



Focus on:

Fulbright English Teaching Assistantships (ETA)

The Fulbright ETA program is a wonderful opportunity for recent college graduates and young professionals to teach in primary and secondary schools or universities overseas - improving foreign students' English language abilities and knowledge of the United States while increasing their own language skills and knowledge of the host country.

In this message, you will find:

1. Important steps to begin during the summer
2. Helpful questions to ask yourself as you explore ETA opportunities
3. Spotlight on ETA-Malaysia
4. Participant story for ETA-Malaysia

Steps to begin during the summer:

- **Browse** the Fulbright website (www.iie.org/fulbright) to get an idea for where you would like to teach.
 - Over 65 countries throughout the world offer ETA positions.
- **Meet** with Sheena Miller (sheena@uic.edu, 312.355.2477 for appointment) to discuss the country/countries to which you have narrowed down your choices, and how to proceed with the application.
- **Create** an account on the Fulbright website to begin an application.
 - <http://us.fulbrightonline.org/applynow.html>
- **Begin** soliciting professors, instructors, mentors for references. You need three references.
- **Begin** submitting drafts of your ONE PAGE statement of purpose, to be reviewed by OSSP.
- **Begin** submitting drafts of your ONE-PAGE personal statement, to be reviewed by OSSP.
- **STRONGLY SUGGESTED:** Come to OSSP to read previous ETA winners' statements of purpose and personal statements for an idea of what has been successful in the past.
- Request transcripts.

Questions to ask yourself as you explore Fulbright ETA opportunities:

Why do I want to teach English in a foreign country?

What are my long-term goals and how does the Fulbright ETA program fit in?

Which country is the best match for me?

What is my language ability in the country I have chosen?

Please be sure to check the expected level of language knowledge for where you would like to teach – some countries (for example, all Spanish speaking countries), require near-native language ability for ETA positions.

Do I want to teach at the elementary/middle, high school or college level?

Do I have any teaching/tutoring experience?

Am I being realistic about my choice of country based on the requirements/competitiveness of that country?

For a basic guide to compare language requirements, placement possibilities, and competitiveness, see:

<http://us.fulbrightonline.org/eta-program-charts>

Also, you can view how competitive each country has been during past application cycles here:

<http://us.fulbrightonline.org/eta-grant-application-statistics>



Spotlight on ETA-Malaysia:

90 FULBRIGHT ENGLISH TEACHING ASSISTANTSHIPS AVAILABLE

Language Requirement: No Malay language skills are required. ETAs will be given training in basic Malay during the orientation in Malaysia. In line with the program's objectives, English Teaching Assistants (ETAs) are expected to speak only English in their assigned schools.

Grant period: 10 months (January-November), beginning with a mandatory orientation in Malaysia in January 2016.

Candidate profile: Applicants should be mature and articulate graduating seniors, recent graduates, or Master's-level students. Candidates must be native English-speakers. Candidates need to be adaptable, flexible, independent, and must enjoy working with children. Education majors are especially encouraged to apply, but applicants from all majors are welcome. Teaching experience is preferred, but not required.

Ineligibility: Candidates currently residing in Malaysia (or those who will be living there during the 2014-2015 academic year) will not be considered.

Nature of assignment: ETAs will be assigned to primary and secondary schools in the states of Terengganu, Pahang, Perak and Johor, primarily in small towns and rural areas. Approximately 15-20 hours per week will be spent in the classroom assisting English teachers and leading English activities. An additional 5-10 hours will be devoted to participating in or leading school-related activities, clubs, teams, etc. Applications should highlight the applicant's talents/experience in coaching sports, music, theatre, art, and other skills that could be useful for engaging students both in and out of the classroom.

Independent research: No research or independent study is required. ETA awards are not study/research awards, and teaching takes most of the grantee's time. In applying, the Statement of Grant Purpose should focus on why the applicant wishes to teach English in Malaysia, how being an ETA has some relevance to what they have done so far and what they would like to do in the future.

Housing: Accommodations will be made for grantees with the assistance of the Fulbright Commission and the host state government. Grantees should expect simple Malaysian accommodation which may not be of U.S. standards. Most ETAs will be housed in shared apartments or houses, while some will be in staff quarters of residential (boarding) schools.

Dependents: ETAs may not be accompanied by dependents.

Participant Story for ETA-Malaysia



English Teaching Assistant Blair Daly in Malaysia coaching his team at Tengku Ampuan Intan Secondary School in 2011.

Blair D. (United States) ETA Malaysia, Community Outreach through Coaching Softball

Blair Daly owes his interest in Malaysia to one of his professors at Whitworth University. Inspired by his professor's stories of serving in the Peace Corps in Malaysia, Daly spent a semester in 2009 studying in the Faculty of Social Sciences at Universiti Malaysia Sarawak. In 2011, after he graduated from Whitworth University, he accepted a Fulbright English Teaching Assisting Program position in Malaysia.

Daley's experience as an ETA in Malaysia was enriched through coaching softball, a sport unknown to most at the Tengku Ampuan Intan Secondary School (SMKTAI) in the quiet countryside of Terengganu state.

"Although softball is technically an official Malaysian school sport, very few schools field teams largely because of a lack of coaches," explains Daley. "After conducting a quick survey to gauge interest, and having confirmed that that school did indeed possess gloves, balls, and a bat, I declared my intention to start SMKTAI's first ever softball team."

Remembering that his mentor at Whitworth had taught softball to Malaysians a generation before, he added, "I extended a legacy of introducing Malaysian students to the American pastime."

Coaching softball served as a useful tool for teaching English. According to Daley, "the extra hours of informal English listening and speaking while playing softball are equally if not more valuable than our 40 minute sessions together inside a classroom. Because softball-derived terms pervade American English, the coaching of softball and the teaching of English and American culture reinforce each other."

Likewise, Daley gained a new appreciation of Malay culture by acting as a softball coach. He visited homes and met families who were "eager to reciprocate my sharing about America by linking me to their own way of life. In their villages we've sipped from fresh coconuts, barbecued spicy chicken, splashed around in waterfalls, and raced on our motorbikes. Their hospitality is impeccable."

Daley's softball team had an excellent rookie season. In the district tournament, they won their first two games, making it to the championship round. They unfortunately lost to the defending district champions in extra innings; however, Daley recalled that "when they received their silver medals on stage at a special school-wide assembly, they held their heads high, the pioneers of softball at SMKTAI."

- See more at: <http://exchanges.state.gov/us/program/fulbright-english-teaching-assistant-program/stories/community-outreach-through-coaching-softball#sthash.voaWgkH2.dpuf>

Questions? Interest? Contact Sheena to discuss the Fulbright ETA: 312.355.2477, sheena@uic.edu