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English Language Teacher Training

The English Language Teacher Training (ELTT) Program will enhance the capacity of madrasah and pesantren English language educators across Indonesia through a scalable, multi-stage cascade training program model. This model will train 14 senior faculty members from MORA-affiliated universities to serve as Master Trainers, 56 junior faculty members to serve as Trainers, and 280 madrasah and pesantren teachers to develop as professionals.

Benefits for Master Trainers:

1. International research team support for research project and publication.
2. Credential from U.S. Embassy and international NGO.
3. Experience with interactive training methods in-person and online.
4. Opportunity to serve the community by improving teaching and learning in madrasahs and pesantrens.
5. Potential to support future replication of the program in a leadership role.



14 Master Trainers

MTs will train and mentor 4 trainers each. MTs will design and conduct impact research projects with support from an American research team.



56 Trainers

Trainers will each guide 5 teachers in Peer Learning Hubs (PLH) through the curriculum. They will support learning over Whatsapp and through workshops twice a month.



280 Teachers

Teachers will complete two online courses over four months, *English for Teaching & Professional Knowledge for English Language Teachers*, attend workshops, and apply learning in class.



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Master Trainer Overview



The program for the Master Trainers (MTs) will begin online in May. There will be two Zoom meetings in May in addition to self-paced online work. MTs will spend 5-7 hours per week becoming familiar with the ELTeach online courses and carrying out tasks in preparation for the six-day in-person training in Jakarta in June. During the June training, MTs will gain the knowledge and skills necessary to deliver the program in 2022 and in future trainings. They will also gain experience in mentoring trainers in workshop and PLH facilitation, material management, technical troubleshooting, and course administration skills.

The MT Research Component of their program will begin in June and last one year. MTs will participate in an online workshop in June on designing research questions led by Dr. Donald Freeman, a leader in Teacher Education and Research. Throughout the year, MTs will get support from the Research team in designing research, collecting data, and preparing to present their research at an Impact Conference in Jakarta, and to send submissions to professional journals or conferences.

Requirements: MTs must have access to a laptop or computer at home and internet that is reliable with audio and video for the May Zoom sessions. They must be able to recruit at least four local junior faculty to create a group of Trainers whom they will train and guide. They will deliver the online Trainer training in July, followed in by a five-day in-person training in August. MTs will be expected to arrange for a small training space to train their trainer group.

Trainers will each recruit and be responsible for supporting five madrassah and/or pesantren teachers from August to December, 2022. MTs will mentor their four trainers throughout this component. MTs can expect to spend about 2 hours a week mentoring their group using WhatsApp during this period, though they may need extra time when the groups start up in August.

	May-June 2022	July-August 2022	August-December 2022	January-March 2023	April-May 2023
Master Trainer Research	Workshops for MTs on designing research questions.	MTs design 7-14 research projects.	MTs carry out data collection on the ELTT program while the trainers lead the program.	Workshops for MTs on data analysis. MTs conduct analysis on project, then present research at the Impact Conference in March.	MTs prepare articles or papers for independent conferences.
Master Trainer Support	MTs attend training for one month online: 5-7 hours per week then 6 days in-person in Jakarta	MTs train trainers, one MT for four trainers. Five days in-person.	MTs support trainers while they carry out PLH groups. One trainer for five teachers.		



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ELTeach is an online, integrated Professional Development, Assessment, and Certificate program supporting teachers of English around the world through coursework and assessments. ELTeach consists of two separate self-study courses: English for Teaching and Professional Knowledge for English Language Teaching (ELT). Both courses include 30 to 40 hours of self-paced, online instruction covering the essential knowledge teachers need to make decisions about their work, in and out of the classroom. The curriculum is designed to ensure that teachers of English have the language skills they need to teach English in English, and the professional knowledge necessary to implement their national curriculum successfully and with confidence.

ELTeach provides teachers and educational authorities like MORA with meaningful data from coursework and assessments. This data is very useful in informing future teacher training programs, measuring coursework and teacher performance, and highlighting areas for improvement.

Developed by National Geographic Learning, ELTeach was informed and developed by leading experts in teacher education from 13 countries. World Learning has successfully implemented the program in Indian madrasahs for 5 years running; however, ELTeach has been implemented in more than 20 countries by other government ministries and non-governmental organizations.

English for Teaching



Develops teacher confidence and proficiency in:

1. Classroom Management
2. Understanding and Communicating Lesson Content
3. Assessing Student Work
4. Giving Feedback

Professional Knowledge for ELT



Develops teacher confidence and proficiency in:

1. Foundations of Language Learning and Language Teaching
2. Essentials of English
3. Teaching Vocabulary, Grammar, Speaking, Listening, Reading, and Writing



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Peer Learning Hubs



Peer Learning Hubs (PLHs) are a key component of the ELTT program supporting the ELTeach self-study online courses. PLHs are a small group of five teachers who are taking the self-study course at the same time, guided by one coach per hub who leads practice and application tasks online and in-person workshops. PLHs provide a professional learning community for teachers to interact with as they complete the curriculum. Advantages of a self-study online teacher development course include the ability to bring tested, expert-designed courses to many teachers, allowing them to study when their schedules allow. As always, World Learning integrates experiential learning, practical activities, and reflection into all components of our courses.

Disadvantages of self-directed courses include high rates of attrition, inability to contextualize content, lack of beneficial collaboration and interaction with peers, and a lack of accountability for applying learning to the classroom. The PLHs address each of these challenges while ensuring high-quality instruction of professional content.

Through the ELTT Program, teachers will improve their confidence, increase their knowledge of modern TESOL pedagogy, and establish a professional network. Trainers will enhance teacher learning through hands-on support, developing as professionals and ensuring capacity to deliver ELTT PLHs in the future. Master Trainers will also ensure capacity to deliver ELTT now and in the future, as well as improving their research capacity through customized support from the Research Team.

Trainer-led Support Groups

- Connected over Whatsapp
- Motivation, reflection, and discussion

Trainer-led Workshops 2X Per Month

- Standardized
- Practice-based
- Reflection
- Goal-Setting

Trainer to Teacher Direct Support

- Trainer check-ins
- Individualized support



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Meet World Learning

The English Language Teacher Training Program is being implemented by World Learning with funding provided by the Regional English Language Office of the U.S. Embassy in Jakarta. For more than 85 years, World Learning has worked to create a more peaceful and just world. Our education, development, and exchange programs help people find their voices, connect with their communities, strengthen the institutions that form the backbone of a democratic society, and build relationships across cultures. With our support, these emerging leaders tackle critical global issues like poverty, conflict, and inequality.

World Learning is working to improve global education to ensure schools and teachers have the tools they need to support students—including English language instruction. Our distinct approach to change incorporates five key elements: experiential learning, leadership development, inclusive practices, innovation, and grants management. We collaborate with local partners to find solutions that will truly work for each community. Together, we create the foundations for a better tomorrow.

Dr. Donald Freeman will lead the research component of the Master Trainer training. He is an educational specialist with vast experience in teacher training, language-based teaching, and systems change. Dr. Freeman is a Professor of Education at the University of Michigan and has previously served as the Director of Teacher Education at the University of Michigan and as the Director of the Center for Teacher Education, Training, and Research at the School for International Training's graduate institute.



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