the constructive feedback from your mentor and professors and use it to create the best application that you can. Remain focused throughout the entire process.” – Nadine Iskandar, 2018-19 Study Award to Belgium
QUESTIONS

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