



ENGLISH LANGUAGE TEACHING

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TOP TEACHER TYPES: 5 QUALITIES EVERY GREAT ESL TEACHER SHOULD HAVE

Summarized from Susan Verner's by Mach Buu Hien

Retrieved on October 26, 2016 from <http://busyteacher.org/23335-top-teacher-types-5-qualities-esl.html>

Following are the most important qualities that best teachers should have. How many of them do you have?



1. Top teachers are flexible

Things taken place in the classroom do not always go as planned before; for example, students may ask questions that teachers have never prepared before or they are likely to spend unexpected time on the activities that require giving additional explanation and practice. For this reason, it is important to be flexible in any situation that may happen in teaching and learning activities.

2. Top teachers are creative

Being creative is of great importance, especially creative with language itself because language is regarded as a medium of communication and students need to struggle to improve their language proficiency. In other words, ESL teachers have to be creative in classroom activities and competent in communicating and asking their students to make the lesson more understandable.

3. Top teachers are organized

ESL teachers are expected to be organized at "both big and small levels". At the big level of organization, they need to be able to analyze the curriculum or textbook and decide what they have to cover in the school year while at the small level, they have to understand how long each activity may take and how they may fill extra minutes for that activity. Moreover, they need to know how to record student's performance and calculate their grades on a regular basis. When they are organized, they are also successful teachers in keeping their students organized as well.

4. Top teachers are good at getting students to talk

Loving the sound of students' voice is one of the expected roles of ESL teachers who have to get more students talking and practicing the language they are learning. This also means that ESL teachers need to reduce teachers' talking time and turn the conversation over to the students so that students will be encouraged to communicate with their teacher and classmates as much as possible.

5. Top teachers are knowledgeable

Three levels of knowledge should be taken into account, which includes receiving information, being able to use and to explain that information to students. Particularly, teachers need to know and understand the rules, and be able to explain why these rules should be followed or not followed. For example, in a grammar lesson, teachers have to teach students how language is actually used rather than teach theoretical rules from an old grammar book, and they are also willing to add their knowledge of English.

EIGHT STEPS TO BECOMING A MORE CREATIVE TEACHER

Summarized from Marisa Constantinides's by Mach Buu Hien

Retrieved on November 7, 2016 from <https://www.britishcouncil.org/voices-magazine/eight-steps-becoming-more-creative-teacher>

In order to evolve their creativity and flexibility in the classroom, English language teachers are expected to achieve the following qualities and conduct eight significant steps:



Step one: Become a knowledgeable teacher

Today, English language teachers may find it easier to learn more about teaching because a variety of free online courses, online resources

and university programs are accessible to assist them develop their teaching career. To become creative teachers, they need to bring their own experiences and outside interests to class rather than just only knowledge of teaching.

It is suggested that teachers should take up an artistic hobby such as learning to play a musical instrument or participating in a drama course as they can use what they learn from these activities in their teaching. Another example is using songs in the classroom to help motivate learners and improve their pronunciation. Finally, the inclusion and integration of drama techniques into the syllabus is a beneficial hobby to enrich teachers' teaching activities.

Step two: Connect with other teachers

It is crucial to connect with others in the field, such as the 'big-name speakers and writers' or teachers like you because you are likely to be inspired from these people by following them on Facebook, Twitter, reading their blogs, joining a teacher's association, and attending talks and workshops live or online. Such activities will inspire you to imitate these teachers in your daily teaching practices.

Step three: Become a collector of teaching ideas

Collecting and organizing ideas to make it easy for later use. These ideas will help you to become more creative, especially when you start to adapt and experiment with them. Remember to use various bookmarking and curation tools when finding new ideas online and follow the curated collections or lists of others.

Step four: Share your learning

It is essential to make a commitment or a contribution to what is learned and picked up from others. Therefore, starting a teaching journal or a blog to share your teaching ideas, which definitely generates conversations with other teachers and then stimulates more ideas and become more creative in teaching.

Step five: Remove the blocks to creative thinking

Although everyone does not have the same skills and abilities, all of them have the potential creativity. For example, when you use a finite vocabulary, utterances are originally created and articulated quite differently every time you speak. Be sure to work on your self-esteem and with supportive colleagues who have the same interests and objectives and make you feel good about yourself.

Step six: Practise your creativity

Take regular exercises for our brain. Such 'brain-training' activities as crosswords, Sudoku or jigsaw puzzles can help increase our concentration and strengthen creativity. More importantly, we need to practice them regularly as practice takes discipline, patience and practice makes perfect.

Step seven: Start experimenting and reflecting on your teaching

As learners have positive response to teachers who conduct various steps and are patient and able to explain lessons well, and they appropriate teachers who can provide the classroom with fun and excitement. Therefore, try to use new ideas or adapt old ones and evaluate the experience because you can learn from your success and your mistakes, and this should be done regularly.

Step eight: Make creativity a daily goal

As creativity can help develop problem-solving skills, you need to make it as a part of your daily routine rather than an occasional activity, and also you have to look at everything you do critically to make your lesson more motivating, productive and interesting for your learners.

Developing creative thinking abilities is similar to enhancing cognitive ability or skill and more significantly you need to be more patient, dedicated and passionate for excellence.

METHODS, POST-METHOD, AND MÉTODOS



Summarized from Scott Thornbury's by Đò Kieu Anh
Retrieved from <https://www.teachingenglish.org.uk/article/methods-post-method-m%C3%A9todos>

In the paper entitled "Methods, post-method, and métodos", Scott Thornbury discussed the definition as well as the state-of-the-art of methods in language teaching. According to Nunan (2003, p.5), a method is "a single set of procedures" that a teacher follows in his lesson. Since teachers employ different techniques and procedures at the same time in their classroom, some researchers argue that the concept of a single, prescriptive method seems to be "dead and buried" and we are now in a "post-method" era. In other words, the concept of method has not been replaced by the concept of postmethod. In the postmethod era, teachers consider such local, contextual factors, as well as macrostrategies including "Maximise learning opportunities" and "Promote learner autonomy" in their teaching. On the other hand, Akbari (2008, p.647) suggests that, EFL

teachers and how they teach are "determined by textbooks". In fact, the conflation of method with textbook is an idea with a long history, especially in the Spanish-speaking world, where the two concepts share a single name: método. Thornbury contends that "the concept of method is not only alive and well, but has been reincarnated in the form of coursebooks which determine and define current teaching practice". He also adds that "the teacher's role is both didactic and facilitative, and serves primarily to mediate the coursebooks, by, for example, explaining, demonstrating and modeling language items, and by setting up and monitoring student interactions". Therefore, he concludes that although teachers say that they do not follow a method, they are still tied to a theory of language and learning when they are using coursebooks.

References:

Akbari, R. (2008), Postmethod discourse and practice. TESOL Quarterly, 42/4
Nunan, D. (2003), Practical English Language Teaching. New York: McGraw-Hill.

EIGHT GREAT ONLINE RESOURCES FOR ESL/ EFL TEACHERS

Summarized from Justin Boyle's by Bui Thi Thuc Quyen
Retrieved on July 1, 2016 from <http://www.emergingedtech.com/2013/07/8-great-online-resources-for-esl-efl-teachers/>

The sites on this list do not all do exactly the same thing, but each of them may help improve your workflow with your ESL/EFL students.

1. SpeechPeek is an online portal that allows you to create interactive speaking and listening exercises for students to complete and submit remotely. A feature of the site allows you to provide personalized feedback to each student on each exercise.

2. BusyTeacher is an extensive repository of affordable e-books, downloadable classroom posters, informative education articles for ESL/EFL teachers and over 10,000 free printable worksheets in dozens of categories.

3. English Listening Lesson Library Online (ELLLO) contains pre-recorded monologues and discussions on an enormous variety of topics, geared to English speakers at six distinct levels of skill. The lessons come in video as well as audio formats and can be sorted by topic, skill level or speaker's home country.

4. ESLvideo takes an innovative approach to **educational technology** and turns something students probably do already into an ESL/EFL learning experience. A teacher can choose a YouTube video and then create



quizzes based on the video content, which learners can then watch, answer and rate. Quizzes are ranked by recommended level of skill at English and contain a comment section for students to practice their written English.

5. TEFLnet presents its materials mainly in British English, but nevertheless offers a broad spectrum of resources for ESL/EFL teachers in the U.S. and internationally. Features include a worksheet generator, downloadable lesson plans, a discussion board for teachers, basic information about TEFL qualifications and a job board for aspiring ESL/EFL professionals worldwide.

6. FunEnglishGames.com's features include a long list online interactive games and printable puzzles, quizzes and worksheets on numerous topics for children. The site also offers suggestions for fun classroom activities, jokes, anagrams, tongue twisters and a healthy selection of videos focusing on vocabulary, grammar, history and humor.

7. Tefltunes uses the principle that music is a great teaching tool and memory aid educators in the ESL/EFL field instruct students on English grammar and topical vocabulary at multiple skill levels.

8. Busuu provides online interactive lessons in English (and 10 other languages) using photos and recordings by native speakers and other types of audio-visual material. Busuu also offers a mobile app for Android and iOS that contains a vocabulary of over 3,000 words and covers 150 everyday topics in its lessons.

NEWS

SEAMEO RETRAC 20th Anniversary Ceremony



September 22, 2016 witnessed SEAMEO RETRAC 20th Anniversary Ceremony at the Center's premises. This anniversary was celebrated in accordance with the Center's 19th Governing Board Meeting and the Educational Forum on "Educational Innovation for an ASEAN Integration" which were carried out on September 22-23, 2016.

The SEAMEO RETRAC 20th Anniversary Ceremony was privileged to have the presence of H.E. Phung Xuan Nha, Minister of Education and Training, Vietnam; H.E. Dr. Kongsy Sengmany, Deputy Minister; Mr. Phouvanh VONGSOUTH, Deputy Director General, Department of External Relations, Ministry of Education and Sports, Lao PDR; H.E. Yuok Ngoy, Secretary of State, Ministry of Education, Youth and Sport, Kingdom of Cambodia; Dr. Ethel Agnes P Valenzuela, Deputy Director, SEAMEO Secretariat; Dr. Witaya Jeradechakul, Former Director, SEAMEO Secretariat; Dr. Nguyen Xuan Vang, Director General, International Cooperation Department, Vietnam's Ministry of Education and Training; and others from other SEAMEO sister Centers (SEAMEO INNOTECH and SEAMEO RELC), foreign partner institutions, representatives of diplomatic missions based in Ho Chi Minh City, local partners, the media and SEAMEO RETRAC teachers and staff.

The ceremony started with the welcome speech by Dr. Ho Thanh My Phuong, which was followed by a summary of the activities over the past twenty years. Next were the remarks made by Dr. Ethel Agnes P Valenzuela, Deputy Director, SEAMEO Secretariat and H.E. Mr. Phung Xuan Nha, Minister of Education and Training, Vietnam to mark the contributions of the Center for the human resource development in Vietnam and the region.

VIETNAMESE TEACHERS' DAY AT SEAMEO RETRAC

SEAMEO RETRAC organized a ceremony to celebrate Vietnamese Teachers' Day on November 18, 2016. This was an opportunity for the Center to express its gratitude and appreciation to all the teachers and staff who have been working for the development of the Center over the years.



The English Speaking Contest for High school Students in Ho Chi Minh City



One of the prominent events held by SEAMEO RETRAC to celebrate its 20th Anniversary Ceremony was the English Speaking Contest for high school students in Ho Chi Minh City. The contest aimed to give students opportunities to practice English and communicate more confidently. This was also the opportunity to enhance students' passion and motivation in their English learning.



The speaking contest witnessed three exciting rounds, which was successfully organized on October 6, November 3, and November 10, 2016 respectively. The event attracted the participation of 33 students from 11 high schools. In the final round, students from Le Hong Phong high school were excellent to win the first prize. Phan Dang Luu high school students won the second prize and the two remaining teams, including Tran Dai Nghia and Nguyen Thi Minh Khai took the third place.

The Intensive English Proficiency Training Courses for School teachers of English in Binh Dương province



The Intensive English training courses for primary, secondary and high school teachers of English, jointly conducted by Binh Dương Department of Education and Training (DOET), started on October 01, 2016 in Binh Dương province. The course will last for 10 weeks from October 01, 2016 to December 06, 2016.

ELT Leadership Management Certificate Program



This TESOL ELT Leadership Management Certificate Program (LMCP) is jointly organized by TESOL International Association (TESOL) and Thailand TESOL, which provides ELT teachers, teacher trainers, and administrators with the latest thinking on building quality ELT organizations and programs through effective leadership, management, and teacher training. This training program combines elements of a traditional conference with in-depth, hands-on workshops led by globally recognized experts to provide you with practical, research-based ideas, strategies, and tools to help you improve the quality of your ELT organization.

To earn the 10-hour ELT Leadership Management Certificate, participants must complete the requirements listed below.

These workshops are offered in-person at Thailand-TESOL Conference in Bangkok, Thailand.

- Leadership and Management Fundamentals: Thursday, 19 January 2017, 9 am–5 pm (7 hours). This workshop covers the following topics:
 - Qualities of effective leadership
 - Leadership for teacher change: Supervision
 - Strategic planning
- Two of the following 90-minute workshops (3 hours) taking place during the Thailand-TESOL Conference
 - How to Run Effective Meetings (Friday, 20 January 2017, 10:35 am–12:05 pm)
 - Facilitating Groups and Building Teams (Friday, 20 January 2017, 3:25–4:55 pm)
 - Effective Time Management Strategies for English Language Teaching Leaders and Professionals (Saturday, 21 January 2017, 10:35 am–12:05 pm)

For further details, please go to the website: <http://tesol.conferences.in.th/>

MORE TEACHING MATERIALS

Video and Audio Resources for learning English

<http://www.betteratenglish.com/video-audio-english-learning-resources>

Resources for practicing pronunciation and learning more English idioms, phrases and grammar

<http://usefulenglish.ru/phonetics/english-consonant-sounds>

English for children

<http://funeasyenglish.com/>



FUN CORNER



ELEPHANT

- The class teacher asks students to name an animal that begins with an "E". One boy says, "Elephant."
- Then the teacher asks for an animal that begins with a "T". The same boy says, "Two elephants."
- The teacher sends the boy out of the class for bad behavior. After that she asks for an animal beginning with "M".
- The boy shouts from the other side of the wall: "Maybe an elephant!"

Retrieved from: <http://academictips.org/blogs/funny-short-stories/>



COMPUTER PROBLEMS JOKE



Becky was 73 and just got her first computer. After her son spent over 2 hours teaching her how to use it, she was sure she knew everything there was to know about computers. Unfortunately though, one day she couldn't get it to start so she promptly called an IT guy to come over and take a look at it. The IT guy managed to fix the issue in a few minutes and was on his way. Becky was proud when she overheard the IT guy on the phone with his boss telling him about the issue, she was sure it meant it was a serious issue and she was sure she took care of it the right way. "Excuse me if you don't mind me asking," asked Becky to the man on his

way out. "I couldn't help overhearing you on the phone with your boss. What exactly is an Id ten T problem? Just so I can tell my son." The man smiled, took out a pen, "it stands for this: I-D -1-0-T".

Retrieved from: <http://www.greatcleanjokes.com/jokes/other-joke-types/funny-stories/>



THE CAT AND THE FOX

A cat and a fox were once discussing about hounds.

- The cat said, "I hate hounds. They are very nasty animals. They hunt and kill us".
- The fox said, "I hate hounds more than you".
- The cat asked, "How do you save yourself from hounds?"
- The fox replied, "There are many tricks to get away from hounds".
- The cat asked "Can you say what your tricks are?"
- "They are very simple", said the fox. He added, "I can hide behind thick bushes. I can run along thorny hedges. I can hide in burrows. There are many more such tricks".

Now it was the turn of the fox to ask the cat

about her tricks.

- The fox asked, "How many tricks do you know?"
- The cat replied, "I know just one trick".
- The Fox sneered, "Oh! How sad! You know only one trick? What is your trick?"
- The cat was about to answer. But, she found a flock of hounds fast approach. She said, "I am going to do it now. Because the hounds are coming".

Saying these words, the cat ran up a nearby tree safe from the hounds. The fox tried all his tricks but the hounds out beat him. "My one trick is better than all his tricks", said the cat to herself.

Retrieved from: <http://www.english-for-students.com/Very-Funny-Short-Stories.html>

