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ENGLISH LANGUAGE TEACHING

IN THIS VOLUME

USE OF ICT
IN ENGLISH LANGUAGE LEARNING AND TEACHING

THE ROLE OF ICT
IN ENGLISH LANGUAGE TEACHING AND LEARNING
Summarized by Mach Buu Hien [1]

The use of ICT in language teaching and learning has become one of the prerequisites for educational change and reform. Because of its dynamic and interactive nature, it is believed that students will become more engaged, motivated in their learning activities and also helps them pursue more information. Simultaneously, it provides teachers and students opportunities to increase the quality of teaching and learning and enhance more communication and interaction.

The integration of ICT in the curricular should take the following components into thorough consideration:

Computer Assisted Language Learning (CALL)
CALL refers to the learning process in which computers are used as supportive tools to help learners improve their language and cover a wide range of current practice in the field. The internet and various computer applications have become popular in many teaching and learning environment. Especially, the internet has been rapidly used not only in the classroom but also in their real life. For example, students can use the internet to share their information and ideas.

E-book
E-books are also utilized in teaching English language skills by adding images, information graphics, posters, video, text and audio. In addition, e-books can help students improve their note-taking skills, and the language knowledge such as grammar and vocabulary.

Audio Books
Audio books are regarded as CD recordings or digital files of a book which are read aloud. This is really useful for English language learners to develop such language systems as phonological, semantic, syntactic and pragmatic. Especially, audio books can be used for young learners who tend to be more interested in learning English with stories.

Webinar
Webinar is the online and interactive seminar, including a live presentation, lecture or workshop in which participants can have video-chatting, file-sharing or asking questions with lecturers or teachers.

Mobile Apps
Mobile digital devices such as laptops, iPods, tablets, and smart phones, together with considerable apps available in the App store and Play store are supportive tools for English language teaching and learning. These mobile apps provide many learning activities incorporating quizzes, games, dictionaries, Podcasts, tests and etcs.

Web 2.0 Applications
Web 2.0 applications are best examples of effective online learning activities, including writing blogs and using social networking websites. Such social networking websites as facebook, bebop, or flicker have become popular and useful for language learning and teaching.

[1] From Ammanni S., Aparanjani U., (2016). The role of ICT in English Language Teaching and Learning, International Journal of Scientific & Engineering Research, Vol. 7, Issue 7.

TED TALKS
Technology.Entertainment.Design

TEACHING ENGLISH LISTENING AND SPEAKING USING TED TALKS

Summarized by Bui Thi Thuc Quyen [2]

Incorporating TED Talks into language classes means having students do meaningful and interesting work, which is very important to their growth as English language learners. Teachers may use the following steps for their listening and speaking classes.

Step 1: Out-of-class Listening and Speaking Practice

Every week, give students the name of a speech and the speaker, along with the specific webpage where the speech can be located. Students begin by reading the entire transcript, and finding out the definitions and meanings of any words or phrases which they may not understand. Then they listen to the speech while reading the transcript. During this first listening, it is especially important for students to pay close attention to a speaker's pronunciation since many of the TED Talks speakers use vocabulary words which may be unfamiliar to them. For the 2nd listening, students are encouraged to try to listen to a speaker without reading the transcript. They are told to focus more attention on the ways in which a speaker uses intonation and how stress is put on certain words. Finally, students must make their own recording of the same speech, and submit the audio clip assignment.

Step 2: In-class Oral Practice

Show students' submitted speeches during class, using an overhead projector. At that time, different students will be chosen to read a sentence from the speech. If any errors have been made in pronunciation, tell everyone how to say the word/s correctly. Then the whole class is asked to read that same sentence. Also at this time, students are chosen to verbally give their own definition of certain words in the speech, and they are told how they should use intonation and word stress when speaking. This activity is usually concluded after the whole class has read between two to four paragraphs.

Step 3: In-class Discussions

Engage students in discussions about meaningful subjects. For instance, in the speech "Special Olympics let me be myself- a champion," students may be asked to respond to various questions, such as "Do you think a medal won by someone competing in the Special Olympics is as impressive as someone who had won a medal in 'The Olympics' for non-disable people? Explain to your partner why you feel the way you do." Then, after a period of time talking with each other, ask them to report back their thoughts or findings.

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[2] From Mallinder, M. (2016). https://www.eflmagazine.com/teaching-english-using-ted-talks/

EMERGING TECHNOLOGY, EMERGING MINDS: DIGITAL INNOVATIONS BETWEEN THE PRIMARY SECTOR

Summarized by Do Kieu Anh [3]

In this article, the author, who works as a freelance teacher and teacher trainer in the UK, provides a useful overview of language teaching in the primary sector and presents a large group of case studies covering a broad range of technologies. Each situation demands a specific approach to English language learning and these circumstances dictate not only when technologies are introduced to young learners, but how they are effectively implemented. Case studies from a range of countries have been chosen to illustrate how different technologies can be used to increase learners' access and participation as well as supporting their development of oral competency, reading and writing.

In the first case study, Chris Prim describes how Web 2.0 tools and virtual worlds can facilitate natural opportunities for language development between peers who are separated by large distances. The second case study focuses on the way that technical tools can serve a variety of functions, and links together the development of oral skills and reading and writing. It also picks up on the theme that technology can provide effective teacher support where teachers lack confidence in their abilities with different aspects of the curriculum. In the third case study, a great number of creative ideas on using software to promote children's reading skills are illustrated such as "Bubble and Pebble", Mantra Lingua. Similarly, those teachers who want to help young children practice reading in a non-threatening, supportive environment could find a wide range of ideas in the fourth and fifth case studies in this paper. The most conspicuous one is that teachers can promote children's active reading through interactive fiction, a purely text-based digital game in which the readers participate in the storytelling process by becoming the main protagonist. In the sixth case study, some software such as WriteOnline and TextHelp's Read&Write Tutor are introduced in order to foster children's writing skill. In the last case study, mobile phones and other 'smart' devices are illustrated for developing mobile assisted language learning (MALL) activities which can facilitate the delivery of multi-modal content as well as offering the potential to register user's interaction, provide feedback and track progress.

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[3]From Prim C. (2013). Emerging technology, emerging minds: digital innovations between the primary sector. In Innovations in learning technologies for English language teaching. Https://www.teachingenglish.org.uk/sites/teacheng/files/C607 %20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf

WHAT ABOUT ICT FOR STUDENTS WITH READING AND WRITING DIFFICULTIES
Summarized by Mai Thi Minh Tho [4]

According to the research conducted by Hedmark University College in Norway, school teachers and students in general believe that ICT (Information Communicative Technology) tools assist them in various school works and learning, especially for special education teachers and learners who are facing reading and writing difficulties. In addition, less than half of students with reading and writing difficulties asserted that they can concentrate better and benefit more from their learning by using ICT. However, the research found that a very small number of learners had frequent ICT usage as about 20% of students being asked claimed that they feel embarrassing using a computer, and unfortunately there is no relationship between ICT frequent use and academic achievement. From the finding, there are some issues we should pay attention to whether students use relevant tools and are trained to use them, how ICT is used as a part of special education; teachers' skills to assist students in using them.
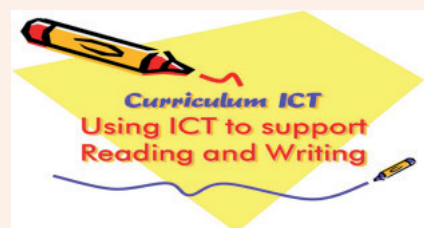
NEWS

The 2nd UHAMKA International Conference on ELT and CALL 2018

The 2nd UHAMKA International Conference on ELT and CALL will be held on 22 – 23 November, 2018, at Graduate School, University of Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia.

The conference aims to bring together academics, researchers and teachers of English to exchange and share their experiences, new ideas, and research results about all aspects of critical thinking and creativity in EFL teacher education.

Conference Theme: "Creativity and Critical Thinking in EFL Teacher Education"

Sub-themes: English Language Teaching & EFL Teacher Education

• Curriculum and materials development
• Methods, strategies and approaches in ELT
• Literature and linguistics

• Teacher professional development
• Teaching practicum
• Testing, assessment, and evaluation

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[4]From Molster T. (2016). What about ICT for students with reading and writing difficulties, EDULEARN16 Conference
https://brage.bibsys.no/xmlui/bitstream/handle/11250/2427522/Moelster.pdf?sequence=1

Sub-themes: Computer Assisted Language Learning (CALL)

• Computer applications to faciliate ELT

• Developing materials for CALL

• Methods, strategies, approaches to incorporate technology in ELT classroom

• Technology in EFL teacher education

Time & Venue:

 • Date: November 22-23, 2018

 • Venue: Graduate School, University of Muhammadiyah Prof. Dr. HAMKA, Jakarta, Indonesia located at Jl. Warung Buncit Raya No. 17, Pancoran Jakarta Selatan, Indonesia

 • Website: https://uicell.uhamka.ac.id/2018/04/15/uicell-2018-introduction/

The 5th International Conference on Foreign Language Learning and Teaching in Thailand (FLLT 2018)

The 5th International Conference on Foreign Language Teaching and Learning hosted by the Language Institute of Thammasat University will be held on 7 – 8 December, 2018 at Duangtawan Hotel, Chiang Mai, Thailand.

The theme of the conference is "Revitalizing and Enriching ELT Research and Practices: Looking to the Future". FLLT 2018 is an academic arena for English language teaching (ELT) practitioners to present their empirical research and to share their pedagogical insights. Participants will have a chance to exchange their views on various slants of English language education and English language acquisition.

 Time & Venue:

• Date: December 7-8, 2018

• Venue: at Duangtawan Hotel, Chiang Mai, Thailand

• Website: http://www.flltconference.com/

Teaching for Success: the Classroom and the World

This free online course aims to provide English language teachers with opportunities to explore 21st-century skills, ICT and multilingual approaches. It also helps English language teachers develop their skills and practices for their continuing professional development. Particularly, 04 professional practices will be taken into consideration in this course, including such topics as below:

Promoting 21st century skills

- Understanding 21st century skills
- Critical thinking
- Collaboration and communication
- Fostering creativity

Integrating ICT

- How does technology affect the way we teach
- Evaluating technology
- Technology, autonomy and collaboration

Understanding educational policies and practice

- How educational policy affects teachers
- Child protection
- Internet safety
- Applying policy

Using multilingual approaches

- Your classroom linguistic context
- The impact of other languages on learning
- Multilingual teaching approaches
- World Englishes and the future of English

For further details, please go to the website: https://goo.gl/u2R3W3

Blended Learning Essentials: Digitally-Enriched Apprenticeships

This course is designed by the University of Leeds and the Institution of Education (IOE) for those, who wish to improve their work in further education, skills training, vocational education, workplace learning, and lifelong learning or adult education. This course also provides a range of accreditation pathways, whether teachers are directly supporting learners or delivering training and seek to use blended learning more effectively.

By the end of the course, participants are able to:

• Explore the role of the trainer in apprenticeships in the digital age.
•Describe the role of digital in preparing for a trainer's or organization's readiness for the apprenticeship program.
• Develop plans for using digital tools in the delivery of an apprenticeship program.
• Investigate the use of digital tools for supporting learners and apprentices.
• Identify good practice in using digital tools for collecting evidence.
• Explain the potential in using digital tools for the end-point assessment.

For further details, please go to the website: https://goo.gl/AY25pC

Welcome to ICT in the classroom

More Useful ICT Tools for English Language Teaching

ICT tools for designing quizzes, tests or games
- Classmaker: https://www.classmarker.com/
- Classtools: http://www.classtools.net/
- Formative: https://goformative.com/
- Educaplay: https://www.educaplay.com/
- Quizlet: https://quizlet.com/
- Quiz Revolution: http://www.quizrevolution.com/

ICT tools for making presentations
- Prezi: https://prezi.com/
- Slidesrocket: https://www.clearslide.com/product/sliderocket/
- Powtoon: https://www.powtoon.com/home/

ICT tools for videos and cartoons
- Animoto: https://animoto.com/education/classroom
- Shadow puppet: http://get-puppet.co/
- TedEd: https://ed.ted.com/

ICT tools for studying
- Learningpod: http://www.learningpod.com/
- Study blue: https://www.studyblue.com/
- Cobo cards: https://www.cobocards.com/en/

FUN CORNER

THE ANT & THE GRASSHOPPER

One summer's day, in a field, a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great effort an ear of corn he was taking to his nest.

"Why don't you come and chat with me," asked the Grasshopper, "instead of toiling your life away?"

"I am helping to store up food for the winter," said the Ant, "and I recommend you to do the same."

"Why bother about winter?" said the Grasshopper. "We have got plenty of food at present."

But the Ant went on its way and continued its toil. When winter came, the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in summer.

Then the Grasshopper knew...

THE CUNNING FOX AND THE CLEVER STORK

Once upon a time, there lived a very cunning and mischievous fox. He used to speak to other animals sweetly and gain their trust, before playing tricks on them.

One day the fox met a stork. He befriended the stork and acted like a very good friend. Soon, he invited the stork to have a feast with him. The stork happily accepted the invitation.

The day of the feast came, and the stork went to the fox's house. To her surprise and disappointment, the fox said that he could not make a big feast as promised, and just offered some soup. When he brought the soup out of the kitchen, the stork saw that it was in a shallow bowl!

The poor stork could not have any soup with its long bill, but the fox easily licked the soup from the plate. As the stork just touched the soup with the tip of its bill, the fox asked her, "How is the soup? Don't you like it?"

The hungry stork replied, "Oh it is good, but my stomach is upset, and I can't take any more soup!"
"I'm sorry for troubling you," said the fox.
The stork replied, "Oh dear, please don't say sorry. I have some health problem and cannot enjoy what you offer."
She left the place after thanking the fox, and inviting him to her house for dinner.
The day arrived and the fox reached the stork's place. After exchanging pleasantries, the stork served soup for both of them, in a narrow jar with a long neck. She was able to have the soup very easily with her long bill, but the fox obviously could not.

After finishing hers, the stork asked the fox if he was enjoying the soup. The fox remembered the feast he himself had given the stork, and felt very ashamed. He stammered, "I...I'd better leave now. I have a tummy ache."

Humiliated, he left the place running.

BAD DOG

My Grade 4 students knew the only acceptable excuse for incomplete homework was a note from their parents. One morning, everyone had turned in their assignments except for Robbie. When he told me his dog had eaten it, I couldn't help but laugh. "Nice try," I said. "That's the oldest excuse in the book!" Since he was usually a responsible student, I gave him another copy of the work and told him to return it the next day.

Later on, as I was heading to my car after school, I spotted the student walking his dog with his dad. I teased: "Robbie, is this the dog that ate your homework?"

I was shocked when his father replied very seriously: "Oh yes, Mrs. Jones. Robbie was so worried he would get in trouble!" – Eva Jones

Source:

http://www.kidsworldfun.com/shortstories_antandgrasshopper.php
http://www.kidsworldfun.com/shortstories_foxandstork.php
http://www.readersdigest.ca/features/heart/hilarious-classroom-stories/view-all/