Creating An Internet Database For Teaching Cross-Cultural Communication: 
Online Training In Webskills For EFL Teachers 
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This project will provide hands-on training for EFL teachers in creating web-based culture rich multimedia instructional materials for teaching cross-cultural communication in English. It will comprise two stages: (1) August 2012 to June 2013, when a core group of 5 to 7 experienced teachers will draw up the prototype of this resource and prepare training material for other participants and (2) a recurrent stage, when the core group will be training new teachers in how to create effective digital resources. The training will be provided on-line in the form of webinars and interactive on-line communication, cooperative creation of materials and exchange of samples. The training will build upon the materials and skills gained by the participants in the process of on-line courses and the E-Teacher Professional Development Workshop at the University of Maryland, Baltimore County within the E-Teacher Scholarship Program of the U.S. Department of State. The intended database will exist in the form of a specially developed web-site, which will provide for storing, searching, retrieval and assessing the quality of the resources, created by the participating teachers. This project will have an extended impact as the database of the resources will keep growing and allow EFL teachers world-wide to bring their EFL instruction to the next level.

Host: Webinar facilities, Facebook Group and Skype

Participants: 
Stage 1: 5 to 7 alumni of the E-Teacher Professional Development Workshop
Stage 2: Growing global community of EFL teachers

Program: Nine-month reciprocal hands-on training followed by recurrent on-line training for new teachers

Schedule: 
Stage 1: Creating the Database
August 2012 – May 2013: Online training of teachers and resource development
March – May 2013: Launching and Promoting the Project
Stage 2: Growing the Database
June 2013 – onwards: Enrolling new participants in the online community

Goals: The goals of this workshop are:
• Consolidate participants’ web-skills and expertise to convert them into a practical profitable product;
• Develop an facility for on-going EFL teacher training in how to use web resources for creating effective instructional materials; and
• Provide the global community of EFL teachers with high quality culture rich instructional materials, which will allow the community to bring teaching cross-cultural communication in English to the next level.
Problem Identification

Global digital communication opens unprecedented opportunities for business and personal life. We can observe lots of successful projects when a few individuals with minimal investments created products which shaped the current world (Google, Facebook, etc.) This demands that in the 21st century, teaching EFL should be extended to teaching practical communication within new business and career models, i.e., to enabling learners to interact across cultures and take advantage of new technological tools and opportunities. In other words, teachers of English should show their learners how to use English to bring their lives to the next level.

To be able to perform this function, EFL teachers should first learn themselves how to profit from their competitive advantage (professional command of English), stop complaining about their low salaries and start receiving decent remuneration for practical things they create. Thus, the suggested project will involve the teachers into a practical undertaking: creation of an online database of learning resources. The continuous improvement of the web-skills leading to a better quality multimedia content at a later stage will enable the participating members to generate income from the job they will be doing.

The engagement in this project will take the participating teachers through a real-life process of creating value online, enable them to better understand the business processes in the virtual world, and to identify the needs of their learners for cross-border interaction. In other words, it will eventually prepare the participating educators for teaching not only English per se, but also how to use English as a means for creating value, promoting business, individuals and ideas, running global projects, etc.

The practical goal towards which the teachers will be working is to create an on-line database of instructional materials for teaching EFL in the context of specific cultures. Each teacher will be creating resources dedicated to exploration of his/her cultural content and will provide a set of learning materials, which will help other teachers to use the created culture rich content in the process of their EFL instruction. For instance, the teachers will provide sets of multimedia materials for teaching every day and business communication such as greetings and leave taking, receiving guests, offering gifts, etc. supplied with lesson plans, handouts, worksheets, tests and quizzes and other instructional tools. The materials will be stored in a well-structured, searchable, and easily retrievable database. In the process of creating the materials, the participating teachers will master their web-skills for EFL teaching and learning, and later will be able to teach new participants of the project and use the created content and instructional materials for delivery of their own classes.

The project has a recurrent nature. It will be initiated by a group of experienced alumni of the E-Teacher Professional Development Workshop, who will share their expertise to design the prototype database. After testing and refining the database the project will be scaled up, and the core team will mentor new participants and supervise their contributions. The new participants in their turn after reaching a sufficient proficiency level will become tutors and will train new members, helping them make valuable contributions. The outcome of the project will be a continuously growing database of high quality instructional materials for teaching English for cross-cultural communication, which will improve teaching English for cross-cultural communication globally.

Contextual Analysis

The project will be implemented online using the existing communication tools, such as webinars, chat rooms, Facebook, Skype, etc. and will require creating a new web-site, which will incorporate the facility for designing, storing and sharing material and also tools for assessing participants’ contribution and distributing remuneration. The core group of participants will draw up Terms of Reference (ToR) for the web-site developer in collaboration. The designer of the project has already made preliminary agreements with a software developing company, which is ready to take up this order. To make a better cost per value deal, additional research might be conducted and a tender held, if the core participants of the project find this necessary. The reason for building up a special web-site is that it is going to be a large long lasting resource with a lot of input from the participants, so it would be insecure to depend on anyone who might change their policy.
Since we will be building a resource with the potential to generate some income, the core group of participants will choose an appropriate business model and will consider setting up a joint stock company so that to enable every participating teacher to enter into the collective ownership of the resource. This legal form will also enable us to receive funding from an investor, who will be able to enter the business and later exit it by means of buying and selling his/her shares. All contributing teachers will be getting income in proportion to the number of visits/downloads of their content.

The recruitment of new teachers at the second stage of the project implementation will occur through global social networks and other online promotion tools, through presenting the project at EFL conferences and publications. The interaction, training, collaboration and assistance in production of the instructional materials will take place in the same media as during the first stage.

At the second stage of the project the participants will also learn how to promote the resource online, refine their PR and advertising techniques and also managerial skills. This will later enable them to practice task based collaborative training when teaching their students.

**Learner Analysis**

The project will involve qualified EFL teachers from a various cultures. Each teacher, be it a native speaker or a non-native speaker of English, will build upon his/her awareness of the local culture and will learn how to produce culturally rich EFL resources.

The trainees must be IT literate and have access to up-to-date IT facilities.

The users of the resource created by the project will be teachers and learners of English, who prepare for and/or are engaged in real-life purposeful international communication.

**Content Analysis**

The intended project will be targeted at designing a system for teachers' training in design and creation of digital multimedia learning content, marketing and promoting it. The participants will build on the materials and skills acquired in the process of doing on-line courses and the E-Teacher Professional Development Workshop at the University of Maryland, Baltimore County within the E-Teacher Scholarship Program of the U.S. Department of State.

At its first stage the project will create a system, standards, templates, samples and sets of instruction materials, which will be later used to train the new participants at the second stage. In the process of creating this system, the core participants will choose the most practically viable creation tools and will master their skills in using them and later teaching others how to use them. The training will cover such content areas as:

- Educational site design and creation
- Creation of multimedia resources
- Creation of culture rich resources
- Promotion of the site, resources and trainers
- Training the trainer
- Training to use the site resources

The project will be similar in its business model to the websites below, the difference being the content. It will focus on creating materials for instruction EFL instruction for cross-cultural communication.

The business and technological models similar to the suggested project are as follow:

http://webquest.org/
http://www.eurolingua.com
http://lingualeo.ru/
There is a prototype of the project <writespeakenglish.com>, which has been run by the designer of this project for five years. This prototype has allowed the project designer to identify the challenges, the possible solutions and the resources needed to create a more effective website and find the solutions and effective ways of dealing with them.

The core participants will also contribute their content and expertise to the instruction within the project.

**Delivery Analysis**

The project will evolve in two stages as follows.

**Stage 1: Creating the Database**

A core group of experienced teachers will share their expertise to develop the concept of the site, design the structure and the business model, create sample learning materials and promote the website. This will be achieved through reciprocal trainings online in the form of webinars, workshops, discussions and other forms of interaction. Each module will address one of the topics outlined in the Content section of the project description. Each module will open with a webinar and will be followed by an on-line discussion of the subject matter, exchange of links, elaboration of the rubrics and the structure, creation and discussion of samples.

**Stage 2: Growing the Database**

At this stage the project will be scaled up to attract more teachers, who will become contributors to the database. The training will be performed by the core group of teachers, who will have produced tutorials, demos and will conduct training in the form of webinars and individual consultations for new participating teachers and users.

The project will have an extended educational effect. The instructional materials accumulated on the website will be used by other teachers for training learners of English and/or by the learners of EFL for instruction and autonomous studies. These materials fall into two categories as follows:

- Input materials for EFL learners in the form of texts, videos, and multimedia;
- Tutorial materials for EFL teachers in the form of lesson plans, visuals, handouts.

The project requires support at the initial stage and later it will evolve as a never-ending self-funding project, without a completion date. The support is required to launch the project, create and disseminate initial training and tuition materials, and to promote the project online with the purpose of attracting new participants and users.

**Project Plan**

**Stage 1. Creating the Database**

<table>
<thead>
<tr>
<th>Enrolling the core team of teachers</th>
<th>August 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing the concept of the project</td>
<td>September-October, 2012</td>
</tr>
<tr>
<td>Designing and developing the web-site (software company)</td>
<td>September-January, 2013</td>
</tr>
<tr>
<td>Developing patterns for culture-rich materials</td>
<td>November 2012</td>
</tr>
<tr>
<td>Developing patterns for multimedia materials</td>
<td>December 2012</td>
</tr>
<tr>
<td>Developing standards and a pattern for teaching materials</td>
<td>January 2012</td>
</tr>
<tr>
<td>Testing the project</td>
<td>February 2013</td>
</tr>
<tr>
<td>Launching the project, collecting the first feedback and making adjustments</td>
<td>March 2013</td>
</tr>
<tr>
<td>Promoting the project and enrolling new teachers</td>
<td>April-May 2013</td>
</tr>
</tbody>
</table>
Stage 2. Growing the Database
After June 2013, the project will be evolving on a recurrent basis: attracting new participants, introducing them to the project, conducting training in producing instructional culture rich materials, mentoring them, etc.

Design
This project will provide hands-on training for EFL teachers in creating web-based culture rich multimedia instructional materials for teaching cross-cultural communication in English. It will comprise two stages: 1. Creating the Database, August 2012 to June 2013, when a core group of 5 to 7 experienced teachers will draw up the prototype of this resource and prepare training material for other participants and 2. Growing the Database, a recurrent stage, when the core group will be training new teachers in how to create effective digital resources. The project will have an extended impact as the database of the resources will keep growing, which will allow EFL teachers world-wide to bring their EFL instruction to the next level.

<table>
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<tr>
<th>Module Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory session</td>
<td>By the end of the session upon listening to the project designer’s presentation the participants will:   - Identify the opportunities opened by the project   - Come to agreement upon the business model, contribution and remuneration scheme;   - Divide jobs and responsibilities   - Draw up a plan for further collaboration</td>
<td>The orientation presentation by the designer of the project   A draft agreement between the core group of teachers on the concept of the project, its structure and the way revenue will be shared.</td>
<td>Listening to the presentation   Online discussion   Writing the foundation documents</td>
</tr>
<tr>
<td>2. Developing the concept of the project</td>
<td>Upon listening to the presentation of the leader of the session and the opinions of the participants, the core group will produce:   - A written concept of the resource   - A clear structure of the website and the list of functions it should perform;   - ToR for the software developers, who will create the site   - Guidelines and standards for creating leaning materials</td>
<td>Textbooks and handouts on website design   Publications on course design, task design, computer-human interaction, up-to-date digital tools</td>
<td>Needs analysis marketing research   Writing ToR for the software developers   Discussion of the suggested reading   Critical analysis of the existing educational resources drawing up a draft structure and requirements</td>
</tr>
</tbody>
</table>
### Module Objective

#### 3. Training in creating culture rich content for EFL instruction
Upon researching the available online EFL resources and listening to each other’s findings, the participants will be able to write guidelines for creating culture rich content for EFL instruction.

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<tr>
<th>Content</th>
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<tbody>
<tr>
<td>The project documents developed in the previous modules</td>
<td>Consultations with culture experts</td>
<td>feedback from culture experts and final users on samples for each structural part of the content</td>
</tr>
<tr>
<td>Survey of the existent resources on cross-cultural communication</td>
<td>Discussions</td>
<td></td>
</tr>
<tr>
<td>Publications on local culture</td>
<td>Webinars</td>
<td></td>
</tr>
<tr>
<td>Advice of local experts in culture</td>
<td>Analysis of sample content</td>
<td></td>
</tr>
</tbody>
</table>

#### 4. Training teachers in creating multimedia hypertext content
Upon researching the available online EFL resources and listening to each other’s findings, the participants will be able to produce samples of culture rich multimedia, and write and develop guidelines for creating culture rich content for EFL instruction.

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<td>Webinars</td>
<td>survey amongst the target group (EFL teachers and learners);</td>
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<td>Survey of the existent resources on cross-cultural communication</td>
<td>Workshops</td>
<td>test on achieving the teaching goal by means of using the pilot piece of content</td>
</tr>
<tr>
<td>Handouts from textbooks</td>
<td>Pilot products for each segment of the content</td>
<td></td>
</tr>
<tr>
<td>Digital tutorials</td>
<td></td>
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</tbody>
</table>

#### 5. Training teachers in designing lesson plans, visuals and handouts for the content they have created
Upon researching the available online EFL resources and listening to each other’s findings, the participants will be able to produce patterns for lesson plans, visuals and handouts, and samples of teacher support materials to be used with the content they generate.

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<tr>
<td>6. <strong>Training teachers in promoting their materials and the resource</strong></td>
<td>Survey of the existent resources on cross-cultural communication, Handouts from textbooks, Digital tutorials webinars, Workshops, Pilot products for each segment of the content</td>
<td>Webinars Workshops</td>
</tr>
</tbody>
</table>

**Rationale for Sequence**
This sequence logically follows the process of creating a web-based educational resource and covers the most required skills for producing and promoting this resource.

**Development**

**Action Plan**
- Choose/create a platform for on-line interaction.
- Schedule the webinars and on-line discussions according the time zones.
- Brainstorm with the participants on their competences. Assign the tasks and the timelines.
- Design the first webinars, get feedback, improve, and set templates for further trainings.
- Conduct trainings according to the plan.
- Follow-up every training session by creating prototypes.
- Run a short summative test, collect feedback from the end users, improve the prototype, create a template for further creations.
- Repeat steps 5,6,7 for the other segments of the project.
- Conduct training on marketing.
- Conduct a marketing campaign.
- Modify the content according to the feedback.
- Create a set of tutorials for other teachers to follow.
- Invite other teachers to join and to contribute to the project.

**Implementation Checklist**

**Items**
- Modern computers and up-to-date software and broad-band Internet access for every participant (self-provided)
- PowerPoint presentations, handouts, demonstrations

**Tasks**
- Finding the best communication channels
- Scheduling webinar sessions and follow-up activities
- Selecting of input materials for training
- Selecting content to be presented in the database
- Finding experts in the target content
**Evaluation**
Both formative and summative evaluations will be conducted by the instructor and the participants.

At Stage 1: Creating the Database after each session feedback from the participants will be collected in the form of surveys, questionnaires or just in the process of interaction.

After completing a module, the leading teacher might choose to offer the participants a short test, which will encourage the participants to summarize learning up to that point and help to identify what additional training might be needed.

However, the most important criteria for assessment will be the feedback of the end users, which will be sourced for designing rubrics for content creation at Stage 2.

At Stage 2: Growing Database, the participants’ performance will be assessed against the rubrics by means of a short summarizing test, trainer’s analysis of the content created by the trainees and feedback from the end user, the number of visits/downloads of the content, created by the trainees.

The effectiveness of the training will be assessed by the feedback/survey replies from the teachers, who took the training, and also the trainees’ test results and the quality of the created content will be considered to identify additional training needs.

Besides, after the prototype and materials are created, a continuous monitoring of the users’ feedback, traffic and downloads will be conducted to enable the participants to update training needs and better respond to the needs of the end users.