



UNIVERSITY OF CALGARY | WERKLUND SCHOOL OF EDUCATION

TECHNOLOGY IN ENGLISH AT THE WHITE HOUSE: REPORT

Prepared BY:

Sarah Elaine Eaton, Ph.D.

December 9, 2016

Acknowledgements

I am grateful to the Werklund School of Education, University of Calgary, and in particular, to Dr. Sharon Friesen, Vice Dean, for supporting my participation in this event.

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Background

This event was a collaborative effort between The White House Office of Global Engagement and the U.S. Department of State's Bureau of Educational And Cultural Affairs, as part of an inter-agency *English for All* initiative.



Announced by President Obama earlier in 2016, the English for All initiative is the combined effort of several U.S. Government agencies and programs to promote the teaching and learning of English to support foreign policy goals including the Peace Corps, Fulbright English Teaching Assistant Program, English Language Specialists Program, English Language Fellows Program. (See: <https://exchanges.state.gov/us/english-all-programs>).

The *English for All* initiative was championed by the Under Secretary for Public Diplomacy, Richard Stengel. According to a statement issued by the Office of Press Relations, the U.S. government “invests more than \$200 Million a year in English instruction programs” (<http://www.state.gov/r/pa/prs/ps/2016/09/261633.htm>).

Purpose

The key purpose of this event was to bring together individuals with combined expertise in English language teaching and learning and educational technology to celebrate the launch of the E-Teacher program, which falls under the English for All initiative. Participants were brought together to discuss topics related to educational technology for English language teaching and learning in global contexts, particularly in low resource regions around the world.

Participants

Approximately thirty (30) external participants were selected to take part in this event, which was by invitation only. Participants included scholars, representatives from the educational technology industry and association leaders.

I was the only Canadian invited to attend this event. I attended representing the Werklund School of Education, at the University of Calgary.

Each participant was issued an official (electronic) letter of invitation from The White House (See: Appendices B and C). In addition, we received an official RSVP



Sarah Elaine Eaton
@DrSarahEaton

Proud to be representing @ucalgary @UCalgaryEduc at the #edtech event IU n Washington, D.C. today!



RETWEETS
2

LIKES
12



5:31 AM - 29 Nov 2016

Confirmation (See: Appendix C). All participants had to confirm their attendance upon receipt of the invitation.

In addition to the external participants, there were approximately twenty (20) participants internal to the U.S. Department of State's Bureau of Educational and Cultural Affairs. These included the Deputy Office Director, Branch Chiefs, Foreign Service Officers, and civil servants, all of whom work on English language programs that operate on a global basis.

Dignitary Participation

Several U.S. Government dignitaries participated, either in person, or by showing support virtually. These included:

- Under Secretary for Public Diplomacy, Richard Stengel
- Assistant Secretary for Academic Programs, Evan Ryan
- Deputy Assistant Secretary for Academic Programs, Mala Adiga
- Director for Global Engagement, National Security Council, The White House, Sarah Heck

Hack-a-thon

During the afternoon session, participants self-selected into groups according to an area of interest. Groups brainstormed a plan to develop a prototype of a project on the topic, according to instructions given (see Appendix G). Group members committed to developing their prototype for sharing and showcasing at the 2017 TESOL Convention, to be held in Seattle in March, 2017.

Knowledge Mobilization via Twitter

A special hashtag was created for the event ([#technenglish](#)) and participants were also encouraged to use the [#EnglishforAll](#) hashtag. Sample tweets included:



Sarah Elaine Eaton @DrSarahEaton · Nov 29

[#edtech](#) event at The White House. [#technenglish](#) [#englishforall](#) [#elt](#) Photo credit: [@ECAatState](#)



Evan Ryan @ECA_AS · Dec 1

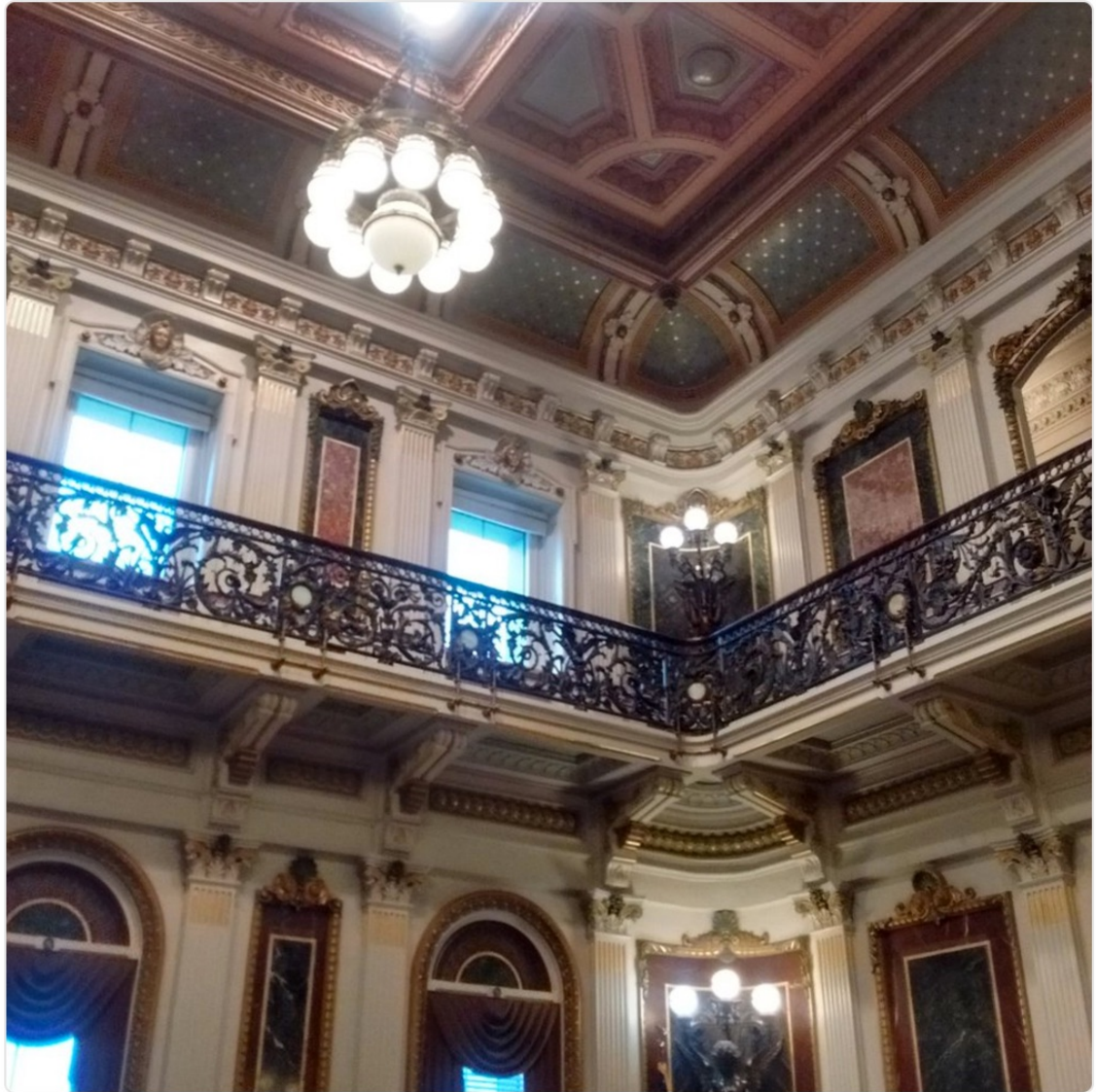
A milestone for [#EnglishForAll](#): [#TechinEnglish](#), which united English language educators w/ [#edtech](#) experts. Photos: bit.ly/2fPwVTL





Amy Ogan @amyogan · Nov 29

Amazing room at the White House for the [#techInEnglish](#) meeting!





Voxy @Voxy · Nov 29

We're honored that Voxy's Chief Education Officer @KBNielson is @WhiteHouse for #TechinEnglish today! #EnglishforAll @ECAatState #EdTech





Sarah Elaine Eaton @DrSarahEaton · Nov 29

Closing remarks from Deputy Assistant Secretary, Mala Adiga at The White House [#techinenglish](#) [#englishforall](#)



Follow-on Activities

Both internal and external participants were aware of the phenomenon of initiatives losing momentum after a highly engaging and energizing event. To ensure continued commitment to the work that began during the hack-a-thon, participants committed to meeting at the annual TESOL Convention 2017, to be held in Seattle, WA, to provide updates on work completed as a result of the hack-a-thon.

Appendix A: Invitation from The White House

11/22/2016

Gmail - INVITATION: Technology in English



Sarah Elaine Eaton <sarahelaineaton@gmail.com>

INVITATION: Technology in English

1 message

Heck, Sarah K. EOP/NSC <Sarah_K_Heck@nsc.eop.gov>

Tue, Nov 22, 2016 at 9:34 AM

Cc: "King, John Mark" <KingJM@state.gov>, "Orr, Emily" <OrrE@state.gov>, "bainke@state.gov" <bainke@state.gov>



Technology in English

November 29, 2016

8:00 a.m. - 4:00 p.m.

On behalf of the White House and the U.S. Department of State Bureau of Educational and Cultural Affairs, I am pleased to invite you to participate in our second conference on educational technology, Technology in English, part of our multi-agency [English for All](#) initiative. On November 29, from 8:00 am to 4:00 pm, leading experts will convene to explore challenges and opportunities in online learning in low-resources areas, with a focus on the Department's American English E-Teacher Program as a model.

Your participation in this event is critical to forging of new ideas and pathways toward building relationships between government, the private sector, and academia that lead to innovation in technology and education.

The morning session will take place at the Harry S Truman Building (HST) and the afternoon session will take place at the White House. Katherine Bain (bainke@state.gov) will send you more informational materials soon. Lunch will be served and transportation will be provided from HST to The White House. Please RSVP and send your bio if you have not already done so to Emily Orr (orre@state.gov) as soon as possible. (*Security instructions below*)

I look forward to your participation in this event and continuing the important discussion on English learning and educational technology.

Sincerely,

Sarah Heck

Director for Global Engagement | National Security Council

White House

<https://mail.google.com/mail/u/0/?ui=2&ik=2baa9d3f24&view=pt&search=inbox&th=1588ce4056e81bd5&siml=1588ce4056e81bd5>

1/2

Please carefully read all of the instructions and details listed below.

Harry S Truman Building:

HST is located at 2201 C St. N.W. Please enter through the C St. entrance between 21st St. and 23rd St. See map attached.

We will need accurate RSVPs to submit to security for access. Please confirm your attendance to Emily Orr (OrrE@state.gov). Please bring a government –issued ID.

Eisenhower Executive Office Building:

The EEOB is located at 1650 Pennsylvania Ave. N.W. Please enter through the visitors entrance at 17th St. and State Pl. See map attached.

Please fill out the information requested in the WAVES link <https://events.whitehouse.gov/form?rid=73BWDD9T2Q> to gain access into the building. Please bring a government-issued ID.

 **Harry S. Truman Building - Main Entrance.pdf**
113K

Appendix B: Invitation from the United States Department of State



United States Department of State

Washington, D.C. 20520

November 20, 2016

Sarah Elaine Eaton
Werklund School of Education
University of Calgary
2500 University Dr. NW
Calgary, AB, T2N1N4 Canada

Dear Sarah,

On behalf of the White House Office of Global Engagement and the U.S. Department of State's Bureau of Educational and Cultural Affairs, you are invited to the 2016 *Technology in English* meeting, a part of our inter-agency *English for All* initiative.

This year, we are focusing our discussions on the incredible potential of our new American English E-Teacher online platform and scholarship program. As a tool for English teacher professional development in low resource areas across the globe, this program promises to offer our participants more opportunities than ever to improve their teaching and to collaborate with others.

Announced by President Obama this year, *English for All* is the combined effort of the Department of State and the Peace Corps to promote all U.S. Government English teaching efforts under a single banner. This includes opportunities for Americans to teach English abroad along with our other efforts such as American English E-Teacher that support teachers and learners of English around the world.

We look forward to continued collaboration in supporting the teaching and learning of English abroad.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ed Loo'.

Edward Loo
Director
Office of English Language Programs
Bureau of Educational and Cultural Affairs
U.S. Department of State



Appendix C: White House RSVP Confirmation

Wednesday, November 16, 2016 at 6:52:16 AM Mountain Standard Time

Subject: RSVP Confirmation

Date: Wednesday, November 16, 2016 at 6:47:45 AM Mountain Standard Time

From: The White House

To: Sarah Eaton

THE WHITE HOUSE
WASHINGTON

Dear Sarah,

Thank you for submitting your RSVP. We have received your information. Please reach out to your point of contact with any questions.

Sincerely,
The White House

The White House • 1600 Pennsylvania Avenue, N.W. • Washington, D.C. 20500 • 202-456-1111

Page 1 of 1

Appendix D: Agenda – Technology in English at The White House

The English For All Technology in English at the White House 2016 Agenda

The English for All Technology in English White House Event Tuesday, November 29, 2016

8:00 – 8:25 Check-in, Coffee, and Impromptu Networking

Location: Harry S. Truman Building Delegates' Lounge

8:25 – 9:00 Welcome and Opening

Location: Harry S. Truman Building Room 1408

9:00 – 10:00 Tech Tools and Regional Issues

9:00 – 9:15: Overview of American English E-Teacher

The Office of English Language Programs will give a brief overview of the AE E-Teacher Program, including an introduction to our audience.

FHI 360 will discuss the role of the cooperating agency in AE E-Teacher Program

9:15 - 9:45: Regional Issues Discussion

The Office of English Language Programs will provide a brief overview of regional issues and challenges regarding educational technology.

9:45 – 10:00: Small Group Sharing

Each group will share about educational technology tools that they have used with success.

10:00 – 10:15 Break

10:15 – 11:15 Collaborative Assessments

Each group will assess their educational technology tools, and brainstorm how they can be used to effectively overcome challenges in a specific region.

The English For All Technology in English at the White House 2016 Agenda

11:15 – 11:30 Hack-a-thon Explanation

We will provide a brief explanation of the afternoon's activity.

11:30 – 12:15 Lunch

Under Secretary of State for Public Diplomacy and Public Affairs Richard Stengel will provide remarks (Tentative)

Lunch will be catered by FHI 360 in the Delegates' Lounge.

12:15 – 1:30 Check-in at White House

Shuttles will be provided from the Department of State to the White House.

1:30 - 1:40 White House Welcome

National Security Council Director for Global Engagement Sarah Heck will provide welcoming remarks.

1:40 – 3:00 Hack-a-thon

Participants will design and develop a plan to create an Open Educational Resource.

3:00 –3:45 Read out and Next Steps

Each group will present their project.

3:45 – 4:00 Closing Remarks

Deputy Assistant Secretary of State for Academic Programs Mala Adiga will provide closing remarks.

4:30 Happy Hour @ Woodward Table

For those interested, we will continue the discussion and networking over drinks.

The United States divides the world into six global regions:

Acronym	Region	Color on map
AF	Africa (Sub-Saharan)	Orange
EAP	East Asia Pacific	Purple
EUR	Europe and Eurasia	Pink
NEA	Near East (North Africa and the Middle East)	Green
SCA	South and Central Asia	Yellow
WHA	Western Hemisphere	Indigo

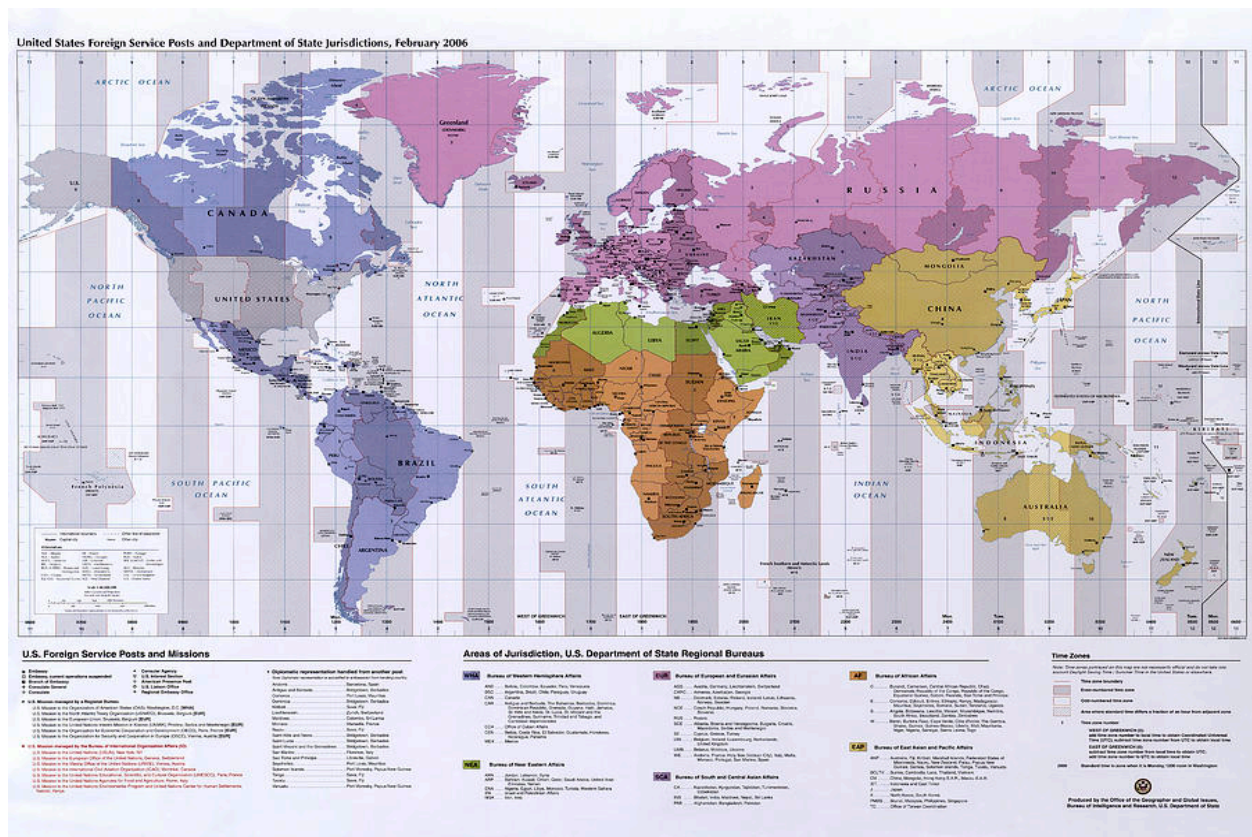


Image retrieved from - <http://images.fineartamerica.com/images-medium-large-5/foreign-service-and-dept-of-stat-posts-world-map-compass-rose-maps.jpg>

Appendix F: Regional Challenges with Technology

The English For All Technology in English at the White House 2016

ED TECH IN AF

In 2014, only 19% of Africans had Internet access, half as many as in Asia. This low level goes hand in hand with Internet penetration in households of only 11%, against almost 36% in Arab countries, for instance. At the same time, while on average 28% of households in developing countries are equipped with a fixed, portable or tablet computer, the figure for sub-Saharan Africa is only 8% (UNESCO, 2015).

The latest results (Deloitte, 2012) for this region indicate that for each increase of 10 percentage points in mobile penetration there is a corresponding average 1.4 point increase in economic growth, with a huge impact in countries like Rwanda (+ 5.1%), the Democratic Republic of the Congo (+4.6%), Madagascar (+ 3.5%), Mali (+ 3.2%) and Togo (+ 2.3%). Most Internet access in Africa will be provided via the mobile network and there are currently around 700 million mobile phone owners in Africa (UNESCO, 2015).

In 2013, e-education accounted for only 1% of total education spending worldwide, or around US\$ 34 billion. However, McKinsey & Company estimates sales of up to US\$ 70 billion for the mobile operators, US\$ 38 billion for products and services in mobile education and US\$ 32 billion for smartphones and tablets in the 2020s (UNESCO, 2015).

Educational technology is blossoming rapidly in Africa, particularly for E-books, E-courses, learner management systems, collaboration tools between teachers and students, personalized evaluation services, test preparation and distance tutoring.

Examples of Digital Learning Activities in Africa

Congo: Congo-B's English Teachers Praised ECA's Webinars and Asked for More. July 13: U.S. Embassy Brazzaville hosted the last session of ECA's 12-

week long American English Webinar series. Acting Public Affairs Officer Brooks Robinson met with and congratulated the twenty in- service and in-training English teachers who successfully completed this webinar series for the second time ever in Congo. All participants gave positive feedback of the learning experience and emphasized the webinar topics' relevance, as English teaching professionals strive for

student-centered English teaching methods. This second webinar series also gave way to the creation of an English Teachers NGO. Participants made T-shirts with ECA's American English logo for the last webinar to

show their appreciation for the webinar series and to present their newly created NGO, which they intend to expand to include more teachers. The Embassy is looking to work with the Ministry of Education to expand the number of participants to future webinar series.

(U) Cameroon: U.S. Department of State Funds Teacher Training for Online Tools September 28-30: English language teaching professionals from the

Center, South and East regions of Cameroon participated in a seminar on the topic “Teaching English with Online Tools” in the Centre pour la Lecture et d’Animation Culturelle (CLAC) in Mimboman, Yaounde. Funded by the U.S. Department of State and implemented by the Yaounde Pilot Linguistic Center, the seminar aimed at introducing



The English For All Technology in English at the White House 2016

participants to some free online tools that can make English language teaching engaging and enjoyable to 21st century learners.

Examples/Highlights from Regional English Language Officers in Africa

South Africa

Web Africa reported in 2014 that only 10% of households have internet access. However, over half the population has access to the internet, so we can extrapolate that most of the connectivity comes from phones. South African teachers are drawn to courses that address their particular context and needs. Washington-produced courses are geared at the whole world. That’s not really the case in South Africa, where English is widespread (in signs, media, TV, shopping—which is NOT to say “everybody speaks English”), and teachers may perceive that their problems are different from those of teachers elsewhere.

Out of the Box idea: Super short teacher training modules that are designed specifically with cell phones in mind. These could be very specific subjects, and users could compile separate modules of their choice to build a course. Once they completed 10 of these, they could get a certificate.

Senegal/West Africa

With E-teacher perhaps there is more privacy, but the public certificates and the use of alumni to put on actual situated workshops is essential. We always know our E-teachers and we always include them in the RELO family in very actual (as opposed to virtual) ways. That might be a slogan: African technology, personalizing the virtual. The western sense of personalization is to have an iPhone case with your favorite Pokémon, but what I mean is spending time with people. That is what we do in West Africa, so tech has to include that societal aspect.

In Senegal, we do a lot of presentations on the AE website; we help teachers become more familiar with the website by showing them how to download the resources and use them in class. We use social media such as Facebook to share with them tips pulled out directly from the AE website or from the weekly What's new from American English? Webinars are very popular in Mali and Cote d'Ivoire. The number of participants has been increasing for the past 3 years. In Senegal, Ghana, Niger and Benin, there is also a big interest in Webinars with a relatively good participation and success rate.

Challenges/Opportunities

1. Poor Internet Connectivity
2. Culturally relevant educational content
3. Post-conflict situations/Political Instability
4. Regional Disparities
5. Unemployment
6. Motivating teachers to engage in online professional development
7. Google Balloons/Facebook Drones

The English For All Technology in English at the White House 2016

ED TECH IN EAP

In EAP there is a great disparity within the region when comparing Internet access. On one end of the spectrum, South Korea has an Internet usage level by individuals of about 84.3%, while Lao P.D.R. and Myanmar have Internet usage levels of about 14% and 2%, respectively ([UNESCO 2015](#)). In 2014 only 17 of

every 100 people in Indonesia used the Internet; on the low end, 9 of every 100 in Cambodia used Internet and 2 of every 100 people in Myanmar ([DOS 2015](#)). Overall, approximately 37% of households in China had Internet access in 2014; the Chinese Government has been working to increase Internet access in rural areas as only 21% of rural households had Internet compared to 51% of urban households ([UNESCO 2015](#)).

Highlights of U.S. Embassy Digital Learning Activities

Indonesian Massive Open Online Course (IMOOC) Technology for Autonomous Learning

Cambodia's English Access Microscholarship Virtual Cultural Exchange Program

In October, 25 English Access Microscholarship students from the COERR Learning Center in Battambang, Cambodia met 22 English Access students from Tumanyan in Lori, Armenia through a video exchange with the assistance of an English Language Fellow. The cultural exchange project was an excellent opportunity for students to build friendships, make personal connections, arouse curiosity of a new culture, as well as improve communication skills. Not only was the project advantageous for the students, but it also provided the Access teachers the chance to collaborate with peers and learn techniques for teaching English. Students from both Access programs will continue to exchange weekly videos, and their first live Skype session was held on Saturday, November 12th.

Vietnam's English Language Fellow Leads Interactive Workshop on Teaching and Technology

In October the English workshop "Conceptual Framework: Collect - Relate - Create – Donate" (CRCD) kicked off the English Teaching Training Workshop Series. The open and interactive workshop, led by an English Language Fellow, allowed current local English teachers in Ho Chi Minh City to practice technology integration in the English Language Classroom and to learn how to use media to create multiple avenues to information. Additionally, attendees learned how to use media to provide different pathways for students to demonstrate their knowledge, understanding and mastery of content and how to use media to engage students and prompt deeper, sustained pursuit of knowledge. This workshop was designed to train Vietnamese teachers to better incorporate technology and innovation into their English language classroom to maximize the English teaching and learning outcomes.

Some Country Information from EAP RELOs

China

Content is blocked from many Western websites, and social media platforms like Google, Gmail, Facebook, and YouTube are not accessible in China. Though the iPhone, iPad and other Apple products are popular in China, not all Chinese like or have Apple devices. Even with non Google-based platforms, teachers are

frustrated and sometimes unable to download materials from the platform, resorting to requesting that files be sent as email attachments. MOOCs work fine in China as issues with access and speed aren't as prominent. WeChat (similar to WhatsApp) is the most popular mobile platform in China, and there are some English learning platforms based on WeChat. The Embassy uses WeChat to tweet information for

The Indonesian Massive Open Online Course focusing on Technology for Autonomous Learning is a RELO Jakarta initiated project. Sixteen successful E-Teacher alumni are taking the lead. They are working with an

English Language Specialist to design, create, and facilitate the IMOOC, consisting of five modules (five weeks long) in 15 sites across Indonesia. The IMOOC will be launched in January 2017. The entire program, which will have national educational impact (and possibly serve as a model for future local MOOCs developed in the region), is facilitated by English Language Specialists Debra Lee (Vanderbilt University) and Santi Budi Lestari (University of Indonesia), and run through the implementing partner at University of Indonesia.

The English For All Technology in English at the White House 2016

roundtables, seminars and MOOCs. English Language Fellows use it to organize teacher training groups to share ideas and resources after face-to-face workshops.

Cambodia and Vietnam

There is medium access to technology and the Internet in the populations the RELO works with. In cities the schools have computers and projectors. Outside of cities there is often one computer and one projector per school. Schools generally have Wi-Fi for teachers, but not for students. Most students access data through their phones, which they must pay for. A challenge is learning how to use technology in classrooms. Teachers know how to Google things but haven't been trained on how to integrate the technology into the classroom or to identify which tools are most useful in their context.

Indonesia

Indonesian teachers have minimal knowledge about tech platforms, and tools, and how they are applied in the classroom. Many educators are not independent enough to complete an e-course without being guided. Internet connection is lower in rural areas. Burning online courses to a CD or having them on a flash drive would be an option for rural teachers. There is unstable internet connection for PCs and laptops, but it's good enough for mobile phone use. Teachers mainly use mobile phones, laptops, and desktops as well as

Facebook. Teachers are open to any platforms, but their usage must be guided.

Malaysia

There is limited access to computers as well as limited internet access in schools due to high expenses, and the internet connection is poor especially in rural areas. There is limited training for educators on how to adopt and adapt technology in classroom settings including on how to deal with limited resources.

Myanmar

There is slow and spotty internet connectivity, and teachers are unfamiliar with using the internet and computers. Almost no public schools/universities are equipped with computers or Wi-Fi. People only use their mobile phones to access their Facebook pages as Internet means Facebook in Myanmar. MOOCs and webinars are examples of success stories as they are accessible via mobile phones.

The Philippines

There are a limited number of ICT resources in schools, and the number of computers is not enough to give equal opportunities to all students, along with unstable Internet and frequent power interruptions. Teachers possess low ICT skills and aren't trained on how to use technology; both teachers and students are used to traditional teaching and learning methods and resist change.

Challenges/Opportunities

8. Poor Internet connectivity/power outages in parts of the region
9. Regional disparity of Internet and educational technology access
10. Many schools lack computers and internet resources
11. Many teachers are untrained on various technology forms and how to use them in classrooms
12. Divide between many urban vs. rural areas for educational technology and Internet access
13. MOOC camps to familiarize participants with and guide participants in online learning
14. Mobile phones to access Internet, professional development opportunities, and online resources

The English For All Technology in English at the White House 2016

ED TECH IN EUR

EUR has regional diversity in resources and connectivity with some very sophisticated users, as well as with low IT proficiency. Connectivity, bandwidth and costs of equipment maintenance are challenges. While there is technological infrastructure in many educational institutions, teachers are not given the training to utilize them effectively, so technology is not incorporated into the classrooms. While MOOCs are popular, they benefit from a F2F component.

Russia

Although the Russian government has mandated technology in education and most educational institutions of higher education have hardware, computer labs and access to the internet, there is low IT proficiency in general throughout the country. Some universities offer distance learning opportunities but students must take physical presence exams. There are no complete degree programs or MOOCs, and no opportunities for distance learning for non-degreed students. Some secondary schools offer distance learning for home-bound students with disabilities. University teachers are more comfortable with online education for professional development as they lack the training on how to use technology in their classrooms, or how to create or deliver online courses. The Federal Institute of Education Development is converting national textbooks to e-textbooks but without any interactive features, video or audio. Most teachers and students have smartphones and tablets but younger teachers are more comfortable working with these in their classes. Androids are most popular and the most used social media platforms are Google, Whatsapp, Facebook, Yandex, vk, and Mail.ru. Cloud file sharing is widely used in higher education, as well as chat for communication. Russia is one of the top in number of participants in American English MOOCs.

Turkey

Because teachers are not trained on integrating technology in teaching, they are unable to follow through on Ministry of Education projects like FATİH, tablet based teaching, or use the smart boards that are provided in schools. As a result, students are also not using technology for educational purposes. Teachers mostly prefer the British Council website for kids, teenagers, and adults, ESL podcast.com, Edmodo and Facebook as well as AmericanEnglish.state.gov. Many webinar and e-teacher participants drop out due to technical issues. Online teaching works better for teacher training, but a state university professor successfully taught English online for four years through Adobe connect with students participating weekly on an online platform. Teachers also participate in professional development courses like AE E-teacher, Nile Institute, IATEFL and TESOL webinars.

Central Europe

The US embassy sponsored a 'Social Responsibility through English Language Learning Mobile App Learnathon' in Budapest. Teams of teachers from 15 countries learned to design and pitch language learning mobile apps, competing for a chance to have their proposed app developed. The winning proposal came from the Serbian team. The completed app, ecoReporterRS <http://ecoreporte.rs/> An English Language Specialist to Hungary developed and delivered an English for Journalists EdX course <https://goo.gl/z6d5O3>

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Ukraine

There is a great interest in how to combine technology with education, and although the use of mobile phones in class is far from widespread, teachers are very interested in learning more about it. Ukraine has a high internet penetration with very low cost for internet use. Local teachers are developing online courses, such as Career English Online for Internally Displaced Persons (IDPs) which involves ten local teachers and will reach approximately 500 participants. Blended learning is becoming more popular, the teacher retraining institute in Odesa has asked for help with building their platform. In Belarus, the government has pushed technology into the schools with Smart Boards and Wi-Fi in many institutions, but teacher training has not caught up, so the technology is underused.

Some Highlights from the Region:

EL Specialist Gives Workshop on Online Tools in Kosovo English Language Specialist Daniel Perez set up a conference with the Kosovo English Teachers' Network (KETNET) in which over 300 participants were in attendance. His workshop included discussions on various online tools in the ESL classroom, such as Pinterest and the American English website.

Belarus Access Students Learn about 3D Technology Sept. 9: Two groups of Access students visited the Information

Resource Center (IRC) of the U.S. Embassy in Belarus. Students looked at modern technologies and learned about the Maker movement, including 3D printing and e-textile, and how Maker Spaces are organized in U.S. schools

EL Fellow Conducts Workshops on EdTech in Russia English Language Fellow William Smith participated in a FEELTA English

Teaching conference conducted at Amur State University of Humanities and Pedagogy in Komsomolsk, Russia. Among the topics covered were: "Technology in Education" and "Using Online Learning Platforms".

Teacher and student participants gained new skills in teaching English using technology in the classroom.

Students in Macedonia and America Connect via Skype Middle school students from Macedonia connected with American counterparts through online Skype exchanges on the Dreams and Friendship program. In Bistrica, Dreams and Friendship students exchanged their findings with their American friends from Bay Shore, NY. They shared information about local communities with each other and discussed traditional clothing and music. A students-teacher made video is located at <https://youtu.be/FNu8CfdkZTo> and a full blog is at <https://dreamsandfriendship.wordpress.com/>



ED TECH IN NEA

OPPORTUNITIES			
EGYPT	JORDAN	IRAQ	BAHRAIN
There are 28 million Facebook users.	WhatsApp, Facebook, Facebook live, internet video, and Twitter are very popular among all segments of the population.	Facebook and Twitter are available and highly disseminated.	There are 800,000 Facebook users.
Facebook and Twitter are common among roughly 30% of the population.	Almost everyone has at least some access to the internet.		61% of those who use social media in Bahrain use Instagram in isolation (nearly 4 million accounts); 93% are Facebook users; while 72% use Twitter.
There are 90 million active mobile lines.	Almost everyone has a cell phone.		Practically everyone (15 and above) has a cell phone with some kind of access to the internet.
In large cities, the new generation (7-30), including teachers, is tech savvy.	Education technology is welcomed at schools.		The new generation (7-25), including teachers, is tech savvy.
Private and international schools have regular access to the internet for researching, submitting assignments, etc.			Private and public universities have online systems for communication with instructors, researching, submitting assignments, etc.
Private and international schools run disciplined training for their teachers.			There are eGovernment kiosks that allow online connectivity.
Public schools have their academy for training,			Public schools run regular training program for teachers

which is usually less resourceful than training offered by private schools.			on the use of smart boards and apps in teaching.
			All public schools are equipped with computer labs, and computer literacy is part of the curriculum for all students.
			Instagram is widely used by teachers to showcase class activities.
			WhatsApp is very popular with all levels of society, and SnapChat is popular among youth.
			Ministry of Education is piloting a project – Using iPads in the classroom.

The English For All Technology in English at the White House 2016

CHALLENGES			
EGYPT	JORDAN	IRAQ	BAHRAIN
Any introduction of technology requires extensive discussion with the government (GOE), especially as it relates to schools.		High cost of internet services makes better and faster service unaffordable for many teachers.	Due to relatively high cost of internet services, many people rely heavily on free Wi-Fi that is available in public areas.
Technology is primitive (or non-existent) in public schools.		Unreliable consistency of electricity makes streaming and downloads problematic.	Teachers need training in creative applications of technology in the classroom, moving away from simply projecting pages of the text book

			onto a smart board.
Many public schools have computer labs, but with outdated desktops, and the labs are usually locked, except on rare occasions		Teachers usually do not use email, and communicate exclusively via social media. This makes sending forms, individual messages, invitations, and announcements problematic.	Teachers do not use email regularly, relying mainly on social media. Usually, follow up calls are necessary to inform a teacher to check email.
Internet is rarely available at public schools.		Many teachers have leapfrogged to social media and do not know how to use email.	Knowledge of technology among the older generation of teachers (over 35) is minimal.
Knowledge of technology among the older generation of teachers (over 30) is minimal.			
HIGHLIGHTS/EXAMPLES			
EGYPT	JORDAN	IRAQ	YEMEN
Some private schools have “Fab Labs.” These labs allow students to conduct digital experiments, including use of 3D printers.	Six-week long, one-hour Skype training sessions by U.S.-based trainer with 12 teachers.	Four-month long, five-hours per week of Skype class observation and coaching by U.S.-based trainer of 16 teachers. Only 1 is engaged thus far.	Weekly Skype consultations/dialogues between RELO-Manama and Access teachers and students.
		Six-month, weekly individual Skype consultations/training between U.S.-based	

		exchange program alumni and 8 teachers in Iraq.	
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ED TECH IN SCA

The numbers below are taken from the 2015 comprehensive Annual Report on Public Diplomacy.

	Own or have access to mobile phones (%)	Percentage of internet users
Afghanistan	71%	5.9%
Pakistan	70%	11-15%
India	71%	15.1%
Bangladesh	60% own, 90% have access	
Sri Lanka	95%	21.9%
Kazakhstan	72%	39%
Tajikistan	92%	16%
Turkmenistan	117%	9.6%
Uzbekistan	74%	38.2%

Social Media Facebook is the most popular social media platform in Afghanistan, Pakistan, Bangladesh, and India. Embassy Kabul has 546,000 FB likes 172,000 Twitter followers. Consulate Lahore: over 2 million followers, Peshawar: 765,000, Karachi: 724,000; as of Feb 2016, there were 415,317 followers of AE Facebook page in India. Embassy Dhaka FB page has 3.4 million fans who are very engaged. Please note that in some SCA countries, such as Sri Lanka in South Asia and Turkmenistan in Central Asia, social media censorship is an issue (for instance, Facebook is highly censored in Sri Lanka as it is blamed for high youth suicide rates)

TV and Radio TV and Radio are very prevalent in Afghanistan, Pakistan and Bangladesh. These far-reaching media

tools have been successfully used in these countries to improve English instruction. In Bangladesh, an ECA-supported English radio program that reaches remote target audiences has proven wildly popular: in partnership with the Bangladeshi equivalent of NPR, and with the help of a Virtual English Language Specialist for content design, Post has created a radio program of 20 episodes over 10 weeks broadcast by 17 radios for the benefit of 3,000 listeners' clubs (totaling 200,000 listeners), and casual listeners estimated in the millions. Each episode includes a narrative in the form of a conversation between an American and a Bangladeshi, followed by DJ questions and finally taking questions from callers.

In Pakistan, an innovative radio program, Broad Class - Listen to Learn, was successfully implemented in public schools of Islamabad, Abbottabad and Haripur districts of Khyber Pakhtunkhwa Province, District Vehari (Southern Punjab) as well as in District Quetta of Baluchistan. This interactive distant learning and innovative pedagogical approach ensures quality, equity, inclusiveness and improved school achievements among young school-aged children (KG-Grade II). It uses daily radio broadcasts to bring student-centered instruction that covers the basic skills in National curriculum (including literacy, numeracy, English and life skills). The lesson plan is composed of activities, rhymes, and games along with four radio characters which make classroom interactive and learning fun.

In Nepal, a radio project (started by British Council and then built on and augmented by Embassy Kathmandu and the Regional English Language Officer) provided listening material and exercises. The original versions were listened to by ministry officials who made the request for the next version to be matched to national textbooks. Expats and Americans at the embassy provided voices for dialogues.

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Phone-based instruction:

Cell phones appear to be a relatively easy and efficient way to deliver English instruction in South Asian countries; In Nepal, an alumni of USG-sponsored programs created a cellphone project, funded by an NGO, which gave teachers pre-loaded cellphones to use as listening materials in the classroom.

Challenges:

- Nepal: challenges to e-learning are severe power outages, lack of connectivity, cost, limited hardware. E-Teacher participants sometimes get up in the middle of the night to complete coursework.
- Internet is slow in overall in the region, making online deliveries impractical with the exception of Zakakhstan and in cities.

- Villages in the region either don't have internet access or not enough bandwidth to enable video or training platforms like Adobe Connect. However, there are enough teachers with access to carry out E-teachers and webinars.
- MOOCs have not made an impact because there is not a culture of learning online
- Given a choice, 99/100 teachers will choose paper or traditional format for products over digital ones. Reason being most teachers are digitally illiterate, not even using email. Estimation by RELO is that 70% of teachers are digitally illiterate, 20% are at B-level, and 10% are fluent.
- Time difference is a barrier to webinars. Opportunities:
- Access programs make good use of open resources on YouTube in many countries in the region.
- In some countries, such as Bangladesh, both teachers and learners are generally tech savvy and universities are using education technology whenever possible.
- Most internet use in Central Asia is done via phone, therefore the environment is much like Africa. There would be more interest if there was more I-phone and Android specific platforms. (U) Pakistan: AE E-Teacher Alumnus Launches Training Workshop on Technology in Education On July 19, American English E-Teacher alumnus, Nazeer Ahmed, conducted a training workshop on technology in education in close collaboration with the Pak-US Alumni Network and the ISTE International Society for Technology in Education. The workshop brought together 25 teacher educators to operate specific technologies and make sense of the concepts associated with technology use in education, build up better apprehension of the value and benefits of emerging and establishing web-based technologies, and to exploit cell phones as learning tools inside and outside of the classroom. The workshop was divided into three modules: technology operations and concepts skills, web 2.0 technologies and applications, and connecting student cell phones to education. These modules helped accomplish the objectives of the workshop, including proficiency in the use of common computer operating systems. (U) Nepal: ELF Publishes Innovative Online Course on American English Resources Sept. 19: EL Fellow Ivy Silverman has created an online course on the Canvas for Teachers platform titled "Using American English Resources." The 4-week course, originally created for local Access and English Enrichment teachers in Sri Lanka, includes AE webinars focusing on a specific resource, classroom practice, evaluation, and discussion. Ivy will be sharing the course soon with Nepali teachers during her Fellowship. The course is now available to the public in Canvas Commons, and to all Fellows on the COP.



Audience:

ED TECH IN WHA

1. General description of English language teachers in the region: a. Old School Professionals: Heterogeneous language skills and methodological background. Some have pursued a BA program in English teaching and have sound methodological knowledge.

Have not had serious updating courses and are very set in their ways. Some took a one-year Teachers Course/Diploma at a language institute and have a poor background in methodology. Made “on the job”

Teach different levels (beginner to advanced) and age groups (pre-school to tertiary)

Usually have two or three jobs to make ends meet and have very little chance or desire to improve themselves because professional development does not usually result in salary raises or promotions.

b. New School Professionals: Teachers who pursued a B.A. degree in English teaching and have remained in an academic niche.

i. Master’s and PhDs do research, attend conferences, belong to associations, actively seek professional development opportunities.

ii. Belong to reduced, secluded elite that flourishes within institutions of higher education but rarely share their knowledge beyond so it doesn’t reach those who are most in need of it – i.e., students in the public school system.

iii. Rarely interact with one another.

2. Challenges faced by EL Teachers

a. Access to training:

i. Other than initial training, there are few opportunities for professional development. Few choose to pursue continuing education (Diploma courses, MAs, PhDs) because they lack time and money.

ii. Few or no academic offerings for specialization – TEYL or ESP, etc.

b. Tech-readiness:

- i. Most are familiar with e-mail and search engines but are not tech-savvy or comfortable with Web 2.0 tools. They may have trouble navigating a platform.
- ii. Many may not have reliable access to the internet.
- iii. Hardware-wise, some may have an outdated computer.
- iv. Mobile devices are more popular because they seem less threatening and their prices are more accessible but reliable internet access remains an issue.

Regional Constraints:

- 1. Electricity and internet access is an issue in rural communities.

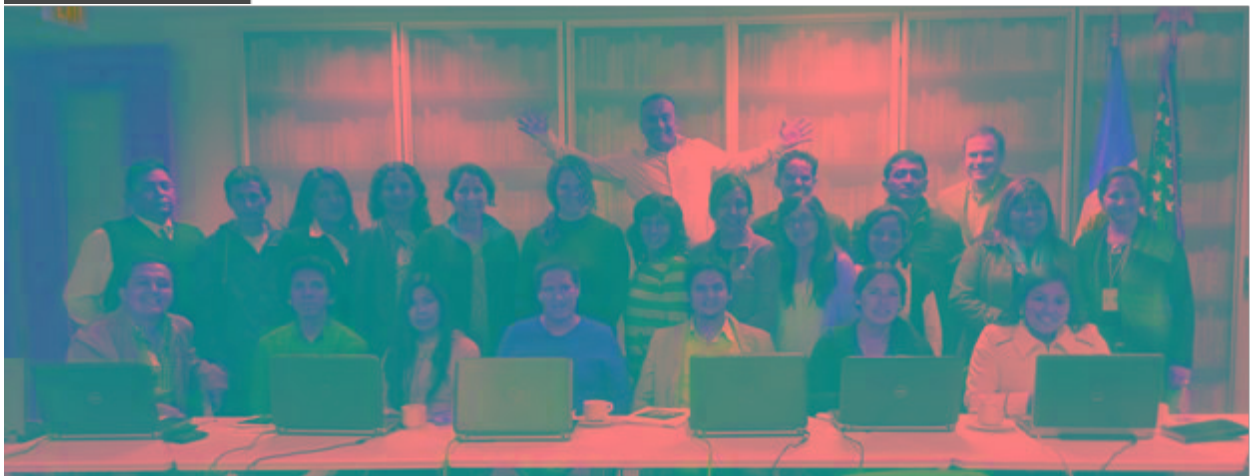
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- 2. The number of people who own desktops or laptops is still relatively small; mobile devices, such as tablets and smart phones are more popular and available.
- 3. Many homes do not have internet access though it is much cheaper at present.
- 4. Bandwidth is an issue.
- 5. Most people are not used to distance education; hence they lack the skills to navigate a platform and the discipline to devote time to an online course. Attrition is high.

Regional Opportunities:

- 1. Facebook is very popular, as is WhatsApp. Twitter is present, but not as popular. 2. Most cell phone companies offer free social networks (Facebook, Twitter, WhatsApp) with their packages and for pay-as-you-go users. 3. Most people are hooked up to their phones 24/7 – they listen to music, play games, chat, and check their social networks constantly. 4. People are very aware of the importance of English and wish to be proficient in the language. 5. Some governments in WHA have made a commitment to providing more extensive access to EL

education for the general population. Some highlights from WHA EL/Tech programs:



Digital Tools Workshop: The RELO Lima provided a two-day intensive workshop on Digital Tools for 18 of the best public school teacher trainers from across the country. Participants were selected from a field of 107 teacher trainers. Continuous online assignments with this corps group of trainers will be conducted each week until September when they meet again for another face-to-face component. During the online component, each trainer is required to join a MOOC or other free online course and provide evidence of completion.

Digital Comics for Colegios de Alto Rendimiento (COARS): This program involves creating curricular content in public high schools that support high-achieving, economically disadvantaged youth. It will teach citizen journalism as the students will interview community stakeholders and create lessons that will be presented digitally in an interactive motion comic format.

Appendix G: Hack-a-Thon Instructions

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English Educational Technology Hack-A-Thon

Directions:

In your groups, identify one topic related to the theme you chose to explore, and brainstorm a plan to develop a prototype. We leave the topics and the project itself up to your discretion; we encourage innovative approaches.

By the end of the session, you will briefly present (max 5 minutes) the following about your topic:

1. What is the project?
2. What need does the project address?
3. How will the project address those needs?
4. A schedule for the continued development of the project

Project Guidelines:

- Participant language level should be at a B1/B2 on the Common European Framework of Reference (CEFR) scale. For more information about the CEFR scale, see the handout in your packet.
- The project must address a specific problem or challenge.
- All resources included in the project must be Open Educational Resources (OERs). For more information about OERs, see the handout in your packet.
- The project must have the potential to be put into practice, ideally in an AE E-Teacher Program course. We appreciate creative, out-of-the-box thinking, while also being grounded in reality.


Next Steps:

Continue the development of the project with your team with the goal of presenting a prototype of your project at the 2016 International TESOL conference in Seattle. ECA and FHI 360 staff will continue to be available to provide input from an international perspective throughout the process.

Licensing:


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Example:



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