

General Description of the Program

Objective

The Fulbright English Teaching Assistantship Program aims to improve the quality of the English language instruction provided in Uruguayan public education.

Benefits

- Intensive cross-cultural interaction
- Share innovative ideas in teaching English as a second language
- Create strong linkages between all participants
- International education and/or research: take up to two academic courses per semester or engage in independent research

General Outline

To allow for maximum exposure to the Uruguayan culture and the education environment, the ETA program in Uruguay takes place in two locations: the provinces and Montevideo (the capital city), for an urban experience. In each location, ETAs have two placements: a public elementary or secondary school and a high-school teachers' development center.

The week is divided among the institutions where ETA's are placed with a maximum time commitment of 20-25 hours per week. Grantees devote the spare time to their individual study/research projects. In addition to their ETA activities, grantees may enroll in up to two academic courses per semester at a Uruguayan university or engage in independent research related to their field of study under the supervision of a faculty member. These activities combined with the TA responsibilities, comprise a full-time program

Tentative Annual Calendar

March	Arrival in Montevideo, Uruguay Orientation Workshop First ETA Assignment
July	Mid-Term debriefing/orientation meeting Second ETA Assignment
November	Final presentations End of program

Orientation

The **8-month** program begins with a 4-day orientation seminar in Montevideo. During the seminar ETAs learn about the Uruguayan system of education and the teaching of English; and have the chance to meet with the mentor teachers at their host institutions. Each mentor provides the ETA with a schedule of activities for their first two weeks. At the end of the orientation they travel to the provinces with their mentors.

Housing

Provinces: The Commission makes reservations at a hotel for the first days following their arrival to the province. The mentor teacher helps them in their search process. Especially in the provinces, there are few options available. It is usually difficult to lease a furnished apartment for a short length of time. This is the reason why former grantees have preferred to share housing during this stage of the program.

Montevideo: The Commission provides grantees with information to help them in the process of finding and renting an apartment in Montevideo. They may choose to live on their own or share an apartment with another ETA.

Both in the provinces and in Montevideo the Commission reads the lease agreement and gives legal advice on its terms and conditions, to guarantee that the grantees' rights are protected.

Finances

The first grant payment is made a week prior to the beginning of the grant and includes the monthly stipend, a one-time relocation allowance and a one-time book allowance. This payment is made through a wire transfer to the grantee's US bank account. Upon arrival in Uruguay the grantee may decide whether a) to have monthly payments transferred to their US bank account or B) open a Uruguayan bank account

Reporting

With the purpose of monitoring the experience and being able to make adjustments or changes where necessary, we ask ETA's to submit periodic reports to the Fulbright Commission, in addition to the mid-term and final reports administered by IIE. Mentor teachers are also required to submit reports. We also hold a mid-term session and a debriefing session with the grantees and their mentors. We are in frequent touch by e-mail, phone, and personal and group meetings once they come to Montevideo.

Placement and Institutions

Placements are made based upon the priorities established by the Uruguayan authorities in education. When placements are finalized, ETAs will receive a program proposal outline from each of their individual assignments. The goal of these is to provide a general idea of the host institutions.

Educational institutions that are part of the program:

- *Elementary schools (K-12)*

The teaching of English is incorporated to the school curriculum through lesson units prepared by English teachers. Students receive 3 hours of English per week.

- *High Schools*
- *Teacher Training Centers: Instituto de Profesores Artigas (Montevideo) and Centros Regionales de Profesores e Institutos de Formacion Docente (Provinces)*

Any Uruguayan that wants to become a high-school teacher must study and obtain a validated degree from either the IPA (Instituto de Profesores Artigas) - if they reside in

Montevideo - ;or from any of the Centro Regional de Profesores - if they reside in the interior of the country- The degrees awarded by these institutions allow its graduates to work in any high-school across the country. The duration of the program is of 4 years and students attend classes from Mondays to Fridays, seven hours per day. The program includes pedagogical training, training in a particular field (History, English, Math, etc), and supervised internships at high-schools. Students age range from 18 to 25.

- *Plan Ceibal:*

Plan Ceibal aims to promote digital inclusion in order to reduce the digital gap between Uruguay and other countries; and among Uruguayan citizens themselves. It will therefore provide a greater and better access to the education and culture. The program will provide one mobile personal computer to every Uruguayan child attending public school.

Activities

Activities may include but are not limited to:

- creative writing activities
- presentations on various aspects of the US and Uruguayan culture
- individual or small group tutoring
- games
- seminars and debates on diverse topics
- conversation clubs
- school projects

Books about TESL will be provided by the U.S. Department of State

Roles & Responsibilities

Responsabilidades of the ETA

- Conduct the activities according to the work plan jointly developed with your mentor.
- Comply with class and activity schedules
- Keep in permanent contact with your mentor.
- Attend weekly or biweekly planning meetings
- Inform and seek permission from your mentor regarding invitations from other teachers to attend their classes.
- Complete reports
- Respect for local institutions

Role and Responsibilities of the host institution

- To participate in the preparatory meetings, orientation session and evaluation session.
- To inform the institution about the role of the ETA
- To develop, jointly with the principal and other teachers, a schedule of activities for the first two weeks
- To introduce the ETA to teachers and students at the institution
- To hold weekly or biweekly meetings with the ETA to jointly develop a schedule of activities to conduct at the institution and monitor the progress of the program
- To guide the ETA in any methodological and pedagogical aspects pertaining to his/her teaching activities
- To keep in constant contact with the ETA
- To evaluate the ETA