



REGIONAL
ENGLISH
LANGUAGE
OFFICE

A E **AMERICAN ENGLISH**



Embassy of the United States

English Language Resources, Courses, Communities of Practice

Regional English Language Office (RELO)
U.S. Embassy Jakarta, Indonesia

Welcome! Opportunities Ahead!

- Resources for learning and teaching: games, activities, songs, video +
- Online courses for professional and language development
- Communities of practice and engagement





U.S. DEPARTMENT OF STATE

REGIONAL
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Regional English Language Office U. S. Embassy Jakarta, Indonesia



Office of English Language Programs

Promotes the learning and teaching of English around the world

Resources

- American English Website
- English Teaching Forum
- Trace Effects video game
- Online/Print Publications

Online Programs

- MOOC library
- OPEN Webinars series
- OPEN Courses

Exchanges & Scholarships

- ❑ English Language Fellows/Specialists
- ❑ English Access Microscholarship Program
- ❑ Fulbright English Teaching Assistants
- ❑ Peace Corps Volunteers

English Access Microscholarship Program

- ❑ 2-year scholarship for 13-17 year olds during which they learn English, learn about U.S. culture, volunteer and do social projects
- ❑ Builds language, leadership, and professional skills
- ❑ Professional development for teachers
- ❑ More than 180,000 students in over 90 countries since 2004



U.S. Teachers and Volunteers in Indonesia

Fellows/Specialists

- U.S. English teachers on 10 day-month fellowships at educational institutions
- Projects include teaching, teacher training, and materials development

Fulbright English Teaching Assistants and Peace Corps Volunteers



Our Website

AmericanEnglish.state.gov



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ABOUT US

RESOURCES AND PROGRAMS

ENGLISH TEACHING FORUM



Writing Centers in Multilingual Settings

Interested in establishing a writing center at your university or in a community education space? Check out this writing center manual to learn how!

[Learn more](#)

This website is a resource center for teaching and learning about American English and American culture developed by the Office of English Language Programs in Washington, D.C. All programs are implemented by Regional English Language Officers (RELOs) at American Embassies or Consulates.


Please contact your nearest RELO for assistance or click on one of the links below to begin exploring our materials and resources!

- [Resources](#)
- [Webinars](#)
- [Distance Learning Programs](#)
- [Teacher Training Workshops](#)

AMERICAN ENGLISH

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ENGAGING ENGLISH LANGUAGE LEARNERS WITH NEW FORMS OF LITERACY

AE TEACHER'S CORNER

Teacher's Corner

In this month's Teacher's Corner, we look at several new literacies: instant messaging, comics and graphic novels, short-form videos, and podcasting.

[Read more](#)

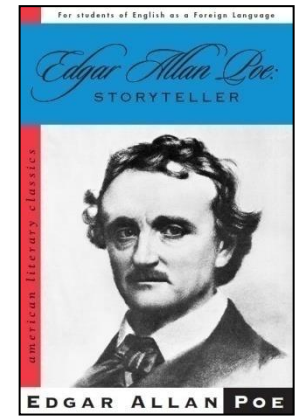
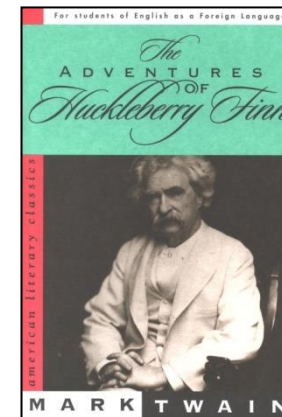
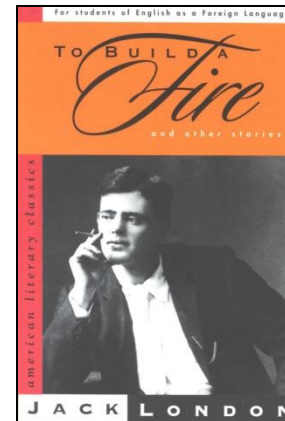
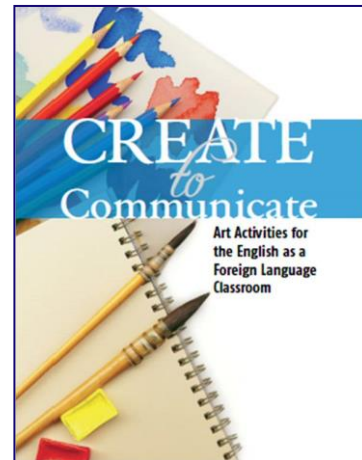
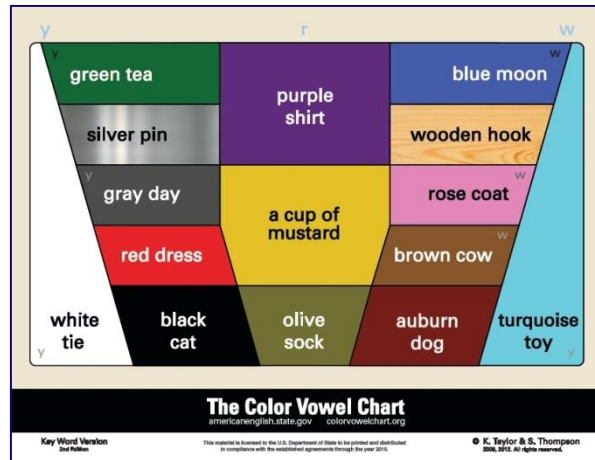
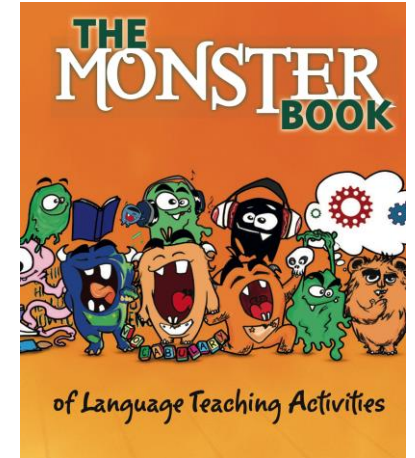
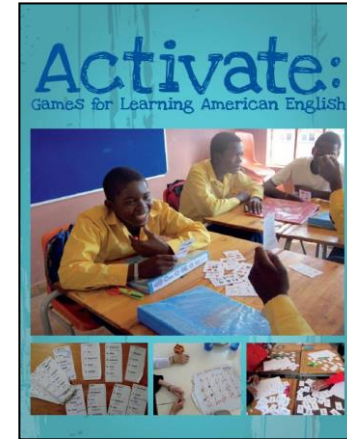
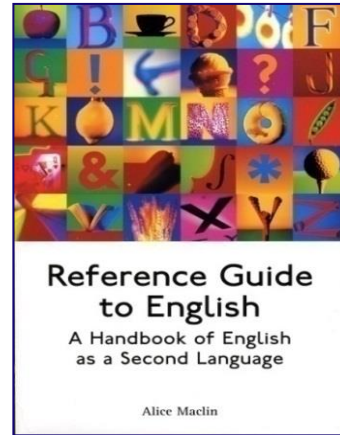
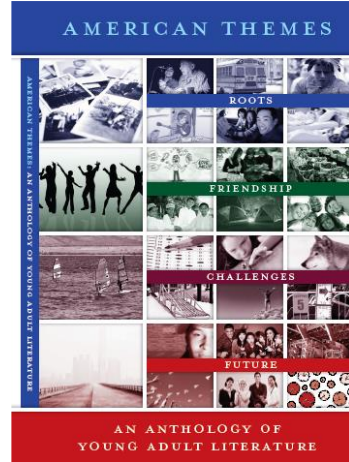
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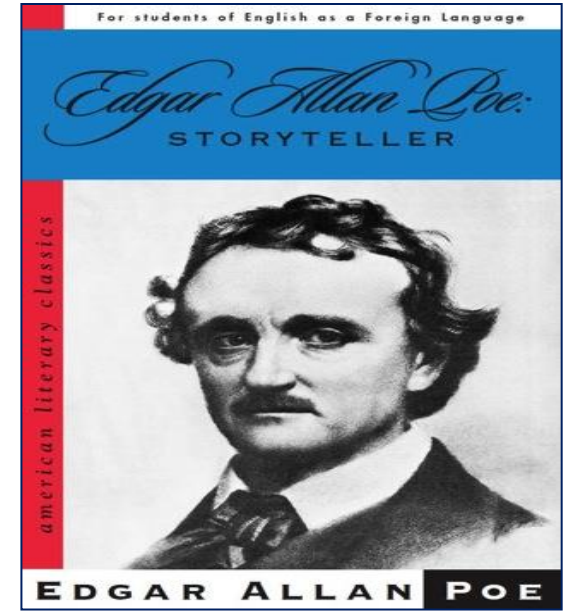
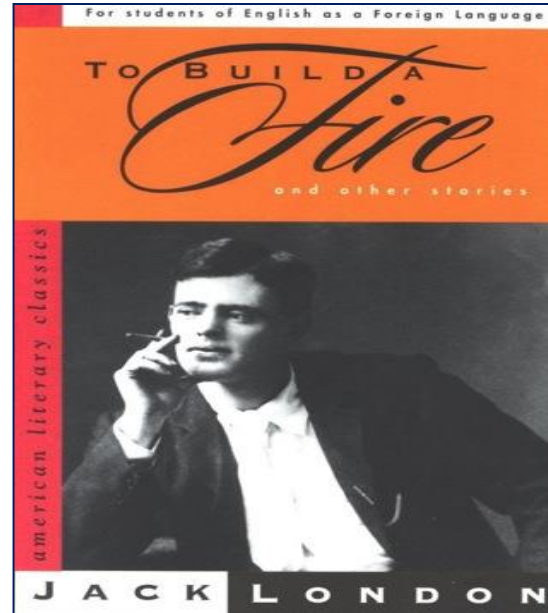
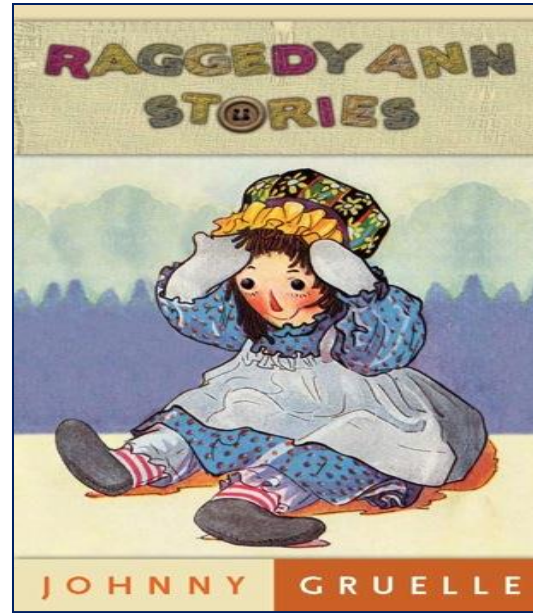
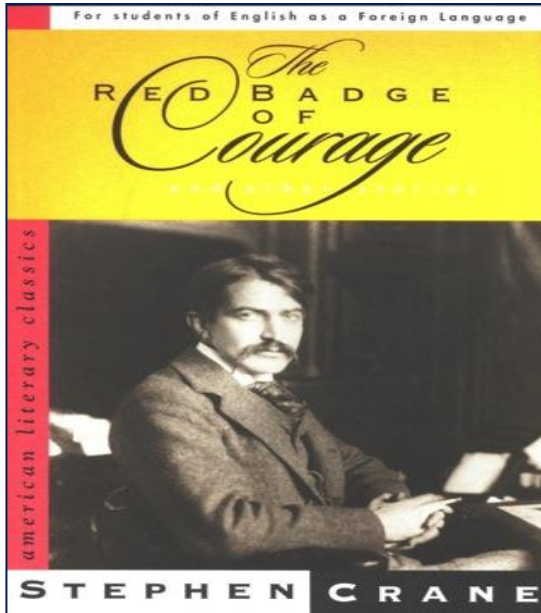
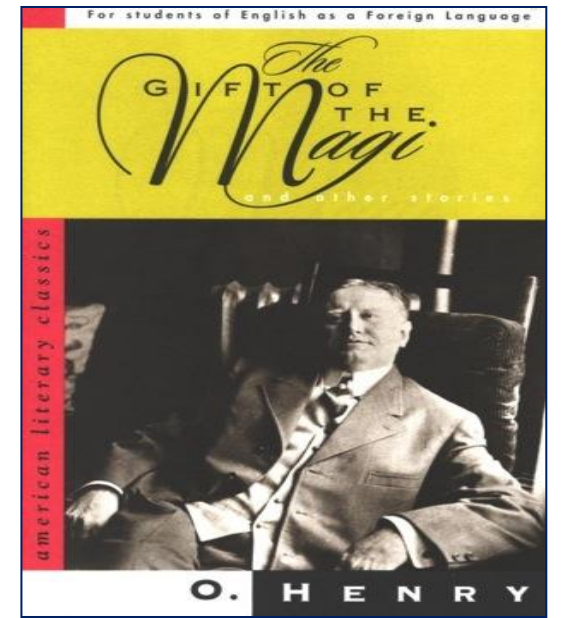
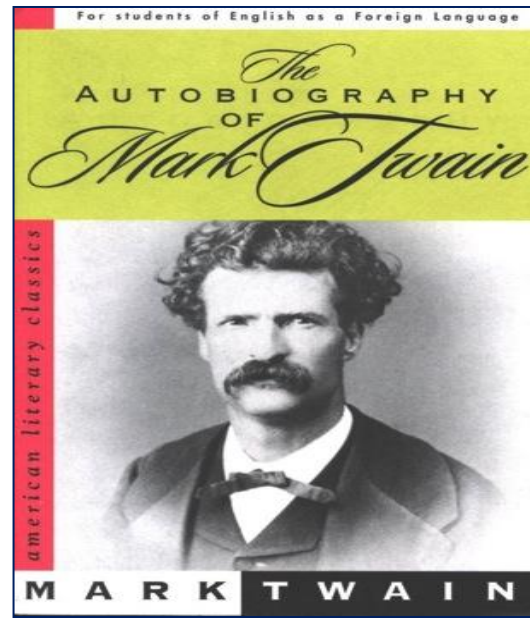
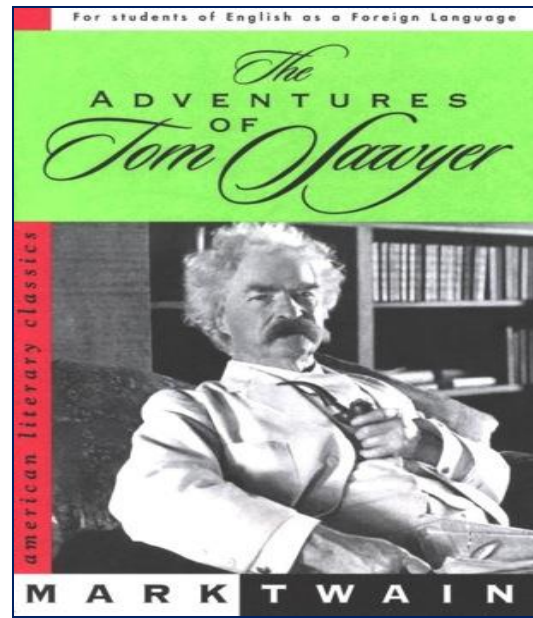
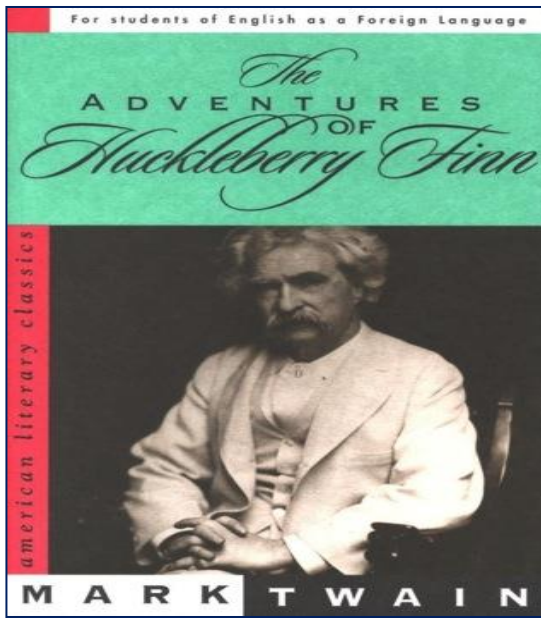
Get to know
AE materials!



Get to know AE materials!















Questions about your materials? americanenglish@state.gov

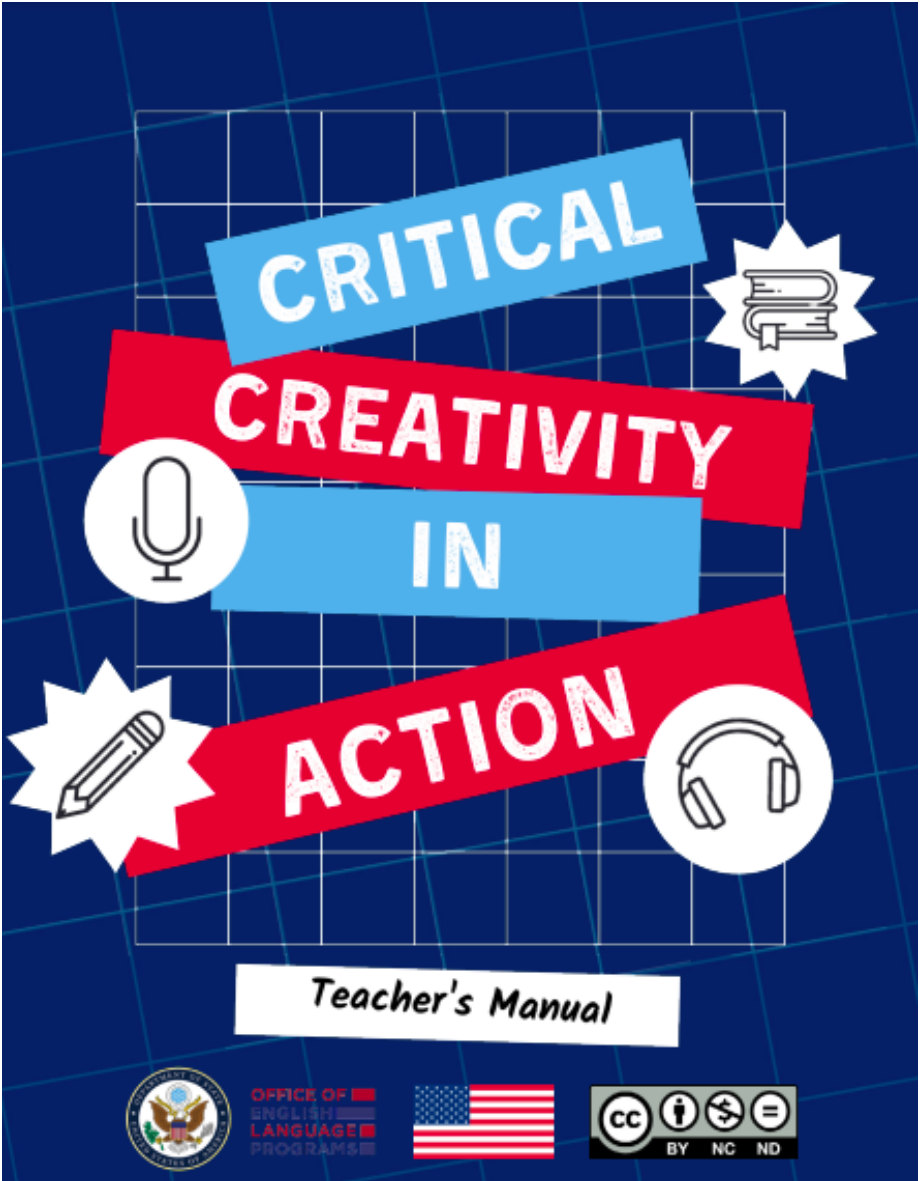


Critical Creativity in Action

The *Critical Creativity Activity* cards are a flexible collection of literacy strategies designed to help EFL teachers, like you, add opportunities for creative thinking to your classrooms.

<p>22</p> <p>LETTER DETECTIVE</p>  <p>Take students on an exploratory walk around the school or community. Challenge them to find the shapes of letters in local architecture and physical features. For example, bridges might include Ys or Xs, while grates may have Es, Ms, or Fs. Students doodle or photograph these discoveries. Next, direct students to find enough letters to spell out key vocabulary terms.</p>	<p>21</p> <p>IMAGIPHOR</p>  <p>Direct students to look at the photo galleries on their personal devices. You may provide them with a gallery of photos you have taken instead. Challenge students to choose one photo that metaphorically explains the topic or concept currently studied in class. Set a brief time limit. Students then justify their choices with a partner.</p>
<p>AMERICAN ENGLISH</p> 	<p>AMERICAN ENGLISH</p> 
<p>TABLEAU</p> 	<p>THREE OF ME</p> 
<p>Organize the class into small groups. Assign each group a scene from a book, film, documentary, or historical event they have been studying. Direct students to arrange themselves into a "frozen" reenactment of that scene. Students may use props and costumes, but may not move or speak. As each group presents, students guess which scene is represented and explain their reasoning.</p>	<p>Direct students to doodle three scenes that represent three stages of their lives: where they have been, where they are now, and where they are going. Students then write explanations for each of their doodles. Finally, students deliver those image explanations as an autobiographical presentation.</p>
<p>AMERICAN ENGLISH</p> 	<p>AMERICAN ENGLISH</p> 

<p>22</p> <p>IMAGIPHOR</p> <p>Ask students:</p> <ul style="list-style-type: none"> Compare your photo choices against your partner's. How are they similar and different? What assumptions are you making by looking at your partner's photos? How might you create a photo gallery of several imagiphors to show your understanding? 	<p>21</p> <p>LETTER DETECTIVE</p> <p>Ask students:</p> <ul style="list-style-type: none"> Where did you find most of your letters? What was one of the most surprising places you discovered a letter? How might you use the letters and locations you found to write a story?
<p>1 POINT</p> 	<p>2 POINTS</p> 
<p>24</p> <p>THREE OF ME</p> <p>Ask students:</p> <ul style="list-style-type: none"> Why did you include these three moments from your life? What are some important moments from your life that you decided not to include? How might you turn your images into a complete comic book? 	<p>23</p> <p>TABLEAU</p> <p>Ask students:</p> <ul style="list-style-type: none"> What criteria can you use to rate this tableau? If you had been given an additional class session to work on this, what would you have done differently? How might you arrange a series of tableaux to tell a story with a beginning, a middle, and an end?
<p>2 POINTS</p> 	<p>3 POINTS</p> 



CRITICAL CREATIVITY IN ACTION

Teacher's Manual





OFFICE OF ENGLISH LANGUAGE PROGRAMS

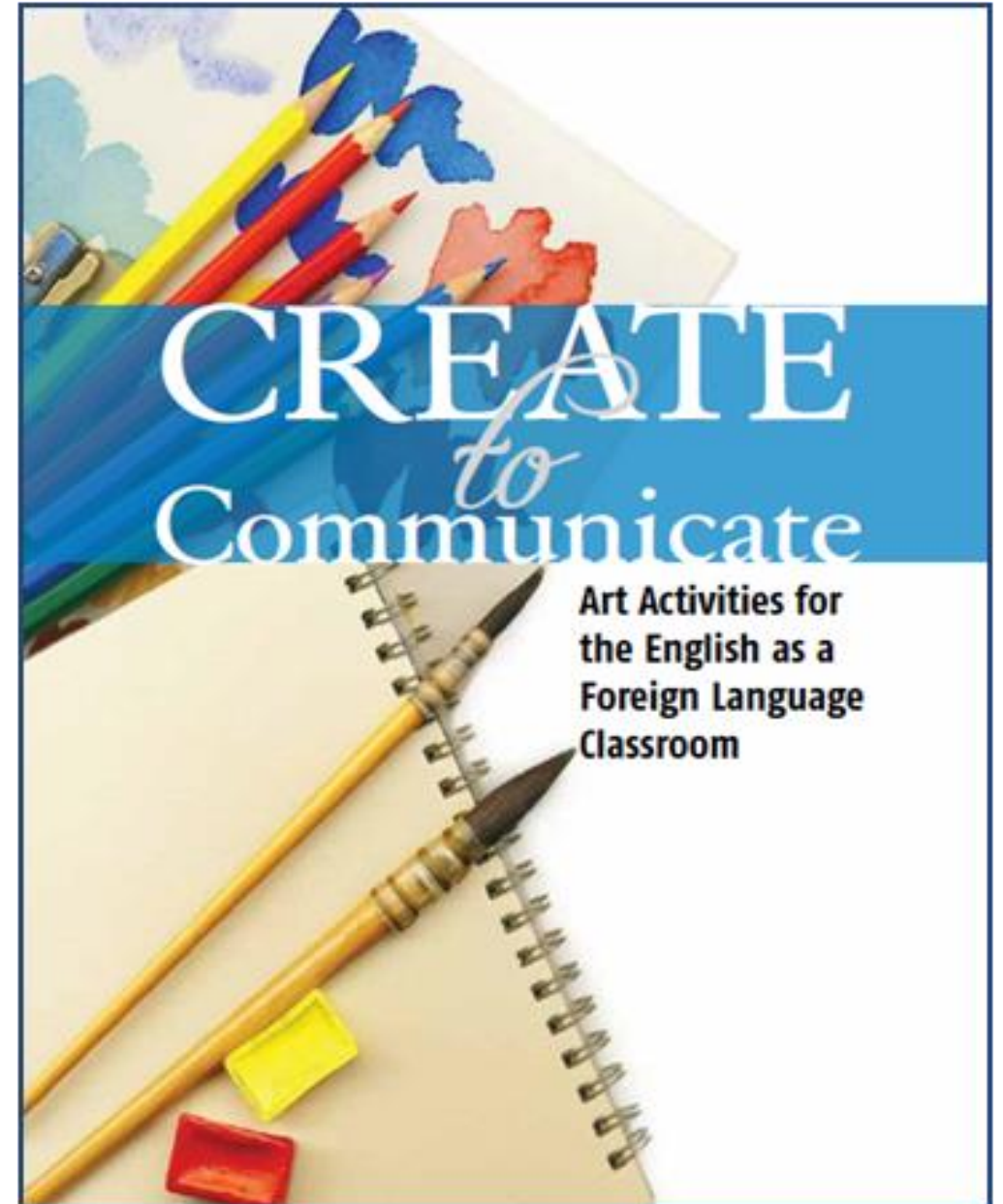
AMERICAN ENGLISH

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Create to Communicate:

Art Activities for the English as a Foreign Language Classroom

-  Teachers reference guide with lesson plans for teaching through mixed media art projects
-  Visual arts for English grammar and vocabulary instruction
-  Ideal for use with primary and secondary students
-  Activities designed for low-resource classrooms




LESSON 5

STORIES AND SEQUENCES

Accordion Stories

Giving and following instructions using linking adverbials



Objective: Students will be able to use linking adverbials to follow and give directions about a process.

Level: Intermediate

Materials: Recycled thin cardboard (food or tissue boxes), card stock, paper (long pieces if possible), pencils, glue, and scissors. Optional: colored paper or decorative paper, crayons, markers, colored pencils, tempera paint, and paintbrushes.

Art Variations: There are many different types of books that can be made and used in the language classroom: recycled paper journals, flip books, pop-up books, scrolls, and so on. Use the Internet resources listed at the end of this section for ideas and instructions about how to make other types of books with students.

Teacher Preparations: 1. Prepare materials for an accordion book. Cut white paper into long, narrow pieces. Each piece of paper should be the same size and length. A length of about 20 inches (70 centimeters) and a width of roughly 10 inches (25 centimeters) works well, but these dimensions can be quite different depending on the desired size of books. Cut enough so that each pair of students will have one piece. *TIP: It may be difficult for younger learners to make an accordion-folded paper. To save time, prepare the folded papers before the activity for young learners. 2. If possible, make an accordion booklet ahead of time to show students; as an example. 3. Prepare sets of pictures and linking adverbials (seven pictures and six linking adverbial words) for the activity in Part Three. Pictures and words should all be cut apart. Each group of three students should have one set.

INSTRUCTIONS

Part One: Making a Paper Airplane

1. Explain the importance of giving and following clear instructions when making something. Emphasize that certain words can be used to make the process clearer.
2. Write the following linking adverbials on the board.

First	Second	Third	Last
To begin with	Then	Next	Finally
At the beginning	After that	Now	Later


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LESSON 2

TRANSPORTATION

Planes, Trains, and Automobiles

Collaborative story writing using transportation vocabulary and past tense verbs



Objective: Students will write about an imaginary trip and draw pictures in a comic strip format using transportation vocabulary and past tense.

Level: High Beginner to Low Intermediate

Materials: Required: paper and pencils. Optional: crayons, colored pencils, or markers.

Teacher Preparation: 1. If possible, duplicate the template in the Reproducible Worksheet section of this activity. (Groups may need more than one sheet to draw their story). 2. Cut out strips of paper for Part One.

INSTRUCTIONS

Part One: Collaborative Comic Strip Story

1. Divide students into groups of three or four.
2. Tell students to imagine they are taking a trip, and elicit from them various types of transportation that could be used. Write their responses on the board. Common modes of transportation, such as cars, trains, boats, and bicycles can be included, but encourage students to be creative and think past the traditional modes of transportation to include other forms, such as hot air balloons, hang gliders, parachutes, roller blades, submarines, or rocket ships.
3. As a list is generated, have one student serve as class recorder and write each mode of transportation on a small strip of paper. Fold the strips of paper in half and place them in a basket or other small container.
4. Have students brainstorm various destinations. Create a list on the board.

Possible Modes of Transportation	
car	kayak
airplane	on foot
train	boat
donkey	bicycle
helicopter	motorcycle
horse	bus

Possible Destinations	
The Moon	The Swiss Alps
The Sahara Desert	An island in the South Pacific
The White House	The Amazon
Antarctica	The Great Wall of China
The Pyramids of Egypt	The Earth's core

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In the Loop: A Reference Guide to American Idioms

- ❑ Alphabetized entries
- ❑ Lists of idioms by category
- ❑ Classroom activities

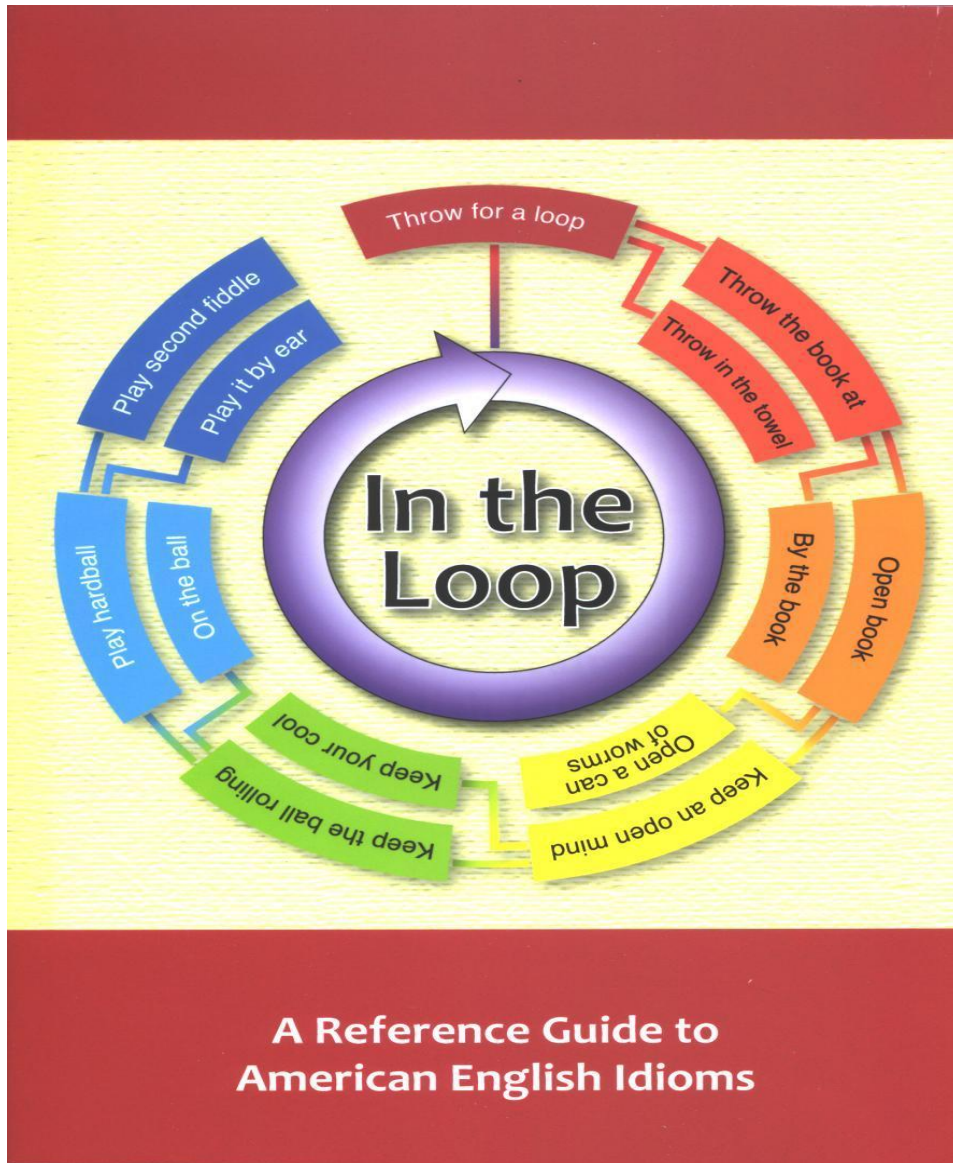
A

ACE UP (ONE'S) SLEEVE

to have an effective but hidden means to accomplish something

1. It looks like Joanne is going to lose, but I wouldn't be too sure. She may have an *ace up her sleeve*.
2. No matter how many times I think Paul might lose to me in a game of chess, he never does. He always has an *ace up his sleeve* and wins every game.

The expression originates from card games like poker, in which players might hide an extra ace up their sleeves to use in case they were losing the game and wanted to cheat.

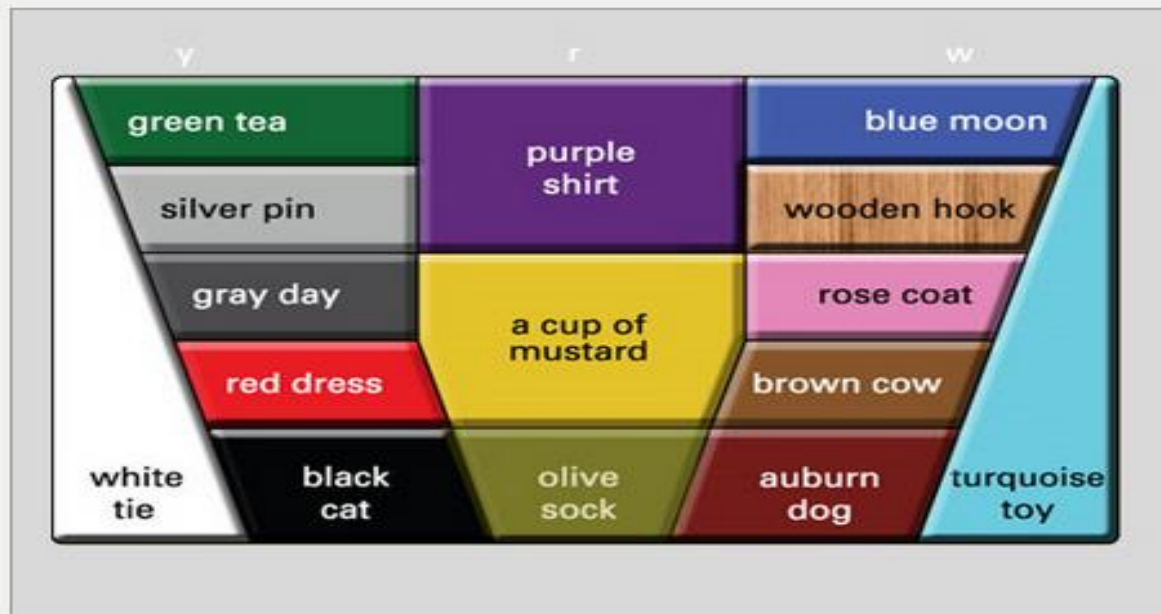




The Color Vowel Chart

The Color Vowel Chart is a powerful visual tool that enables teachers and learners to talk easily and accurately about the sounds of English.

Click on the colors in the interactive chart below to hear each Color Vowel sound. Check the downloads and online box to right for teaching instructions, materials, and a webinar on how to teach with *The Color Vowel Chart*.



Downloads

Hard Copy

Online

The Color Vowel Chart Teacher's Guide

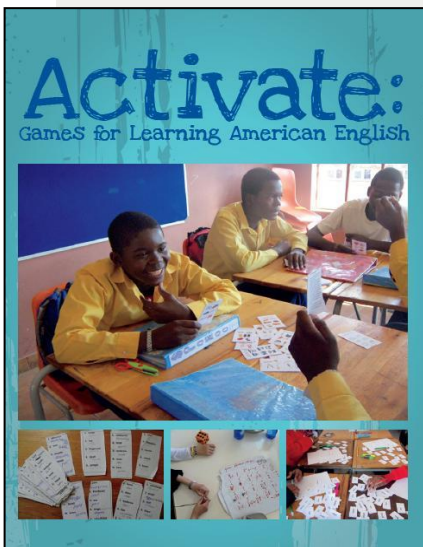
[Text \(PDF\)](#)

Teaching Spoken English with *The Color Vowel Chart* - Webinar Presentation

[Text \(PDF\)](#)



About the Color Vowel Chart



Activate Games for Learning American English: Board Games

Activate Games for Learning American English is a collection of games for the language classroom. The board games offer interactive English language practice in a learner-centered, low-stress environment.

The board games are part of the *Activate - Games for Learning American English* collection. Each game shows the path that the players must follow and the English phrases that the players must produce orally. Each board game has a theme that requires the students to produce certain types of expressions, so they practice a variety of vocabulary, grammatical patterns, and functional meanings.

Watch a Teaching Tip for this resource.

Format: Text

Resources

Hard Copy

Video

About Board Games

[Text \(PDF\)](#)

Board Games Template

[Text \(PDF\)](#)

Dice Template

[Text \(PDF\)](#)

Activate!: Games for Learning American English



- Supplemental teaching tools to encourage cooperation and communication
- Activate! Includes:
 - Teacher's Manual
 - 11 Board Games
 - 24 Picture This Cards
 - 24 Guess What Cards
 - 280 Word Bricks
- Guides teachers (and their students) on how to create their own games

Snack Time!



Grapes, Cracker
Donuts, Apple
Banana, Chocolate

Snack Time!

1. Which of the snacks on the card is the healthiest? Which is the least healthy?
2. Which snacks are salty? Which are sweet? Which are crunchy? Which are soft?
3. Which of the snacks do you like to eat? Why?
4. What other snacks do you like to eat? What do they look like?
5. Which snacks are easy to carry with you? Why?
6. Imagine you are having a party.

A Trip to the Zoo



A Trip to the Zoo

1. Which animal on the card is your favorite? Why?
2. Tell me more about one animal. Where does it live? What does it eat?
3. Which animals have you seen in real life? When and where did you see them?
4. What are three other animals you might see in the zoo? What do they look like?
5. Which animal would you like to speak to? What would you say to the animal?

One of these animals would you

Picture This

Let's Play



Volleyball, Baseball,

1. Which games on the card do you play as a team? Which do you play as an individual?
2. Which game is the easiest to play? Which one is the most difficult to play? Why?
3. Choose one game. What do you need to play it? Why do you need it?
4. Which games do you like to watch? Why?
5. Which games do you like to play? Why?
6. Which games have you never played before? Which games would you like to play? Why?

Weather



1. What is your favorite type of weather? Why?
2. How do you get ready for school on a rainy day?
3. What can you do outside on a snowy day?
4. Choose one type of weather. What are three fun things to do on that kind of day?
5. Choose another type of weather. What clothes do you wear outside in that weather?
6. What climate would you like to live in? Why?

At the zoo

In the sky

At the beach

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Guess What?

cages
bears

airplanes
rainbow

bathing suits
waves

+

+

+

WOULD YOU RATHER... WHY?

FINISH

START:
IT'S
TIME!

... be a baker, a dentist,
or an accountant?

... visit Ireland, Japan,
or Hawai`i?

... learn Arabic,
Spanish, or Chinese?

... live in a house
or an apartment?

Bad luck!
Go back to Start.

... have a bird, a monkey,
or a cat as a pet?

... be 1.5 meters tall
or 2.5 meters tall?

... visit the past
or the future
(if you had a time machine)?

... be really wise
or really lucky?

... write a book, act in a film,
or just make a lot of money?

... ride in a helicopter,
a submarine, or
a rocketship?

... drink coffee, tea,
or juice right now?

... eat pizza, vegetables,
or ice cream every night?

... know how to play the
accordion, violin, or drums?

... be able to fly or have
the power to be invisible?

... have the perfect husband/wife?

Bad luck!
Go back 4 spaces.

... ride on an elephant,
a camel, or a whale?

... work as a cook,
a lawyer, or a librarian?

... be a turtle,
a dolphin, or an eagle?

START  PLACE YOUR TOKENS HERE

Stand on your toes while the group counts to ten.

Show your best dance move.

Go join another group. Place your token on **START**. Take the next turn.

Hop on one foot 6 times.

FINISH 
Wave your arms and say: "WE ARE THE GREATEST!"

CLASSROOM BREAK

Do a silly walk. Can you make the rest of the group laugh?

ALL PLAYERS Stand and count backwards from 11 to 0.

ALL PLAYERS Stand like the Statue of Liberty for 5 seconds.

WARNING: YOU MAY EXPERIENCE FEELINGS OF SILLINESS DURING PLAY

Go touch the nearest window. Return.

Do an impression of an animal. Can the group guess it?

Write a word in the air with your finger. Can the group guess it?

Stand and freeze. Hold this position till your next turn.

Stand and sing a part of a song you like.

Use your arms like the hands on a clock. Show the current time.

Stand and sing a part of a stupid song.

Go to another group, say "Hey!" then show them your funniest face.

Go to another group. Give one person a compliment.

Act like a penguin or a monkey. Your choice.

ALL PLAYERS Stand up and sit down twice.

ALL PLAYERS Stand on toes and count from 1-9.

Find a bit of trash on the floor; go put it in the waste basket.

Touch the nearest door and come back.

Say how many siblings you have, multiply by 3; do that many jumping jacks.

Go and touch something in the room that is blue.

Act like a chicken or fish. Your choice.



REGIONAL ENGLISH LANGUAGE OFFICE
SOUTHERN AFRICA

📍 US Embassy, South Africa ✉ RELOSouthAfrica@state.gov
📘 Facebook.com/RELOSouthernAfrica

DIRECTIONS: PLAY IN GROUPS OF 3 - 10. TAKE TURNS. EACH PLAYER ROLLS THE DICE, MOVES HER TOKEN ACCORDINGLY, THEN DOES THE ACTION DESCRIBED.
TEACHERS: TRAIN STUDENTS TO MOVE CAREFULLY AND SAFELY BEFORE PLAYING.

START
PLACE YOUR TOKENS HERE!

FROG
VULTURE
HYENA

CRICKET
ANT
CLAM

DOLPHIN
FLYING SQUIRREL
ZEBRA

OCTOPUS
LEMUR
SPIDER

PENGUIN
HORSE
CHAMELEON

ELEPHANT
VULTURE
HOUSE CAT

DOG
CHICKEN
DONKEY

PANGOLIN
RABBIT
WOMBAT

BABOON
SLOTH
LADY BUG

FINISH

CORAL
CICADA
DUNG BEETLE

GECKO
PELICAN
KANGAROO

SKUNK
SALMON
COBRA

MARIBOU STORK
OWL
KINGFISHER

CREATURES OF EARTH

SAY ANYTHING
Choose one of the three creatures. Say anything. What you know about it. How it makes you feel.

WHICH WOULD I BE
Say which of the three you would most like to be and why.

RANK
Rank the three according to how much you like them. Explain why.

WHICH IS DIFFERENT?
Choose one creature. Explain how it differs from the other two.

YOU CAN PLAY AGAIN AND AGAIN!

HERE ARE 4 DIFFERENT GAMES

Regional English Language Office,
U.S. Embassy, Panama City, Panama
RELO_Panama@state.gov



MOSQUITO
MOTH
TERMITTE

BALD EAGLE
PANTHER
RHINO

MORAY EEL
SEAGULL
BEAVER

SNOW LEOPARD
KOMODO DRAGON
ORANGUTAN

PORCUPINE
STONEFISH
POLAR BEAR

LAMB
BEAR
SEAL

GIRAFFE
WHALE
CHAMELEON

LEECH
BEE
HYENA

TARANTULA
RAT
GOAT

OSTRICH
LION
FOX

EARTHWORM
SIBERIAN TIGER
BISON

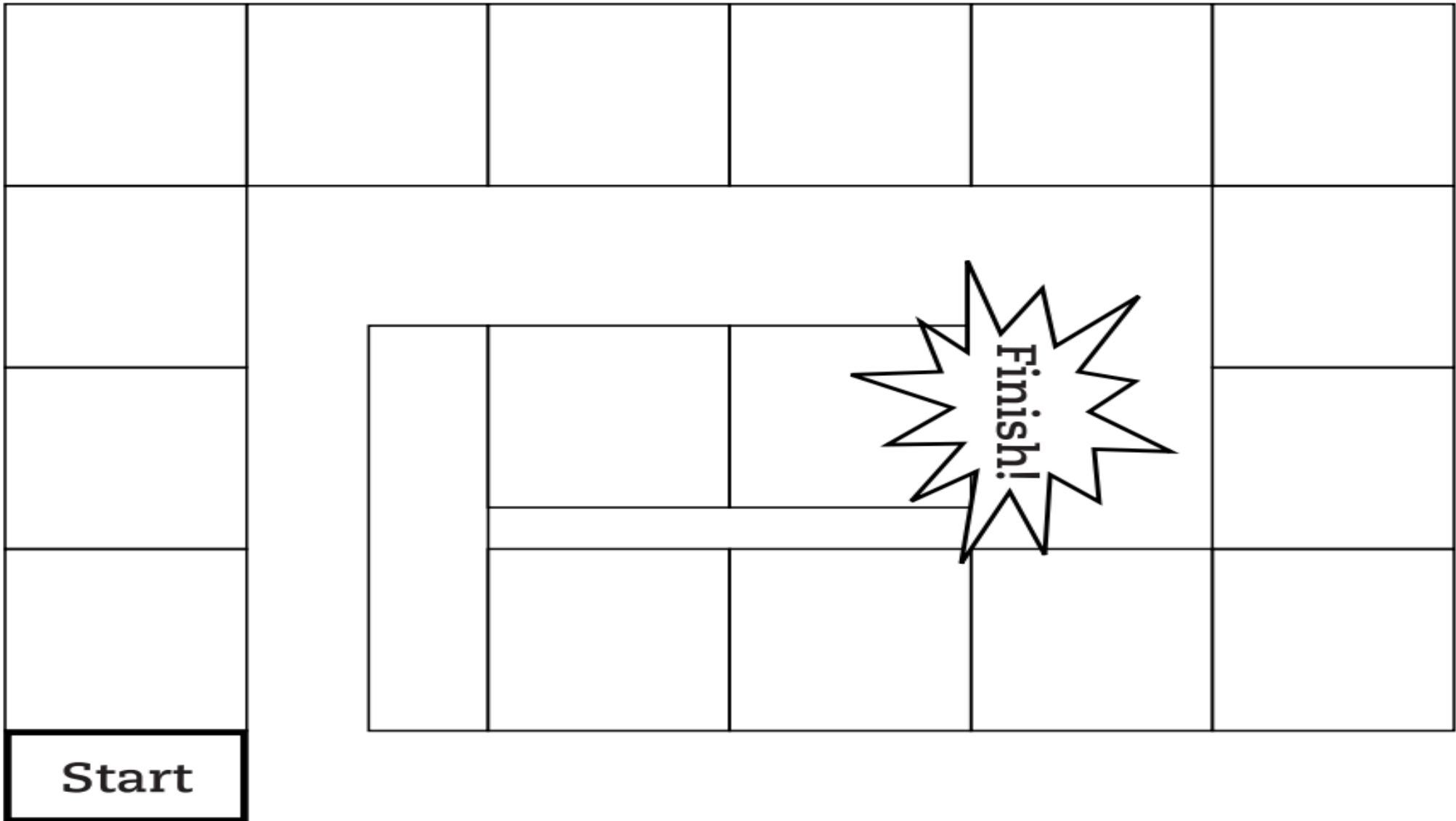
ANGELFISH
SHARK
TORTOISE

PANTHER
CAMEL
HORSE

PARROT
SEA OTTER
SWAN

CROCODILE
REINDEER
GOLDFISH

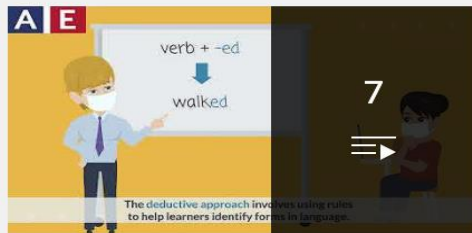
Your games here!



Learn, Teach, and GROW

AMERICAN
AE
ENGLISH empowering global citizens and
creating opportunities through
English language education

Created playlists



7

Quick Tips: Short Videos about Current ELT Topics

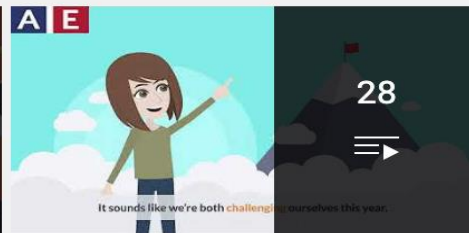
[VIEW FULL PLAYLIST](#)



14

21st-Century Skills for Today's Learners

[VIEW FULL PLAYLIST](#)



28

American English Vocabulary: Topics for Today

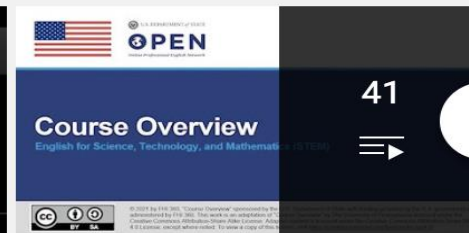
[VIEW FULL PLAYLIST](#)



5

OPEN: The Online Professional English Network

[VIEW FULL PLAYLIST](#)



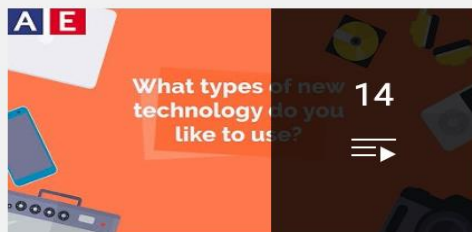
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English for Science, Technology, and Mathematics (STEM)

[VIEW FULL PLAYLIST](#)

youtube.com/StateAmericanEnglish

For English Language Learners: Activities and Resources (Upper Beginner to Advanced)



14

21st-Century Skills for Today's Learners

American English
[VIEW FULL PLAYLIST](#)



28

American English Vocabulary: Topics for Today

American English
[VIEW FULL PLAYLIST](#)



18

Learn American English Idioms

American English
[VIEW FULL PLAYLIST](#)



13

Conversational English

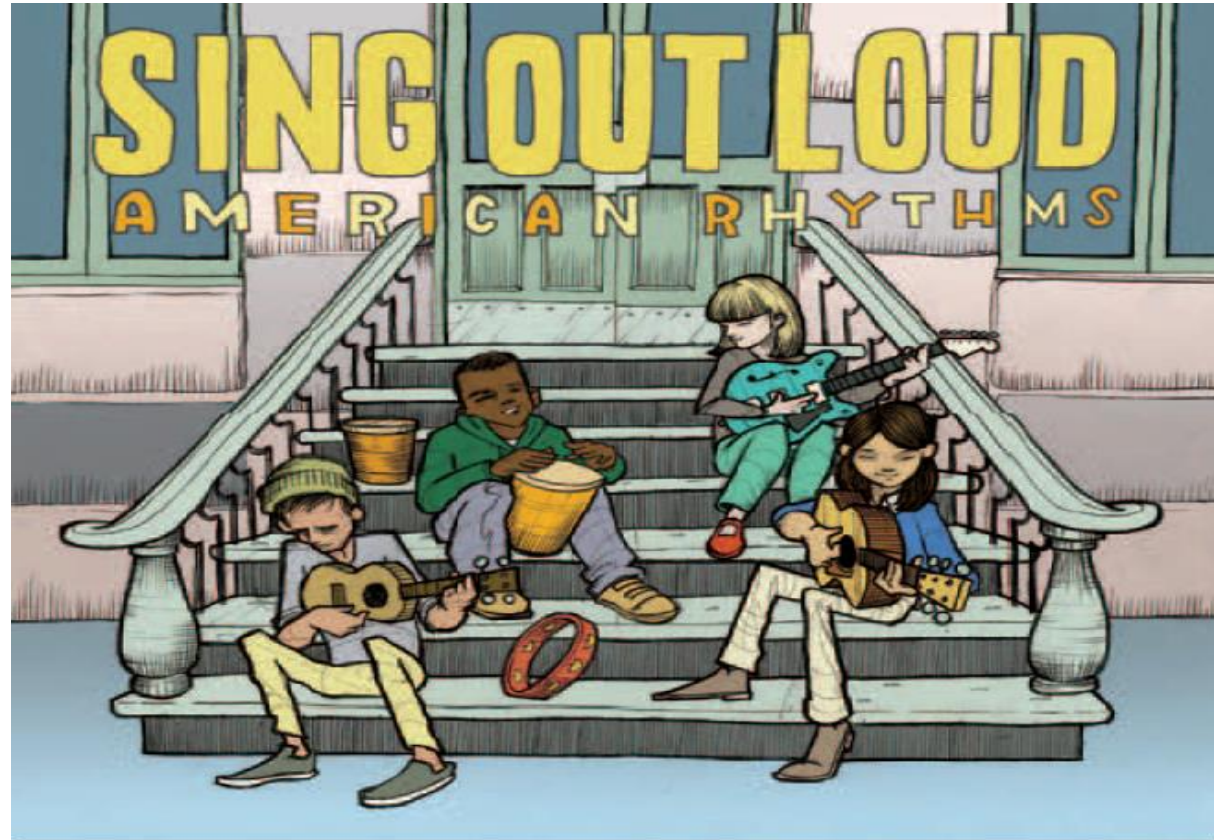
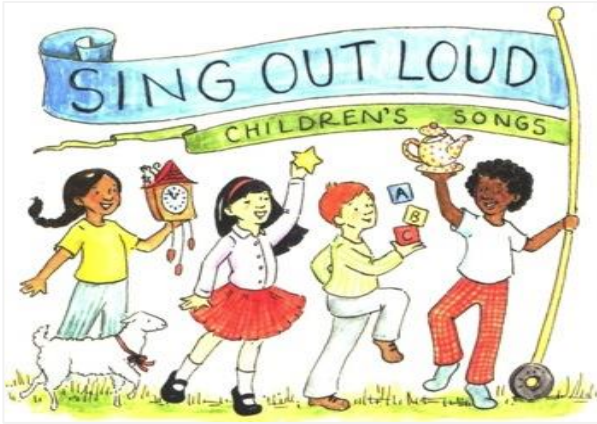
American English
[VIEW FULL PLAYLIST](#)



20

American English Vocabulary: Phrasal Verbs

American English
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Sing Out Loud!

download free music: americanenglish.state.gov



American Rhythms

download free music, activities and posters: americanenglish.state.gov

THE HOKEY POKEY

**PUT YOUR
RIGHT
ARM IN**



**TAKE YOUR
RIGHT
ARM OUT**



**PUT YOUR
RIGHT
ARM IN**



**AND YOU
SHAKE IT
ALL ABOUT**



DO THE



**HOKEY
POKEY
AND**



**YOU TURN
YOURSELF
AROUND**



**THAT'S
WHAT IT'S
ALL ABOUT!**



*(What if the Hokey Pokey ***is*** what it's all about?)*





<https://www.youtube.com/watch?v=DneHcG1wrp8>

LEARN MORE ABOUT WORDPLAY

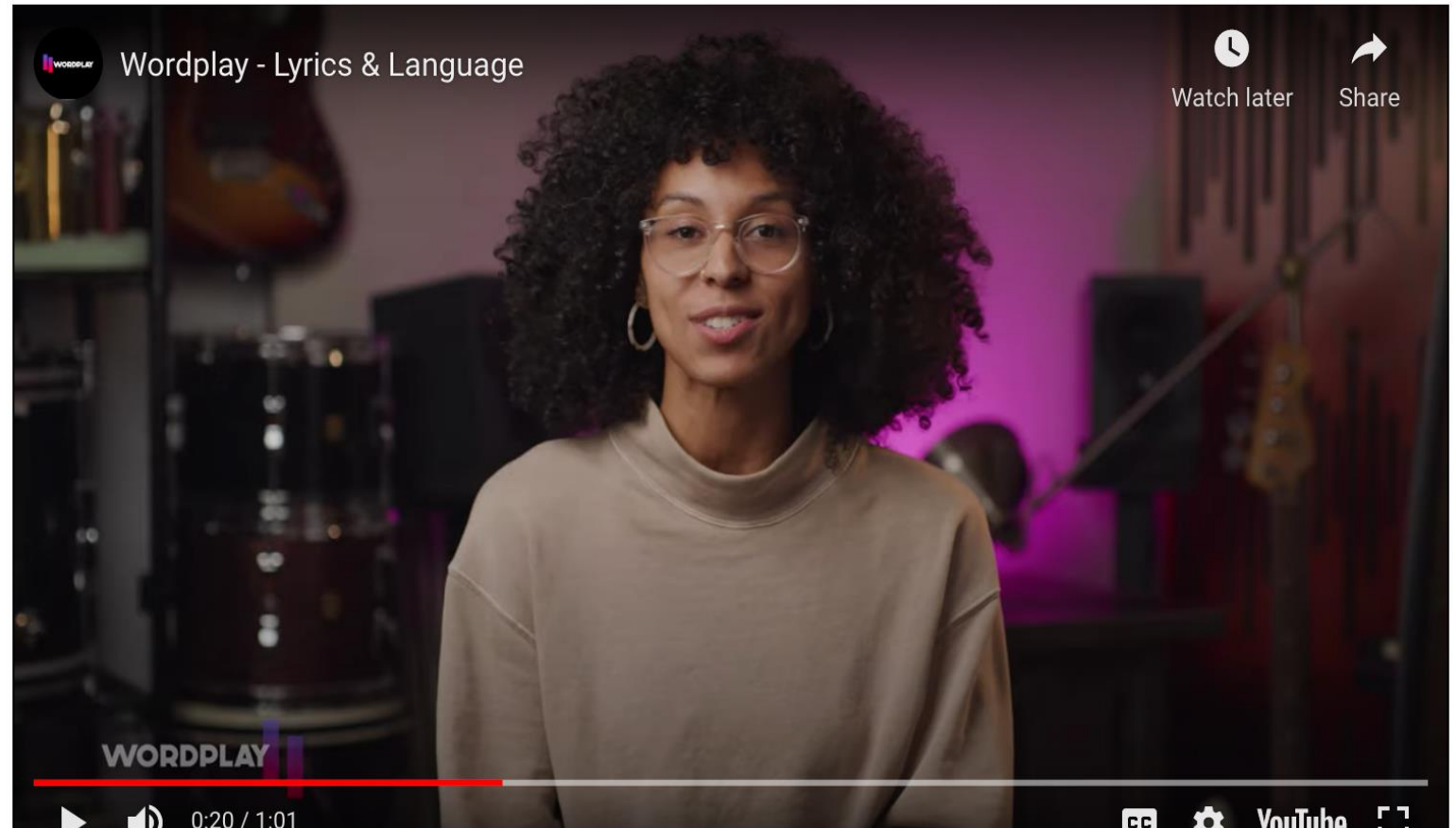
ENGLISH LANGUAGE THROUGH LYRICS

Wordplay is an exciting program between American English, U.S. Department of State, American Music Abroad, and American Voices to bring music and lyrics into the English Language classrooms across the world.

Featuring artists from the American Music Abroad program, Wordplay links up the drivers of the English language with people learning it to create a fresh take on learning. It enhances our understanding of English in the way that it is spoken and adapted, especially through music.

More available here: <https://americanenglish.state.gov/>

See below for the artists and their language packages!



U.S. DEPARTMENT OF STATE

TRACE EFFECTS



**LEARN ENGLISH AND DISCOVER AMERICA
THROUGH MULTIMEDIA GAME PLAY**

- COMMUNITY ACTIVISM • ENTREPRENEURSHIP
- ENVIRONMENTAL CONSERVATION
- EMPOWERING WOMEN • SCIENCE & INNOVATION
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Illustrated Chapters

TRACE FINDS EMMA FIELDS AT THE CORN BOOTH.



WILL YOU HELP ME?

I'M EMMA FIELDS.

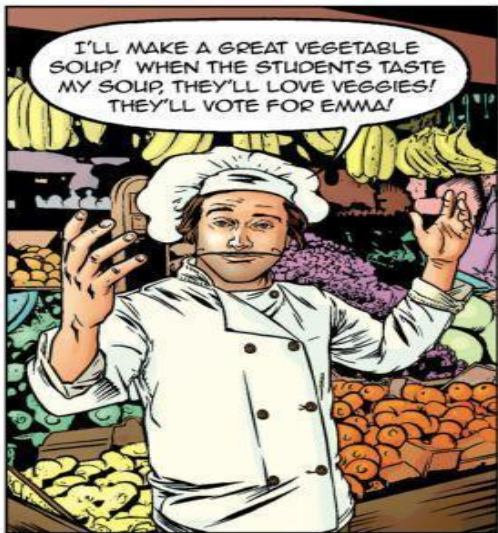
I'M REALLY BUSY RIGHT NOW. I NEED TO STOP RILEY. SHE WANTS TO BE CLASS PRESIDENT. SHE DOESN'T WANT TO HAVE ANY VEGETABLES ON THE SCHOOL MENU.



DO WHAT I DID! I WON THE ELECTION FOR SCHOOL PRESIDENT! I CONVINCED STUDENT LEADERS TO VOTE FOR ME.



IT MIGHT NOT WORK, BUT I'M READY TO TRY. WILL YOU HELP?



I'LL MAKE A GREAT VEGETABLE SOUP! WHEN THE STUDENTS TASTE MY SOUP, THEY'LL LOVE VEGGIES! THEY'LL VOTE FOR EMMA!



HOW CAN I HELP?

YOU GET THE INGREDIENTS FROM THE MARKET, TRACE. MEANWHILE, I'LL START THE SOUP.



DO YOU KNOW WHERE ANDRE MARSHALL IS?

YES, HE'S RIGHT HERE!



WHY IS THE MUSIC SAD?

I'M SAD. THEY'RE GOING TO STOP TEACHING MUSIC IN SCHOOL.



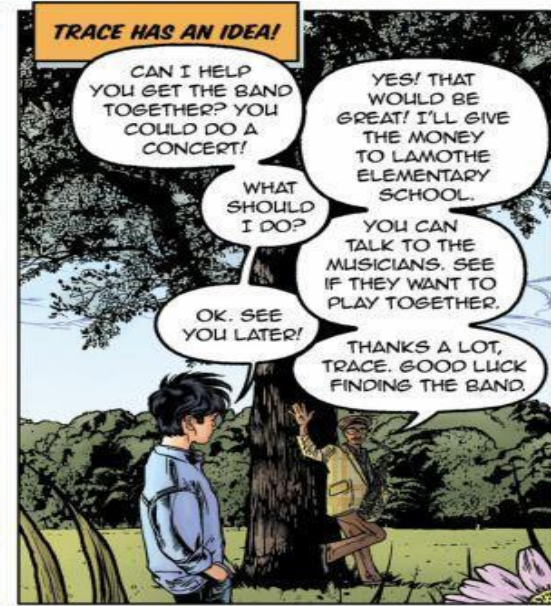
CAN YOU TEACH MUSIC?

I CAN'T DO IT BY MYSELF. I NEED MY BAND.

IF YOU HAVE A BAND, YOU CAN PLAY FOR MONEY.

YES, BUT I NEED TO GET MY BAND TOGETHER.

TRACE HAS AN IDEA!



CAN I HELP YOU GET THE BAND TOGETHER? YOU COULD DO A CONCERT!

WHAT SHOULD I DO?

OK. SEE YOU LATER!

YES! THAT WOULD BE GREAT! I'LL GIVE THE MONEY TO LAMOTHE ELEMENTARY SCHOOL.

YOU CAN TALK TO THE MUSICIANS. SEE IF THEY WANT TO PLAY TOGETHER.

THANKS A LOT, TRACE. GOOD LUCK FINDING THE BAND.

Trace Travels

HOME | LANGUAGE PRACTICE | **MULTI-PLAYER CHALLENGES** | COMICS | HELPFUL LINKS | LOG OUT

HELLO RICK2

U.S. DEPARTMENT OF STATE
TRACE EFFECTS

TOTAL SCORE: 10572 PTS
★ LEADERBOARD

Word Soup



Round 2

TIMER
0:59

score
46

 **YOU**
Points: 81

 **Player 2**
Points: 120

m b w t x t d r u e

SUBMIT CLEAR



wet
bed rub
wed
but rue
bet mud
drum

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[Home](#) | [Language Practice](#) | [Multi-player Challenges](#) | [Comics](#) | [Helpful Links](#) | [Leaderboard](#) | [Log Out](#)

Courses and Communities



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Live
Webinars

MOOCs

Global Online
Courses



American English Live Live Webinars

American English Live Teacher Development Series 17

May 17 - July 26, 2023

Themes: Developing Critical Thinking Skills,
Inclusive Practices in the ELT Classroom

Learn from
ELT experts!

Join a global
community of
educators!



Earn a digital
participation
badge!

Join us here: <https://www.facebook.com/AmericanEnglishforEducators>

These free events are held every other Wednesday at 8 a.m. & 1 p.m. Eastern Time - Washington, D.C.

Check the local time in your region here: bit.ly/ChecktheTime



American English Live Webinars

American English Live
Climate Change Communication and
English Language Teaching
January 18, 2023 @ 8 am or 1 pm EST

Join the webinar: <https://www.facebook.com/AmericanEnglishforEducators>
Check the local time in your region: bit.ly/ChecktheTime

The poster features a central illustration of a globe with a sun, waves, and a thermometer. It includes logos for the U.S. Department of State Office of English Language Programs, the American English for Educators Association (AEE), and the American English for Educators (AEE) website. A small inset video shows a woman, Kate Ban, speaking.

American English for Educators Facebook Page



American English Live: Teacher Development Series 17



Critical Thinking	Four Reading Tasks to Promote Critical Thinking Jeremy Beal	May 17, 2023 8:00-9:00 am ET 1:00-2:00 pm ET
	Using Visible Thinking Routines in the Language Classroom Stephanie Bolaños	May 31, 2023 8:00-9:00 am ET 1:00-2:00 pm ET
Inclusive Practices	Building and Sustaining a Culture of Belonging Lindsay Lyons	June 14, 2023 8:00-9:00 am ET 1:00-2:00 pm ET
	Plurilingualism and Translanguaging Strategies for Language Teachers and Students Chris Hastings	June 28, 2023 8:00-9:00 am ET 1:00-2:00 pm ET
	Starting the Year as a Culturally Responsive Language Classroom Lauren Anderson	July 12, 2023 8:00-9:00 am ET 1:00-2:00 pm ET
	Open Educational Resources for English Language Teaching (OERs for ELT) Kendra Staley	July 26, 2023 8:00-9:00 am ET 1:00-2:00 pm ET

To watch us live at the times above, join us at <https://www.facebook.com/AmericanEnglishforEducators>

Digital Badges and Certificates

American English LIVE: Teacher Development Series 7

Session 6:

Connecting to Learn: Growing Professionally
through Teacher-to-Teacher Engagement

Professional Development
Attendance Badge



Office of English Language Programs
Bureau of Educational & Cultural Affairs
U.S. Department of State

American English Live: Teacher Development Series 7
Certificate of Participation

This certifies that

*has participated in the American English Live Teacher
Development Series: January – March 2020*

_____, Regional English Language Officer

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**Self-Paced
Teacher Trainings**

English for STEM

**English for Media Literacy for
Educators**

**Professional Development for
Teacher Trainers**

**Facilitated
Teacher Trainings**

English as a Medium of Instruction

**Self-Paced
Online Trainings**

English for Journalism

English for Career Development

**English for Business and
Entrepreneurship**

English for Media Literacy

<https://www.openenglishprograms.org/MOOC>



Massive Open Online Courses

**Currently
open for
enrollment**

Developing and Teaching Academic Writing Courses

Teaching Grammar Communicatively

English for Tourism Professionals

English for Career Development

English for Journalism

English for Media Literacy

English for Business and Entrepreneurship

Using Educational Technology in the English Language Classroom

English for Science, Technology, Engineering, and Mathematics

<https://www.openenglishprograms.org/MOOC>



Massive Open Online Courses

Want to download, copy, and modify the OPEN courses applicable to your context?

All OPEN courses are now openly licensed and available as learning objects in the Canvas Commons!

Contact your RELO to get instructions on how to import an OPEN course from the Canvas Commons into a free-for-teacher Canvas account
<https://canvas.instructure.com>

<https://www.openenglishprograms.org/MOOC>

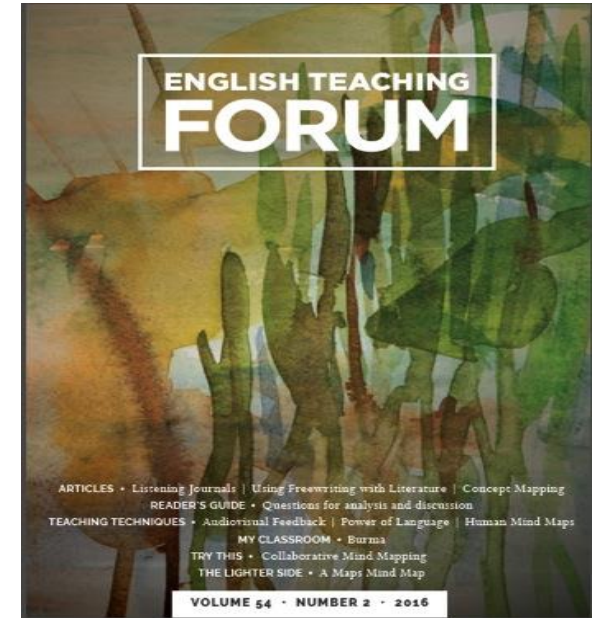
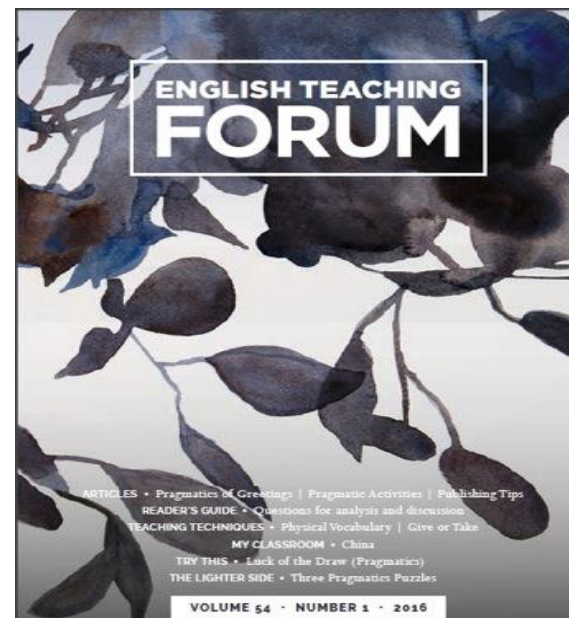
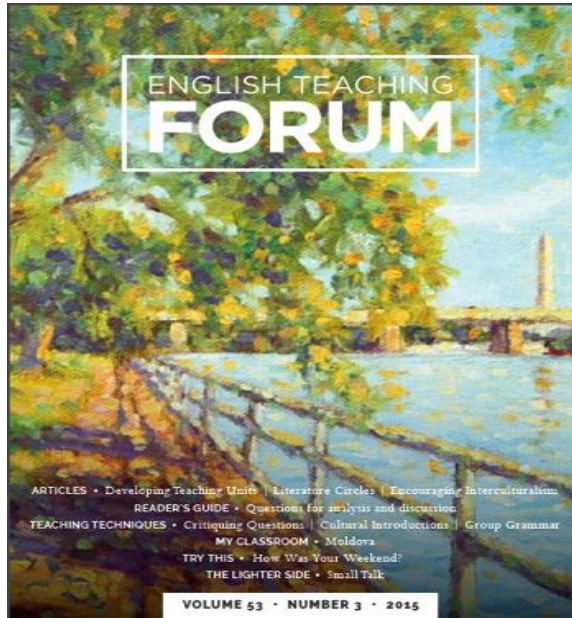


Global Online Courses

- 8-week online grad-level courses taught by U.S. university partners.
- Connect with U.S. English language teaching experts and build an international professional network.
- Contact RELO Jakarta for nomination.

Academic Year 2023-2024:

- **Critical Thinking and the Exploration of Culture in an EFL Setting**
- **Teaching English to Young Learners**
- **Fostering Student Motivation and Engagement**
- **Developing and Teaching Academic Writing Courses**



English Teaching Forum

Quarterly journal “for teachers, by teachers”
read past issues: americanenglish.state.gov

2	ARTICLES Practical Tips for Increasing Listening Practice Time KEVIN McCAUGHEY
14	Observation Tools for Professional Development KATHLEEN F. MALU
25	Increasing Awareness and Talk Time through Free Messaging Apps ANDREW POLLARD
33	READER'S GUIDE Questions for analysis and discussion
35	TEACHING TECHNIQUES Guided Meditation in the English Language Classroom AMY JENKINS
38	Speed Drawing for Vocabulary Retention SARA HENDRICKS
41	MY CLASSROOM Indonesia
45	TRY THIS Listening and Logic HEATHER BENUCCI
	THE LIGHTER SIDE You're Not Listening! (Inside back cover)

What's inside?

Articles by teachers

- Classroom ideas
- Methodology
- Professional development

Teaching Techniques

- Original classroom practices

My Classroom

- Dedicated teachers worldwide

Listening to Diverse English Voices through Podcasts

Tabitha Kidwell, American University
Hanung Triyoko, UIN Salatiga

TABITHA KIDWELL AND HANUNG TRIYOKO

United States and Indonesia

Listening to Diverse English Voices through Podcasts

Traditionally, many English language teachers around the world have conformed to an English as a foreign language (EFL) model. In this model, they expose their students to the standard language norms of English-dominant nations, such as the United States and the United Kingdom. However, English learners do not only need language skills to communicate with native speakers from these nations. As globalization, technology, and migration bring people around the world into more frequent and sustained contact, learners also need to be able to engage with other speakers of English as an additional language. Therefore, a more appropriate model is English as an international language (EIL), which emphasizes users' ability to communicate with diverse global English users (Matsuda 2012). Proficient users of EIL need the ability to communicate with speakers from varied backgrounds, rather than near-native proficiency in one dialect.

Strong listening skills are especially essential to users of EIL because they must understand a wide range of accents and language varieties (Tsang 2019). Moreover, since students cannot expect to learn the norms of every global English variety, they need the ability to adapt to new varieties they have never heard before. To help students develop these abilities, teachers can use diverse listening materials that expose students to varied language models. In this article, we recommend podcasts as a rich source of diverse listening materials. Although we recommend using podcasts in intermediate- or advanced-level classes, with appropriate planning podcasts can be used even with beginner students. Below, we first explain what podcasts are and how they help students develop listening skills. Then, we describe strategies to include podcasts in listening lessons, based on our experiences in a listening course for first-year English major

students at an Islamic university in Central Java, Indonesia. Finally, we share feedback from our students to offer recommendations for teachers interested in using podcasts in their own listening lessons and courses.

TEACHING WITH PODCASTS

Podcasts are audio recordings that can be streamed or downloaded for free. Anyone can produce a podcast and upload it onto a podcasting platform. Listeners then use podcast apps on their mobile phone, tablet, or computer to access individual episodes or subscribe and automatically receive new episodes (see Appendix 1 for a list of free podcasting apps). The widespread availability of podcasts makes them well suited for use with adolescent or adult learners who have access to their own device. Because the listening files are easy to find online, podcasts are especially useful when teaching online

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A community of 4 million+ English learners and educators from around the world

NONCOUNT NOUNS

Abstract Ideas

Abstract ideas are generally noncount nouns.



life



peace



fun



beauty

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@AmericanEnglishatState

1 hour ago

Do your friends and family give you a lot of good advice? How do you maintain your health? Where do you find beauty in your everyday life? Things like "advice," "health," and "beauty" are abstract ideas and are normally noncount nouns.

Share other examples of noncount abstract ideas or use one of the joyful words from the graphic in a sentence in the comments below! #Nouns #CountAndNoncount

[Go to original post](#)

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Interactive graphics and videos sharing vocabulary, grammar points, idioms, quotes, and more.

Facebook: American English for Educators

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🔒 Closed group

Educators around the world interact with an

American English

facilitator and

exchange their ideas

about the dedicated

monthly topic.



One Index No Activities

Written by Rick Rosenberg

The Teacher walked up and down

She browsed the stacks through and through

One index (no activities), one index (no activities)

She could afford but one index

She told the salesperson near at hand

The readers were startled one and all

One index (no activities), one index (no activities)

This here teacher wants one index

To find teaching texts in town

To see what fifteen cents could do

One index (no activities), one index (no activities)

She could afford but one index

The simple lesson she had planned

To hear that salesperson loudly call

One index (no activities), one index (no activities)

This here teacher wants one index

One Index No Activities (continued)

The teacher hero felt very bad

And in her dreams she hears perplexed

One index (no activities), one index (no activities)

Ya get no activities with one index

This song seems really sad

She met some students from our schools

They all formed a ukulele band

Activate! (and Audio Books!) Trace Effects! (and Forum!)

**They spread Activate, Audio Books, MOOCs, Webinars, Forum, Trace
Effects and more through the lands**

One index is all she had

Ya get no activities with one index

One index (no activities), one index (no activities)

Ya get no activities with one index

In the end it wasn't at all bad

And they found her pretty cool

And spread peace, love, and American English resources in the land

Activate! (and Audio Books!) Trace Effects! (and Forum!)

**They spread Activate, Audio Books, MOOCs, Webinars, Forum, Trace
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One Index No Activities

Written by Rick Rosenberg

The Teacher walked up and down, to find teaching texts in town
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The readers were startled one and all, to hear that salesperson loudly call
One index (no activities), one index (no activities)
This here teacher wants one index

One Index No Activities (continued)

**The teacher hero felt very bad, One index is all she had
And in her dreams she hears perplexed, Ya get no activities with one index**

**One index (no activities), one index (no activities)
Ya get no activities with one index**

**This song seems really sad, In the end it wasn't at all bad
She met some students from our schools, And they found her pretty cool
They all formed a ukulele band, And spread peace, love, and American English resources in
the land**

**Activate! (and Audio Books!) Trace Effects! (and Forum!)
They spread Activate, Audio Books, MOOCs, Webinars, Forum, Trace Effects
and more through the lands**

It's You I like

<https://www.fredrogerscenter.org/>

It's you I like.

It's not the way you do your hair

The way you are right now

Not the things that hide you

They're just beside you.

It's not the things you wear

But it's you I like

The way down deep inside you

Not your *stuff*

It's You I like

<https://www.fredrogerscenter.org/>

But it's you I like

Your smile, your eyes, your feelings

I hope that you'll remember

That it's you I like

It's you, It's you I like!

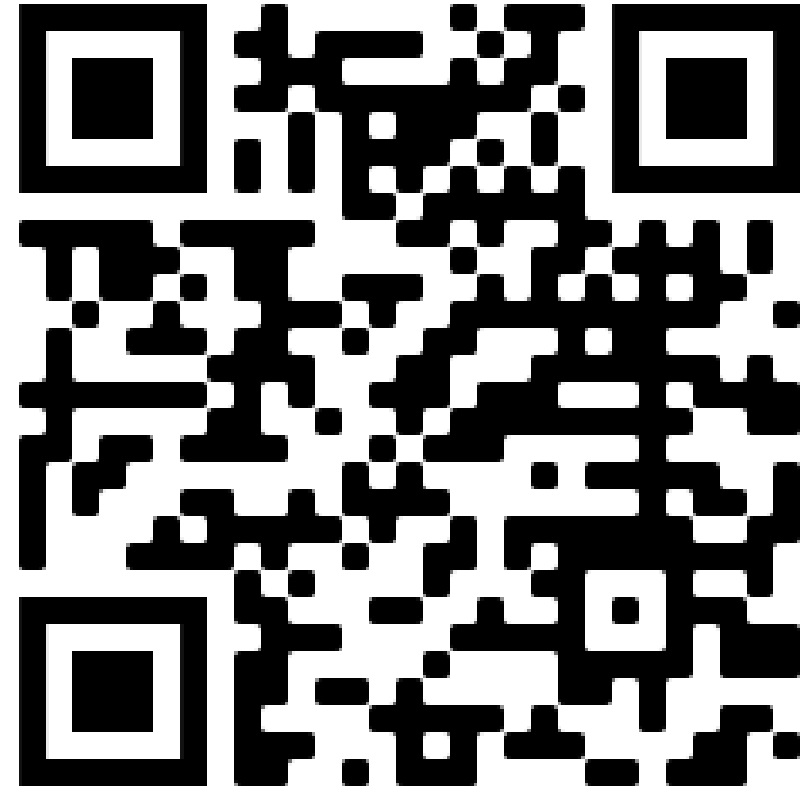
Every part of you

Whether old or new

Even when you're feeling blue

It's you yourself

Follow us!

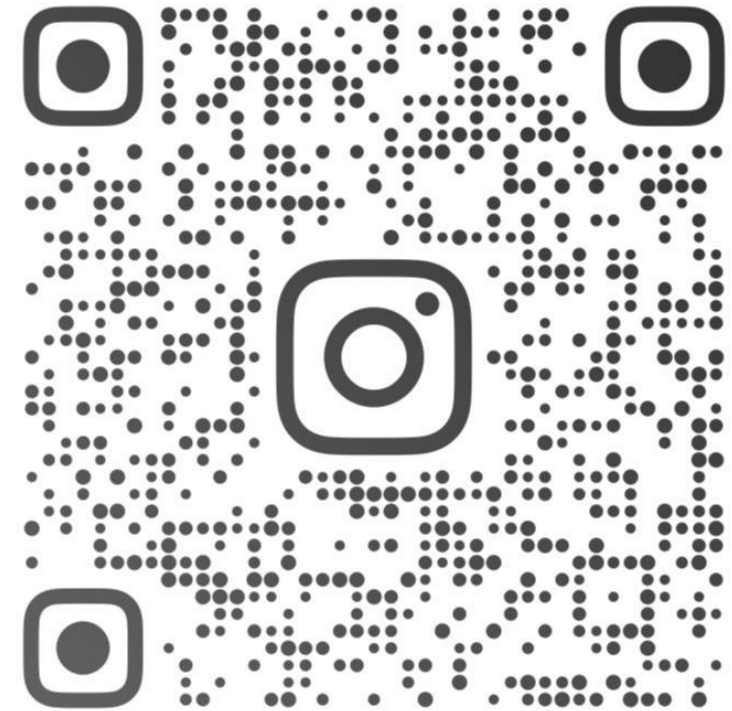


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