



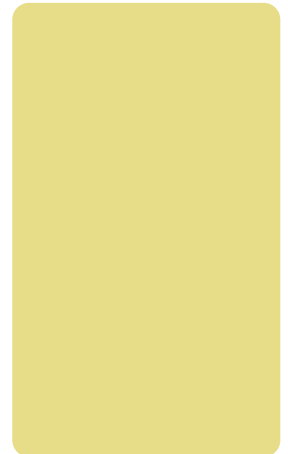
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ENGLISH LANGUAGE TEACHING



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DEVELOPING 21ST CENTURY SKILLS FOR ENGLISH LANGUAGE LEARNERS

ENGLISH LEARNERS IN 21ST CENTURY CLASSROOM

Summarized by Sarah Kirk ⁽¹⁾



The first chapter in the 7th edition of Reading, Writing, and Learning in ESL (Suzanne F. Peregoy and Owen F. Boyle, 2016) provides an overview of “English Learners in 21st-Century Classrooms.” The authors, both from California, provide basic information about who the English learners are in the United States. We learn that today “native-born English learners outnumber those who were born in foreign countries” (p.6). In order to be teachers who “promote social development, self-esteem, and individual empowerment” (p.3) amongst all our students, they argue, we American teachers must get to know each one of our English learners.

To do this, Peregoy and Boyle suggest that teachers begin with three elements for this process:

- 1) Find out **basic facts about the student:** country of origin, years in current country, immigration status, languages spoken, etc.
- 2) Learn as much as they can about **prior school experiences**, including advanced or special knowledge of specific subjects. It is important for teachers to validate students for their “special knowledge,” for this will help them gain confidence in their learning and social status amongst their peers. The

authors believe that such acknowledgement also will “validate the student’s language, culture, and academic competence, while providing a natural bridge to English reading” (p.8).

- 3) Become aware of **basic features of the home culture**, such as religious beliefs and customs, food preferences and restrictions, and roles and responsibilities of children and adults (p.9).

By finding out this basic information, teachers can better interpret the new student’s response to them, the class activities, and their fellow students. It also allows the students to make adjustments, to grow in awareness and acceptance of their English language classroom. However, prior to actual teaching of English, teachers need to create safety and security; then, create a sense of belonging. Once these first two concerns are met, students will be ready to learn! The authors suggest using personal writing assignments such as interactive dialogue journals, illustrated autobiographies, and themes such as “Where We Were Born” or “Family Origins” to make learning more relevant to the students. Using visual activities (such as a world map with strings attached that connect

¹ Peregoy, S. F. & Boyle, O. F. (Eds.) (2016). English Learners in 21st-century classroom. From <https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132685159.pdf>

each student's name to their birthplace) encourages students to share more subtle information about their home cultures.

Peregoy and Boyle strongly argue that teachers need to reflect on their own "culturally rooted behaviors" and how these might facilitate or interfere with teaching and learning (p.12). To do this, teachers need to define culture, and develop their skill as an effective participant-observer so that we treat all students equitably and "not perpetuate inequalities inherent in the dominant society" (p.13). This requires "ideological clarity." For starters, the authors suggest that teachers need some concepts to guide their interpretations. For example, we might observe that a student does not participate in small group work, but we need to figure out if this is because of cultural or individual (or both) differences.

Another crucial area for teachers to observe and reflect upon is the way they use language during instruction. Such sociolinguistic interactions in the classroom are important for communicative success of teacher-student interactions. An example is that many teachers do not allow much for wait time after asking a question in class (p.16). Students need time to process language; therefore it is crucial for

teachers to create the time and activities necessary to allow students to engage constructively. To do this, teachers need to make their rules explicit for speaking in class and to allow for sufficient wait time for students to respond. Another problem area is the known-answer, display question. Research shows that "when teachers ask authentic questions, those to which the answer is not already known, the length and complexity of student responses increases...." (p.16). Finally, if teachers explain their rules and their reasons for doing so, then students will participate better and thus increase their English language learning.

The last section of this chapter focuses on American policies that affect the education of English learners, high-stakes testing, and education policies specific to English learners. The final notes categorize types of programs for English learners in the United States and a brief section on the importance of enhancing learning using technology.

Peregoy and Boyle's final message is that teachers of English learners need to create, above all else, a "welcoming classroom climate," which allows for each student multiple ways to be an active participant and a successful contributor (p.34).

NEW TRENDS IN 21ST CENTURY ENGLISH LEARNING

Summarized by Truong Ngoc Tuong Linh ⁽²⁾

It is universally accepted that technology has been a crucial role in human development, and education has the exclusive access to this beneficial field. Aimed at implementing new technology in language curriculum, the article "New trends in 21st Century English learning", by Gulcin Nagehan Sariccaa and Nadire Cavus (World Conference on Educational Sciences, 2009), examines the high tech in English learning activities and Internet communication tools which are being used lately by instructors and learners. According to this article, language teaching and learning benefits from various



² Sarica G.N. & Cavus N. (2009). New Trends in 21st Century English Learning. World Conference on Educational Sciences 2009, pp.439-446. From https://www.researchgate.net/publication/229395107_New_trends_in_21st_Century_English_Learning

versions of e-learning, namely email, blog, online tests and quizzes, Instant Messenger, Skype and mobile devices. Not only do these distance learning ways create positive teaching and learning environments, but also they establish communicative and interactive connection between teachers and students - students with each other, and students with native users. Besides listing the assets of these tools, Saric and Cavus point out specific notes for the best use of each trend with references from previous researchers. To conclude, latest trends for teachers and learners generated by the powerful Web-based technologies and Internet connections provide useful alternative ways of studying and teaching English. This encourages teachers to create their own activities and students to enjoy and learn languages more effectively.

21ST CENTURY SKILLS AND THE “4CS” IN THE ENGLISH LANGUAGE CLASSROOM

Summarized by Vo Thi Hong Tram ⁽³⁾

Andy Halvorsen believes that the English language classroom today has moved far away from what we used to remember. And the students need to be ready as participants in the real 21st century global society. As a consequence, we need to understand those terms: “21st century skills” and “new literacy”. This article presents new skills and concepts for the busy teachers so that we may better implement these “4Cs” in our classrooms. And these aspects have made considerable impacts on the teaching and learning of English worldwide.

In 2002, a non-profit organization in the USA (called the Partnership for 21st Century Skills) identified the term “4Cs” as follows:

Learning to think differently: Critical and analytic thinking in the classroom

This is the first aspect and is considered one of the valuable thinking skills. Critical thinking is built to train our ability to conduct issues, carefully and thoughtfully based on evidence analyzed. Furthermore, in classroom activities students can easily research a topic, as well as discuss or debate that topic. And it works for all levels of students - from lower-intermediate to high English proficiency levels.

How can we encourage creativity in our students?

Another feature of the 4Cs is creativity. This means a variety of activity types in the classroom



should be used because there are different kinds of learners; for example, visual learner, or kinesthetic. In order to develop creativity, students are encouraged to think and solve problems in creative ways as much as they can, and based on the teachers’ flexibility.

Classroom interaction

Collaboration and communication are the last two skills of the 4Cs. Throughout the class include activities like pair work, group work, peer review and project-based learning (PBL). This will better prepare students to be ready for the needs of real working environments because the employers not only look for people qualified for the jobs, but also people who can work along well with other people or their team.

Digital literacy and interactions outside the classroom

³ Halvorsen, A. (2018). 21st Century Skills and the “4Cs” in the English Language Classroom, University of Oregon. From https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/23598/halvorsen_21_century_skills.pdf?sequence=1&isAllowed=y

With the spread of the Internet, some language programs are taught or blended through computers and smartphones. However, it is advised that the students should be trained and practice those sophisticated skills in the classroom so that they can achieve a professional performance.

4Cs in action: Project-based learning in Mexico

A project based on these 4Cs was carried out by Lety, who had been teaching English for seven years for Spanish students in Mexico City. After researching, she wrote a letter to the principal of a school in California for further information for a recycling program at this school because she had worked with her students on a similar project before and found them interested in this. After explaining the ideas of 4Cs at school, the

students decided to work as groups on the graffiti problem of their city. Lety set up a series of phases for this project:

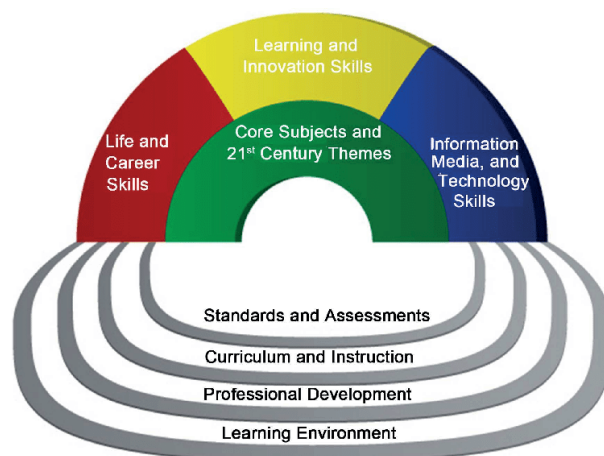
- Step 1: Building background knowledge through a debate
- Step 2: Coming to a conclusion
- Step 3: Creating a final product
- Step 4: Presenting the final product

At the end of the project, the 4Cs skills were practiced among the students and fairly fit their needs and interests. Furthermore, the digital literacy skills were also concentrated and created by the students who participated in. Finally, this was a good project for Lety to apply the 4Cs in such a classroom activity.

BECOMING THE EFFECTIVE ENGLISH TEACHERS IN THE 21ST CENTURY: WHAT SHOULD KNOW AND WHAT SHOULD DO?

Summarized by Nguyen Thi Anh Thu ⁽⁴⁾

In the 21st Century, Handayani believes that students should be taught the 21st Century skills to prepare them for successful learning, life, and work. Therefore, teachers must be ready and responsive to face the educational challenges in the 21st Century. Thus, teachers should adapt to this change by engaging with information about the 21st century education. This study focuses on proposing that becoming the effective teachers is what English teachers should know and do to answer the needs of a 21st century world.



⁴Handayani, N. (2017). Becoming the effective English teachers in the 21st century: What should know and What should do. 1st English Language and Literature International Conference (ELLiC).
From <https://jurnal.unimus.ac.id/index.php/ELLIC/article/download/2463/2487>

WHAT EFFECTIVE ENGLISH TEACHERS SHOULD KNOW

1. 21st Century Skills and Learning

In the 21st century, students should acquire the following factors:

- Content knowledge and 21st century themes: Global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, environmental literacy.
- Learning and innovation skills: Creativity and innovation, critical thinking and problem solving, and communication and collaboration.
- Information, media and technology skills: Information literacy, media literacy, and ICT literacy.
- Life and career skills: Flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The 21st century learning also should promote democratic classrooms where students are involved in decision-making and meaningful learning, thus viewing themselves as individuals with particular interest and needs. Therefore, students are active learners in student-centered learning and teachers are practitioners who have to produce higher levels of thinking in the students.

2. The Characteristics and Skills of Effective English Teachers in the 21st Century

According to Churches (2009), characteristics of the 21st century teachers are:

- The Adaptor: Teachers can adapt the curriculum, and create dynamic teaching experiences.
- The Visionary: Teachers must see the potential of the use of tools and web technologies in their class, look across the disciplines and curricula, and relate other fields to reinforce their own teaching and students' learning.
- The Collaborator: Teachers collaborate with technology tools and with students or fellow teachers in terms of sharing, contributing, adapting and inventing.
- The Risk-taker: Teachers take risks and sometimes surrender to the students' knowledge.

- The Learner: Teachers become the best of life-long learners, ready to change and learn as education changes.
- The Communicator: Teachers are fluent in tools and technologies that enable communication and collaboration among students, colleagues, and parents.
- The Model: Teachers should be a model to teach moral values to students, such as having tolerance, acceptance, global awareness and reflection.
- The Leader: Teachers are leaders since they are champions of the ICT integration process.

3. The Roles of Effective English Teachers in the 21st Century

Today, technology has changed the roles of teachers in the classroom. One of the changes is that teachers are not the only accessible source of knowledge. There is some research that conveys the changes of 21st teachers as facilitators who help students to discover knowledge on their own.

In relation to technology, the changing roles of teachers include IT specialist, network administrator, designer of learning experiences, learning facilitator and co-learner (learn from students).

WHAT ENGLISH TEACHERS SHOULD DO

1. Being reflective English Teachers

English teachers must be aware of their professional growth. This can be achieved through building critical reflection. Beyond their reflection, English teachers should construct their beliefs as a theory of teaching and learning. In this case, the awareness of teachers regarding their teaching practice should reach the highest level of reflection, where the teaching is guided by the teacher's personal theory and philosophy of teaching, and is constantly renewed by critical reflection and self-

2. Developing Teacher's Competence

Competence is a primary key to reach professionalism of teachers. Brown (2001) characterized a good language teacher as one who should own four aspects in terms of their competence:

- Technical knowledge: Teachers have fluent competences in all language skills and they

understand the language systems of language, and so on.

- Pedagogical skills: They are competent in utilizing appropriate approaches and techniques in teaching and principle of classroom management as well.
- Interpersonal skills: They cover their competence to be connected with students using a positive rapport and cooperating with other teachers harmoniously.
- Personal quality: Teachers maintain high ethical and moral standards by actualizing well-organized, dependable and flexible characteristics.

3. Being literate in ICT

ICT literacy can accelerate optimum achievement in learning. It will help English teachers develop excellent English communicative competence. In 21st century education, teachers are not the only source of knowledge: they cope with the digital era and see the students as digital natives who can search some resources from the Internet. Thus, it is important for English teachers to be literate in ICT and to utilize ICT-based resources and facilities (TV, videos, YouTube and LMSs (Learning Management Systems)).

4. Promoting Alternative Assessment Rather than Traditional Assessment

Alternative assessment has become a prominent interest of some researchers because of its effectiveness:

- It embraces a democratic decision-making process. Thus, it promotes collaborative leaning in which teachers and students cooperate to express and evaluate their ideas each other. Students also are active to self-assess in order to know their strengths, weaknesses, and progress.
- It focuses on developing real-world

problem-solving skills that will lead people to observe, think, question, and test their ideas. This fulfills 21st century skills needed by students, particularly learning and innovation skills – 4Cs (critical thinking, communication, collaboration, and creativity).

- It can help students be accustomed to answering high level questions which need deeper understanding.

5. Attending Educational Training and Workshops

English teachers should attend conferences and workshops to enhance their insights into the information related to their teaching. Donaldson et al. (2013) suggests some programs for initial teacher training: professionalism, competence in using educational technology (primarily ICT) pedagogical competence, organizational competences and team work abilities, openness and flexibility.

CONCLUSION

Being effective English teachers in the 21st century is to prepare students for their betterment and successful achievement in learning, life, and work. To embody these ideals of effectiveness, English teachers should comprehend these theoretical foundations: the 21st century skills and learning, and the characteristics, skills and roles of effective English teachers in 21st century. Understanding those ideas establishes the next steps to actualize what effective English teachers should do in the 21st century, namely being reflective English teachers, developing competences, being literate in ICT, and attending educational training and workshops. They need to understand what to know and what to do; then effective English teachers can fulfill the 21st century needs in education.

NEWS

The 6th International Conference of the Asian Association for Language Assessment (AALA)

The 6th Annual International Conference of the Asian Association for Language Assessment (AALA)

Theme: Language Assessment: Principles, Policies, and Practices



October 16 - 18, 2019, Hanoi, Vietnam

The 6th International Conference of the Asian Association for Language Assessment (AALA) will be held on 16th – 18th October, 2019, at the University of Languages and International Studies, Vietnam National University, Hanoi. This conference provides an opportunity for academics, researchers, and professionals to connect, share and learn brilliant ideas and experiences on language assessment in Asia and beyond.

Conference Theme: **Language Assessment: Principles, Policies, and Practices**

Topics Covered:

- Principles in language testing and assessment (such as new approaches, theories, hypotheses, or perspectives in language testing and assessment);
- Language assessment policies (such as policy-making processes, impact of language policies and language assessment policies, contrastive review of policies across different contexts, etc.); and
- Assessment practices (such as localized/

globalized assessment, capacity building, learning-oriented assessment, standardization, computer-based assessment, new technologies in assessment, etc.)

Host: University of Languages and International Studies, Vietnam National University, Hanoi

Associate hosts:

- Vietnam's National Foreign Language Project
- University of Foreign Languages, Hue University
- University of Foreign Language Studies, the University of Da Nang
- Co-Chairs: Jessica Wu & Jin Yan
- Local Chair: Nguyen Thi Ngoc Quynh

Time & Venue:

- Date: 16th – 18th October, 2019
- Venue: University of Languages and International Studies, Vietnam National University, Hanoi

•Website:

<http://ocs.ulis.vnu.edu.vn/index.php/aala/aala2019/>

The Applied Linguistics Conference 2019 at Curtin University, Australia

The Applied Linguistics Conference 2019 provides an excellent venue for academics, researchers, language professionals, and interested community members in the field of Applied Linguistics and Language teaching to share and discuss research findings, experiences, and practical and theoretical issues.

Conference Theme: Applied Linguistics and

25 - 27 November 2019

Curtin University, Perth, Western Australia



Language teaching: Making connections

Time & Venue:

- Date: November 25- 27, 2019
- Venue: Curtin University in Perth, Australia
- Website: <http://alaa.academy/conferences/>



Teaching English Now! Second Language Listening, Speaking, and Pronunciation

This course is offered by Arizona State University. English teachers will be introduced to some of the challenges of teaching, to include learning listening and to teach speaking (such as paralinguistics, performance variables, reduced and regional forms, and differing types of oral discourse). Moreover, in this course English teachers will learn how to ease the acquisition of listening and speaking for their students. The course also highlights the powerful opportunity to include pronunciation in listening and speaking classes and offers strategies to incorporate pronunciation activities.

After completing this course, learners can be enrolled in such programs as TESOL Certificate, Part 2: Teach English Now! or Arizona State University TESOL.

For further details, please go to the website: <https://www.coursera.org/learn/tesol-speaking>

Online Training Course on Modern Business Writing

In this free online course you will have opportunities to enhance your written communication skills. You also will learn tools and techniques to improve the quality and speed of your writing, and feel more confident about your next writing assignment. More specifically, by the end of the course, you will be able to

- Learn how the relationship between readers and writers affects all aspects of your writing.
- Find out the best words for jobs and drop the jargon and unnecessarily long words.
- Learn how to structure and plan your reports for maximum impact.
- Explore how to save time by using the techniques such as Top Down Communication, and the SCQA Introduction.

For further details, please go to the website: <https://alison.com/course/modern-business-writing>

Inspiring Young People in STEM: Planning and Organizing Practical Activities

This online course is provided by The National STEM Learning Centre, which allows volunteers to work with young people in STEM. These target people include STEM Ambassadors in the UK, youth volunteering group organizers, field trip educators, scout groups (and similar), outdoor pursuit centers, outreach from NGOs. You will need knowledge of STEM subjects or experience of working in a STEM environment. By the end of the course, you will be able to:

- Develop an engaging and inspiring STEM-related activity for young people.
- Design a practical activity to be delivered within a school or non-school organization, with an awareness of the audience, ability and age group.
- Demonstrate an appreciation of the STEM curriculum by communicating, negotiating and agreeing on an activity with educators and group leaders.



- Produce an activity plan to use when delivering a practical activity in a school or non-school organization.

For further details, please go to the website: <https://www.futurelearn.com/courses/stem-volunteering-planning>

FUN CORNER

A CARROT AN EGG AND THE COFFEE-BEANS

A young woman went to her mother and told her about her life and how things were so hard for her. She did not know how she was going to make

it and wanted to give up. She was tired of fighting and struggling. It seemed that, as one problem was solved, a new one arose. Her mother took her to the kitchen. She filled three pots with water and placed each on a high fire. Soon the pots came to a boil. In the first, she placed carrots, in the second she placed eggs and in the last she



placed ground coffee beans. She let them sit and boil without saying a word. In about twenty minutes, she turned off the burners. She fished the carrots out and placed them in a bowl. She pulled the eggs out and placed them in a bowl. Then she ladled the coffee out and placed it in a bowl. Turning to her daughter, she asked, "Tell me, what do you see?"

"Carrots, eggs, and coffee," the young woman replied.

The mother brought her closer and asked her to feel the carrots. She did and noted that they were soft.

She then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, she asked her to sip the coffee. The daughter smiled as she tasted its rich aroma.

The daughter then asked, "What does it mean, mother?"

Her mother explained that each of these objects had faced the same adversity - boiling water - but

Source: <https://www.advance-africa.com/a-carrot-an-egg-and-the-coffeebeans.html>

A FATHER LEARNS A LESSON FROM HIS SON



drunkard also. After taking drinks, he abused his father badly.

each reacted differently. The carrot went in strong, hard and unrelenting. However, after being subjected to the boiling water, it softened and became weak.

The egg had been fragile. Its thin outer shell had protected its liquid interior. But, after sitting through the boiling water, its inside became hardened! The ground coffee beans were unique, however. After they were in the boiling water, they had changed the water.

"Which are you?" the mother asked her daughter.

"When adversity knocks on your door, how do you respond? Are you a carrot, an egg, or a coffee bean?" Think of this. Which am I? Am I the carrot that seems strong but, with pain and adversity, do I wilt and become soft and lose my strength?

Am I the egg that starts with a malleable heart, but changes with the heat? Did I have a fluid spirit but, after a death, a breakup or a financial hardship, does my shell look the same, but on the inside am I bitter and tough with a stiff spirit and a hardened heart? Or am I like the coffee bean? The bean actually changes the hot water, the very circumstance that brings the pain.

When the water gets hot, it releases the fragrance and flavor. If you are like the bean, when things are at their worst, you get better and change the situation around you.

When the hours are the darkest and trials are their greatest, do you elevate to another level? How do you handle adversity? Are you a carrot, an egg or a coffee bean?

Velan was a carpenter. He was living in a village. His mother dies a long time back. His aged father, Kuppan, lived with Velan. Kuppan was very weak. He could not even walk well. He was so weak. It was because Velan did not give him enough food. He had given his father a small earthen plate. Even a small quantity of rice in the plate appeared to be much. Velan was a bad man. He was a

Velan had a son. His name is Muthu. Muthu was just ten years old. He was a very good boy. He loved his grandfather. He had great respect for his grandfather. He did not like his father's attitude and character, because his father was treating his grandfather cruelly.

One day Kuppan was eating his food out of earthen plate that his son had given to him. The earthen plate fell down. The plate broke into pieces. The food also fell on the floor. Velan was working at the other end of the room. He saw the broken plate. He was very angry with his father and used very harsh words to abuse his father. The old man felt bad about what happened. He was sorry for his mistake. Velan's words wounded him very deeply.

Velan's son, Muthu, saw this. He did not like his father. His father was ill-treating his grandfather. He was afraid to speak against his father. He was sad about his grandfather. But he was not powerful to stand in support of his grandfather.

The next day Muthu took some of his father's carpentry tools and a piece of wood. He worked with the tools to make a wooden plate. His father saw him working.

"What are you making, Muthu?" he asked.

"I am making a wooden plate!" replied Muthu.

"A wooden plate! What for?" asked his father.

"I am making it for you, father. When you grow old, like my grandfather, you will need a plate for food. A plate made from earth may break very easily. Then I may scold you severely.

So, I want to give you a wooden plate. It may not break so easily."

The carpenter was shocked to hear this. Only now he realized his mistake. His father was kind to Velan. He had looked after Velan very well. Now, he was old. Velan was treating his father severely. Velan was now very sad about his own behavior. He realized his mistakes. He then became a different person.

From that day, Velan treated his father with great respect. He gave up drinking too. Velan learnt a lesson from his own son.

Source: : <https://www.advance-africa.com/a-father-learns-a-lesson-from-his-son.html>

COMMUNICATIVE GAMES IN ENGLISH LANGUAGE TEACHING

Following is some of the interesting communicative games which teachers of English can utilize to make learning more fun and exciting.

Last Man Standing

This is a game which gives students the time to think and encourage peer learning. As they hear other students speaking, they will pick up on some words. Have all the students form a circle and stand at the center with a ball. All you have to do is name a category (food, places, hobbies, etc.) and pass the ball to one student. Let them toss it



to another student as they name a word related to the theme. If they repeat a word or can't say any more words, they need to sit down. The last man/student standing wins the game.

Charades

This is a popular game which is similar to Pictionary. This is a great game to get your students to move. First, you have to write down a couple of words on paper. Make sure most of the students know them. Divide the class into two teams and one person from each team will choose a paper and act the word out. A team receives a point for every correctly guessed word.

Pictionary

Pictionary is like a charade, but your students will draw, instead of acting the words out. You can use the cards from the actual board game for this activity, or make your own!

Similar to charades, you also need to divide the class into two teams. One person from Team A come up to the front and draws a card/word. The student must convey the word to his or her team using only drawings. There are certain rules such as students cannot use words, symbols or hand gestures. Each student should have a time limit of 3 minutes. The first team to get 10 points is the winning team.

Taboo Words

This game can help your students practice synonyms and descriptions. Divide the class into two and have the two teams sit on opposite sides of the room, facing each other. Choose one person to sit in front of their team and stand behind the students and hold a piece of paper with a word on it

The team has three minutes to get the one in front to say the word on paper. They can't say the word; they can only mention synonyms and descriptions of the word you're holding.

Source: <https://www.opportunity-china.com/blog/10-classroom-games-es/>