**Conference Proposal**

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| Proposal Information | | |
| **Title** | The Peace Corps Experience |  |
| **Type of Session** | “Paper/Report” (45-90 minutes) |  |
| **Discussion Group** | No |  |
| **Report** | No |  |
| **Interest Section** | "Peace Corps Master’s International Programs" |  |
| **Research Oriented** |  |  |
| **Practice** | Yes |  |
| **Inquiry** | Yes |  |
| **Creativity** | No |  |
| **Content Area** |  |  |
| **Targeted Audience Level of Session** | Intermediate |  |
| **Targeted Instruction Level** | "Higher Education (Graduate/Postgraduate) " |  |
| **Caucus** |  |  |
| **Biography** | Kate Barba graduated from the University of Pennsylvania State with a Bachelor’s degree in Russian, Spanish, and International Studies. She is in the process of completing a Master’s degree in TESL at Gonzaga University. She is currently finishing her two year Peace Corps service in Ecuador. | |  |
| **Session Summary** | The Peace Corps Master’s International program is a relatively new program for many universities. This presentation examines how future TEFL volunteers prepare for their service and how that aligns with their Peace Corps training. |  |  |
| **Session Description** | The Peace Corps is a government organization that helps developing countries. This presenter will focus specifically on the TEFL program in Ecuador as she is completing her 2-year Peace Corps service there. Although the presentation looks specifically at Ecuador, much of the information can be applied to any EFL setting.  The presentation will look at the current situation in the Ecuador and provide some insight into what new EFL teachers could potentially face in the field. This part of the presentation will look at the different possibilities for projects that have been successful in schools as well as some of the difficulties that EFL teachers might encounter including discipline issues, lack of administrative support, and students with little motivation to learn English. The presenter will share some of the solutions and suggestions for handling such problems.  The presentation will then analyze the effectiveness of teacher training programs specifically the Peace Corps Master’s International program in regard to how prepared the volunteers are for the service.  The presentation will finish with suggestions on how to better prepare and support Peace Corps Master’s International students and teachers that are preparing to teach in an EFL field. These suggestions are based on action research performed by the presenter at Gonzaga University in 2013 as well as the researcher’s personal experience in the field. |  |  |