

OVERSEAS: TEACHING ENGLISH AS A PEACE CORPS VOLUNTEER IN UAB'S MIP

EESL 687 Practicum Seminar

MIP students will meet several of the EESL 687 course requirements while still on campus. In spring, they will complete the course component related to Intensive English Programs (IEPs) by observing ESL classes at UAB and by doing full-day visits to the IEPs at the University of Alabama in Tuscaloosa and at Gadsden State Community College, each located 60 miles from UAB. They will do this course's administrative component by assisting at the ELI (MIP students who are graduate assistants at the ELI will do this as part of their work) and/or by helping to coordinate the English Conversation Classes. In June, they will complete this course's seminar component by attending two day-long seminars at UAB. (While still on campus, they will have also given their signed Application for Degree form to UAB's MI coordinator to ensure being able to graduate towards the end of their Peace Corps service.) After joining Peace Corps, they will meet this course's EFL component upon completing their in-country Peace Corps training and by preparing two reports connected with their training. The first will be a 3- to 5-page report where MIP students reflect on their experiences as Peace Corps trainees in learning a new language and culture. The second will be a 10- to 15-page report, which MIP students may have already completed or almost completed while still at UAB, on the role of English in their host country and the types of English instruction normally offered to children and adults. Upon finishing their pre-service Peace Corps training, the MIP students will send these reports and their EESL 687 course portfolio, either electronically or by courier, to their EESL 687 instructor. MIP students will enroll in EESL 687 in the semester following completion of their pre-service Peace Corps training.

EESL 697 Practicum

All MAEd/ESL students must complete a capstone practicum of 200 hours. MIP students will fulfill this requirement in their first year as PCVs. It will consist of teaching English as a primary PCV responsibility, maintaining correspondence with their EESL 697 instructor (either electronically or by mail), participating actively with their EESL 697 classmates on the course Discussion Board (if internet accessibility is available in their host country), and creating a teaching portfolio based on their first year as an EFL teacher. They will send this portfolio, electronically or by courier, to their EESL 697 instructor. MIP students will enroll in EESL 697 towards the end of their first year as PCVs, which is when they will have already completed almost all expectations for this course.

EHS 692 Field Studies

MIP students will fulfill this field studies requirement during their second year as PCVs. After having completed their first year as PCVs teaching English, the MIP students will diagnose specific English learning needs in their respective sites and develop targeted materials and lessons. Such needs could entail developing a program to train host country English teachers. To meet EHS 692 course expectations, the MIP students must also correspond with their course instructor as regularly as possible (either electronically or by mail). Depending upon accessibility to internet in their host site and/or host country, MIP students will maintain a blog and/or wiki about their PCV experiences. They will also submit a course portfolio, either electronically or by courier, to the course instructor. MIP students will enroll in EHS 692 towards the end of their second year as PCVs which is then they will have already completed all expectations related to this course. They must enroll in EHS 692 in the semester in which they anticipate graduating from UAB.