ENGLISH LANGUAGE TEACHING
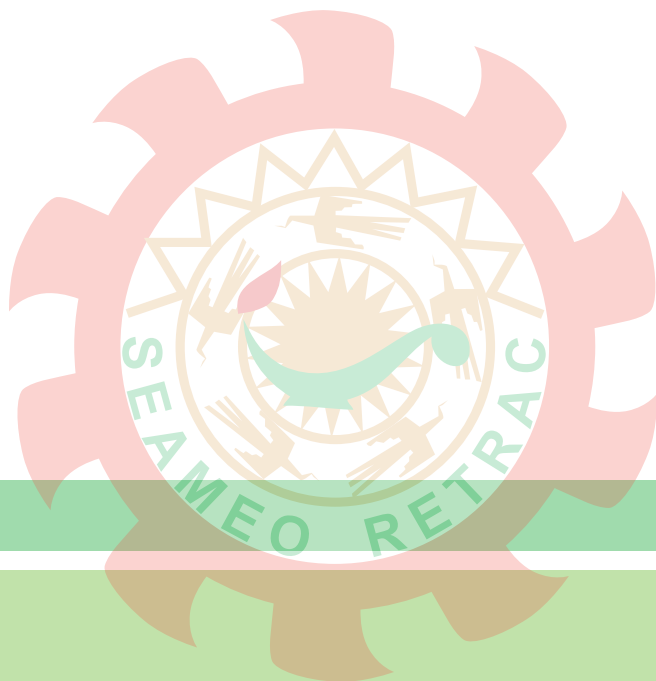
IN THIS VOLUME

THE ROLE OF TEACHERS AND LEARNERS IN ENGLISH LANGUAGE CLASSROOM

THE ROLE OF ENGLISH LANGUAGE TEACHER IN DEVELOPING COMMUNICATION SKILLS AMONG STUDENTS OF ENGINEERING AND TECHNOLOGY

Summarized by Mach Buu Hien [1]

In the globalized context, it is crucial for students of Engineering and Technology to acquire effective communication skills, which have been considered as one of key factors for the personal and professional success. In order to help these target students to communicate in English language well and 'move up on their corporate ladder', the role of English language teachers is of great importance. More specifically, they are expected to play the role of **language counselors, motivators** and **communication skills trainers** in teaching four macro language skills.

The role of English teacher in teaching Listening Skills to Engineering and Technology students

To become effective communicators, students of Engineering and Technology need to be good listeners first. In order to do this, teachers of English should raise students' awareness of the importance of listening skills, and develop their listening skills from the effective use of the language labs. With the help of headphones, earphones and other technical aids, students can listen and learn various sounds, rhythms, tunes, and stress patterns of English language, practice listening skills at their own pace, assess their proficiency by listening to various audio materials.

Following is the activities that English language teachers can help their students develop their listening skills:

- Choose a short article from a newspaper or magazine, and read it to the class
- Ask students some questions and ask them to write the answers on the sheet of paper.
- If students cannot answer all the questions, ask them the reasons why they did not remember after listening and discuss how they could improve their listening skills

The role of English teacher in teaching Speaking Skills to Engineering and Technology students

As a language counselor and communication skills trainer, the teacher needs to help students overcome the fear in speaking and conveying their thoughts in English. Such fun activities as Group discussions, Debates, Role plays, Just a Minute Sessions should be conducted to motivate students to speak more English. One of the effective ways is adapting a student-centered approach to provide students with more opportunities to practice their communication skills not only in the classroom but also outside of it. Moreover, the teacher is also expected to organize the activities including mock interviews, debates and oral presentations to help students develop convincing arguments and encourage different types of responses and enhance the interaction among students and students.

The role of English teacher in teaching Reading Skills to Engineering and Technology students
It is believed that reading skills are definitely important language skills for the achievement of academic and professional purposes. Particularly, reading is beneficial for students to

[1] From Reddy B. B.. (2013). The Role of English Language Teacher in Developing Communication Skills among the Students of Engineering and Technology. International Journal of Humanities and Social Science Invention. (Vol. 2. Issue 4. Pp. 29-31). (http://www.ijhssi.org/papers/v2(4)/version-3/F242931.pdf)

improve their vocabulary, develop the comprehension ability and enhance the language style.

For this reason, it is essential that the English language teacher should use strategies and techniques to help students master their reading skills. First, using a variety of Reading texts such as stories, descriptions, and narrations allows students to use considerable strategies such as skimming, scanning and guessing the meaning of vocabulary from the context. This will help improve students' knowledge of vocabulary and comprehension ability without using a dictionary.

In addition, the teacher needs to develop students' visual perception skills, which is regarded as a basic requirement for reading effectiveness. Without these skills, it may lead to the lack of comprehension, confusion and misunderstanding.

The role of English teacher in teaching Writing Skills to Engineering and Technology students In order to become a good writer, students need to be given more writing practice through typing gap fill exercises and model format for letters, reports, and resumes while the teacher is expected to work as an observer, instructor and editor. The following writing activities should be taken into consideration.

- Writing articles on recent issues and descriptive essays about a person or a place they have recently visited.
- Organizing writing workshops on letters, reports, resumes, poster and project writing and providing feedback to the students.
- Guiding students to make conscious commitment to practice writing everyday for the improvement of this skill.

AREN'T ALL ESL STUDENTS WELL-MANNERED? CLASSROOM MANAGEMENT FOR THE ADULT (AND NOT SO ADULT) ESL STUDENTS

Summarized by Bui Thi Thuc Quyen [2]

Adult ESL students rarely have classroom management issues like throwing spit wads and shoving each other—they do, however, make and receive cellphone calls during class and update their Facebook profiles. One instructor may not be bothered by the student text-messaging under the desk—or at least, not say so—while another may come unhinged.

Ideas for classroom management in those circumstances:

1. Get it in writing – Put expectations in syllabus: If you are really bothered by use of cell phones and other electronics during class time, say so in the syllabus. Say that as well, and give a reason.

2. Have a clear plan: Break course objectives down and have a plan for the semester, week, and day. And put the plan on the board or class website so students know what they should be doing moment to moment.

3. Have a classroom management plan, too: Also have classroom management plans in place, whether it is in your head or in writing. But think through what you would do in certain situations: what you would do if you find a student had plagiarized her paper or what you would do if a student could not seem to stop talking through your lectures.

4. Vary grouping strategies: This helps prevent the students getting bored when in one activity or grouping for too long.

5. Be polite but direct: Be polite but direct about what you want students to do or not do.

6. Don't let them cross the line - Involve authorities as needed: It is rare but not unheard of that student behavior can cross the line from merely inappropriate and annoying to alarming. When necessary, report the case to the school.

[2] http://busyteacher.org/9196-esl-adult-students-classroom-management.html

ENGAGE, SUPPORT, CONNECT: LEVERAGING DIGITAL TOOLS TO MEET THE NEEDS OF OUR DIVERSE LEARNERS

Summarized by Mach Buu Hien [3]

Who are our English Language Learners?

The author summarized key characteristics of English language learners which were categorized into five levels of language acquisition by the TESOL (Teachers of English to Speakers of Other Languages), the global professional association of English language educators. Students need to pass through these levels for their full journey of English language proficiency. Following is the summary of the level descriptors

- TESOL Level 1: Starting up
At this level, students' English language proficiency is still limited. They communicate nonverbally, and understand little spoken and written English. They learn through repetition of the language used by others, individual words or simple phrases, and learn from pictures and other non-linguistic representations.

- TESOL Level 2: Beginning
Students are able to use and memorize basic words, phrases and expressions, but they still rely on some nonverbal communication. Also, they begin to understand reading with support.

- TESOL Level 3: Developing
Students are able to discuss familiar topics, produce longer phrases and complete sentences with some grammatical errors. They can use high-frequency words and patterns and display increasing comprehension.

- TESOL Level 4: Expanding
Students at this level sometimes use academic language, complex sentences and phrases with fewer grammatical errors. Particularly, they can utilize multiple strategies to communicate, comprehend and engage in class discussion and conversation.

- TESOL Level 5: Bridging over
Students' English proficiency is high as they are able to use academic language more frequently, and actively engage in all areas of literacy such as speaking, listening, reading and writing. They can use a variety of strategies for their communication and comprehension.

How do we get to know our students as Readers?

The author also pointed out some characteristics of students as readers in which their observable behaviors were described thoroughly when they went through each stage of developmental reading.

- Stage 1: Emergent
This literacy stage is characterized in the observable way which students are likely to use most of information from pictures, and some features of print. They know some words and respond to text with their own experiences.

- Stage 2: Early
Students' literacy in this stage is identified as those who become less reliable on pictures, but they can use early reading strategies to read familiar texts with fluency and understand several frequently used words. Students also exhibit some strategic reading behaviors, monitoring, cross-checking and self-correction.

- Stage 3: Early Fluent
Students are characterized as readers who can control fully the early strategies and rarely rely on pictures. They are able to use various sources to gain meaning and read longer and more complicated texts with comprehension.

- Stage 4: Fluent
Students are viewed as fluent readers who

³ From Boyle J. (2014). Engage, Support, Connect: Leveraging Digital Tools to Meet the Needs of our Diverse Learners. (https://www.tesol.org/docs/default-source/new-resource-library/engage-support-connect-leveraging-digital-tools-to-meet-the-needs-of-our-diverse-learners.pdf?sfvrsn=0%27)

can use all sources of information flexibly and read them with phrasing and fluency. They significantly read a variety of genres, longer and more complicated texts with comprehension.

- Stage 5: Advanced Fluent

Students' literacy is at advanced level. They acquire vital tools for learning through reading, and sustainable development of higher reading strategies.

What technologies help us meet the needs of our students?

In order to meet the needs of students, English language teachers need to provide supporting tools for the development of all domains: listening, speaking, reading, writing, and language knowledge. Digital tools can be used as additional support for students to enhance their language knowledge and skills in the classroom as well as in the online environment.

The author also listed numerous digital tools that can be applied in the English language classrooms with the instructions for the classroom application and useful web resources.

Digital Tools	Web Resources	
Audio Recording	Use to record audio: http://soundcloud.com http://www.chirbit.com http://audiopal.com http://audacity.sourceforge.net/	Use to listen to audio books: http://www.audiobooksforfree.com/ http://www.raz-kids.com/ http://www.storylineonline.net/ http://storynory.com/
Slideshow & Presentation	Use to share slideshows http://www.slideshare.net http://www.authorstream.com/	Use to create slideshows: http://prezi.com http://www.sliderocket.com http://www.photopeach.com
Video	Use to record video: http://camstudio.org http://studio.stupeflix.com/en/	Use to edit/ share videos: http://animoto.com/features http://teachertube.com http://www.schooltube.com
Multimedia	Use to create digital storyboards: http://www.pixton.com/uk/schools/overview http://www.capzles.com http://edu.glogster.com	Use for collaborative projects: http://voicethread.com/
Graphic Organizer	Use to create graphic organizers: http://www.readwritethink.org/classroom-resources/student-interactives http://docs.google.com	
Blog	Use to share projects: http://edublogs.org/ http://www.wikispaces.com/ http://www.google.com/edu/	Use to publish student work: http://www.studentreasures.com/ http://www.storybird.com/ http://www.storyjumper.com/ http://www.studentpublishing.com/

TWELVE WAYS TO MOTIVATE YOUR STUDENTS

Summarized by Mach Buu Hien [4]

As a language teacher, you are expected motivate students with different levels and help them succeed in learning. Following are some practical ways that you can practice to acquire motivational skills and strategies.

1. Be enthusiastic about your subject

Your enthusiasm and passion about your subject plays a vital role in motivating students. When you are excited and happy to share your knowledge and experience with your students, your positive energy will affect students' attitudes towards learning and classroom atmosphere.

2. Create a pleasant, relaxed and enjoyable environment

You need to create a friendly learning environment in the classroom for you and your students to get to know better. This also means that you are required to memorize students' names, and understand their needs, desires and interests, which will make them feel appreciated and motivate to work harder. Moreover, it is advised that you should conduct fun activities to get students pay more attention to their work.

3. Use achievable and relevant materials

Teaching materials should be chosen and designed inclusively enough to reach all levels of student ability. When a task is achievable, they will work harder to finish it. It is also necessary to create a safe and supportive environment for students, affirming their beliefs in their own abilities.

4. Have high but attainable expectations for your students

Setting realistic expectations have great influence on your students' performance and these expectations need to be high enough to encourage students to try their best, but they should not be too high because this will make students disappointed if the expectations are unachievable.

5. Help students set achievable goals for themselves

It is important to encourage students to concentrate on their continued improvement, not on the grade of a test or assignment. You also need to help them evaluate their learning progress, analyze their strengths, and work on their weakness.

6. Vary teaching methods

Be creative and flexible in using various teaching methods and designing activities to help students learning by doing, constructing, designing, creating and solving. For example, encourage them to suggest solutions for problems, or guess results of an experiment. In order to do this, each lesson must be clear, interesting and understandable with considerable different activities.

7. Make students active participants in learning

The feeling of being valued members of a learning community is very important for students to be interested and engaged in their learning. Therefore, it is necessary to vary routine by including various teaching activities and methods such as role play, debates, brainstorming, pair work and group work. In addition, students must be given opportunities to work together as this social interaction will get them motivated to reach their goals.

8. Give students a sense of control and responsibility

Classroom jobs should be assigned to students to motivate them. These jobs are considered as a privilege not a burden. They must be allowed to take turns leading activities, have some choice and control in the classroom.

9. Work from students' strengths and interests

Knowing your students' strengths will help you relate classroom materials to things that students are interested in or have experienced. It is crucial to explain the course content and objectives for students to attain their educational, professional or personal goals.

10. Be caring and supportive

Be caring and supportive to your students. A caring teacher needs to build up a relationship of trust with students to improve the communication and interaction in the classroom, which contributes a desire to learn and participate.

11. Strengthen students' self-confidence

Giving positive feedback also strengthens students' self-confidence, competence and

4 From Rania Ziaga. (2016). 12 ways to motivate your students (http://www.teachers-corner.co.uk/12-ways-motivate-students/)

students' self-confidence, competence and self-esteem. When students' performance is week, you should tell them that you believe they can improve and do better over time or give compliments when they are doing well. Remember to congratulate students when they do something correctly.

12. Be specific when giving negative feedback
Negative feedback will affect the class atmosphere negatively, so make clear you're your comments merely focus on a particular task or performance, not on students as a person. Whenever you want to give negative feedback, remember to give it with a compliment about aspects of the task that your students do well.

NEWS

The 38th Thailand TESOL International Conference

The 38th Thailand TESOL International Conference welcomes presentations, workshops, and poster sessions from all aspects of the "Digital Literacy in English Language Learning and Teaching". The conference aims to provide opportunities for in-depth discussions, and inquiry and critical engagement that will promote effective classroom practices for the benefit of English language learners, and English language teaching professionals will also find valuable opportunities to exchange their teaching experiences, and innovative teaching approaches and techniques. Researchers, university faculties, school teachers, students, and administrators from any discipline or department who want to learn and share about using and implementing digital tools to enhance English language teaching and learning are welcomed.

Time & Venue:
  • Date: January 26-27, 2018
  • Venue: The Empress Hotel Chiang Mai, Thailand.
  • Website: http://tesol.conferences.in.th/

The 4th International Conference on Learning and Teaching in Singapore

The 4th International Conference on Learning and Teaching—ICLT 2018, is the premier forum for the presentation of new advances and research results in the fields of theoretical, experimental, and applied Learning and Teaching. The conference, organized by IEDRC, aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Learning and Teaching, and discuss the practical challenges encountered and the solutions adopted.

Time & Venue:
  • Date: April 25-27, 2018
  • Venue: Nanyang Executive Center, Singapore
  • Website: http://www.iclt.org/

Online Course on Exploring the World of English Language Teaching

This online course explores the ins and outs of English Language Teaching (ELT), covering what ELT involves and where you can teach it. Course participants will be given advice from fellow teachers and experts from Cambridge Assessment English, helping them to teach English abroad or at home.

This course covers important topics for English language teaching and learning:
- Teaching contexts
- Language skills: reading, listening, speaking, writing
- Language analysis and awareness
- Using resources
- Becoming an English language teacher

For further details, please go to the website: https://www.futurelearn.com/courses/explore-elt

Online Course English in Early Childhood: Language Learning and Development

This course is designed by British Council for the potential participants such as parents of young children, teachers of English and early childhood practitioners who are interested in the area of child development and language acquisition. Course participants will be provided with valuable principles of learning an additional language during early childhood apply to all languages and relevant methods to teach this target learners in the course.
By the end of the course, participants are able to:
- investigate how children learn and how they acquire language
- discuss the importance of play and look at language development opportunities
- reflect on ways to communicate effectively with young children
- explore meaningful learning and developing language in context
- demonstrate the connection between learning and a child's well-being
- identify ways to support and challenge children, and measure their progress

For further details, please go to the website: https://www.futurelearn.com/courses/english-in-early-childhood

More Teaching Materials

Useful Materials and Resources for the 21st English Language Teachers and Learners

http://eflclassroom.com/

http://classroom-aid.com/educational-resources/multimedia-resources/

https://www.tes.com/us/authors/trends/design-resources-foster-21st-century-learning-environments

http://iteslj.org/c/games.html

https://www.teachingenglish.org.uk/teaching-teens/resources/activities

http://www.english-time.eu/for-teachers/activities/

FUN CORNER

Stevie Wonder

One day, Stevie Wonder (the blind singer), came to Toronto to perform. He was taken to his hotel room. He decided to take a nap but didn't like the sheets, he wanted silk sheets. Rather than bother the hotel staff, he decided to go buy some himself.

He asked his personal manager if there was a store nearby where he could buy silk sheets. The manager replied, "Yes, there is a big department store. It is called, Canadian Tire. I can go buy you some."

Stevie Wonder didn't want to bother his manager. He said, "Just take me there, I can get them. I want the right kind."

So the manager took Stevie Wonder to the car and they drove to Canadian Tire. Upon arriving,

Stevie Wonder got out of the car and his manager tried to help him. Stevie Wonder said, "Let me go alone, I can do it by myself."

Stevie Wonder went into the department store and went to the back. All the staff was looking at him, whispering and pointing. "Oh my god! It is Stevie Wonder!"

Stevie Wonder was feeling around and things were crashing to the floor, everything was falling everywhere as he searched. The store manager went to his employees and said, "Someone quick, go help Mr. Wonder!"
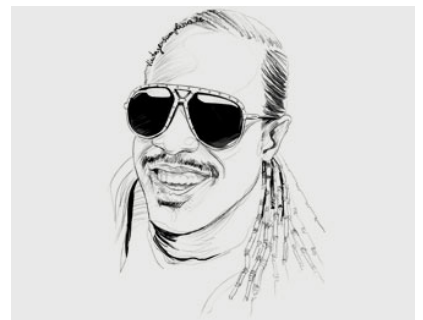
A young teenager said, "I will". He went to the back of the store where Stevie Wonder was busy crashing things to the floor and searching blindly. The young clerk tapped Stevie Wonder on the shoulder and asked, "May I help you Mr. Wonder? " Stevie Wonder turned around, shook his head and said, "NO, I'M JUST LOOKING"

The Lawyer and the Lexus

A very successful lawyer parked his brand-new Lexus in front of his office, ready to show it off to his colleagues.

As he got out, a truck passed too close and tore off the door on the driver's side. The lawyer immediately grabbed his cell phone, dialed 911, and within minutes a policeman pulled up.

Before the officer had a chance to ask any questions, the lawyer started screaming hysterically. His Lexus, which he had just picked up the day before, was now completely ruined no matter what the body shop did to it.

When the lawyer finally wound down from his ranting and raving, the officer shook his head in disgust and disbelief.

"I cannot believe how materialistic you lawyers are," the cop said. "You are so focused on your possessions that you don't notice anything else."

"How can you say such a thing?" asked the lawyer.

The cop replied, "Don't you know that your left arm is missing from the elbow down? It must have been torn off when the truck hit you."

"My God!" screamed the lawyer, "My Rolex!"

The Genie

A Frenchman, an Englishman and a German were travelling in a boat from France to Australia. Unfortunately, the boat sank but the three men swam to a small island.

There was nobody on the island and the men waited for two months. No boat came to rescue them. They were very unhappy.

"We will have to live here forever." said the Englishman

"We will have to eat bananas every day." said the German

"We will never see our families again" said the Frenchman

One day, while walking along the beach, they found a bottle. They opened the bottle and out came a genie. The genie said, "Thank you for letting me out of the bottle. I was inside for 500 years! Now I am free. I will give you each one wish."

The German said, "I want to be back in German at a soccer game. With a beer and sausage and singing songs in the stadium"

"POOF", "Your wish is granted" said the genie. The German was back in Germany.

The Frenchman said, "I want to be at the dinner table with my family in France, eating cheese, drinking wine."

"POOF", "Your wish is granted" said the genie. The Frenchman was back in France.

The Englishman just looked at the genie. The genie said, "Hurry up! I want to enjoy my freedom."

The Englishman thought for a moment and said, "I am rather lonely here. Can you bring back my two friends?"

"Poof", the German and the Frenchman were back on their island.