



ENGLISH LANGUAGE TEACHING

Volume 01 – September 2016

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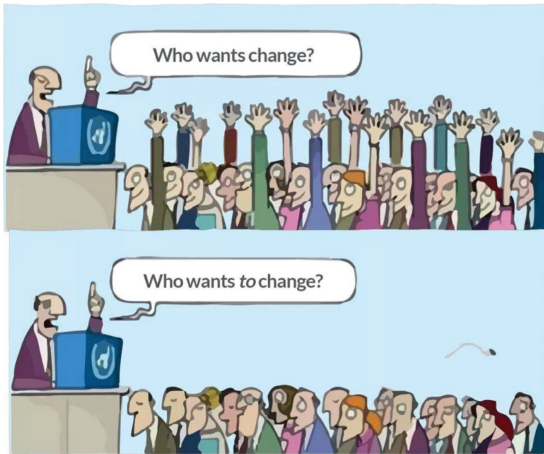
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INNOVATION IN ENGLISH LANGUAGE TEACHING

EIGHT CURRENT TRENDS IN TEACHING AND LEARNING EFL/ESL

Summarized from Deena Boraie's by Mach Buu Hien
Retrieved from <http://blog.tesol.org/8-current-trends-in-teaching-and-learning-efles/>



In MexTESOL's 40th anniversary convention, Deena Boraie, Dean of the School of Continuing Education at the American University in Cairo, Egypt and President of TESOL International Association presented the key eight trends in teaching and learning EFL or ESL context.

Trend 1: Change in the Goal of Teaching English

The purpose of teaching English has changed remarkably into two key aspects, which is firstly identified as the goal "to produce fully competent English-knowing bilinguals rather than imitation native speakers" (Ur, 2009). This means that English should be regarded as a means of communication. Moreover, English is not an

end, but a means to learn content such as science and mathematics, and a Content and Language Integrated Learning (CLIL) approach is believed to help learners learn both English and content.

Trend 2: Early Start in Teaching English

Many nations have begun teaching English at earlier grades at schools, for instance, in 2011, Japan started teaching English for primary school students and in 2012 Dubai taught English from the kindergarten stage instead of grade 1.

Trend 3: Change in the Approach to Teaching Culture

Instead of focusing on the target culture, English teachers aim to teach both local or target and international culture in English language classroom.

Trend 4: Changing view of an English Teacher

English teachers are expected to acquire linguistic, teaching, and intercultural competence rather than being native speakers of English.

Trend 5: Change in Teaching Content and Test Design

English teachers are encouraged to use a variety of local texts or English translations of literature, and various accents in listening activities or tests in the English language classroom.

Trend 6: E-Learning

Due to the development of tablets and smart phones, it is believed textbooks will disappear in a few years, and access to knowledge will be more flexible and mobile.

Trend 7: Strategic Teaching and Learning

Teachers need to use strategic teaching and learning plans, which focus on student thinking, language content, outcomes and learning activities to encourage student-teacher interactions inside and outside the classroom and make language learning more engaging.

Trend 8: Teachers as Life-long Learners

In a knowledge-based society, teachers are responsible for their own professional development and professional learning activities to develop their knowledge and skills, which enables them to remain competitive and employable for their teaching career.

BRING THE CINEMA INTO YOUR CLASSROOM

7 SIMPLE ACTIVITIES YOU CAN DO WITH ANY MOVIE

Summarized from Susan Verner's by Bui Thi Thuc Quyen

Retrieved on July 1, 2016 from <http://busyteacher.org/23959-movie-7-simple-esl-activities.html>

1. Discussion Starters

Before you show any of the movie, give your students some questions to get them talking about the subject or the theme of the movie. This will help prepare them for the vocabulary and arouse their interest in the movie.

2. Listening Cloze

Type out the dialogue for the scene of your choice. (A scene about five minutes with heavy dialogue is a good choice.). You can use the activities for two purposes.

Option 1 is to have students listen for specific words. Replace each of these words in your transcript with a blank for them to fill in as they listen.

Option 2 is to test your students' general listening skills. Simply replace each fifth word in the transcript with a blank.

Let your students see the scene twice to fill in all the blanks before you review what the actors actually said.

3. Writing a Summary

After a scene or series of scenes that have a lot of things happening, pause the movie and have your students write a summary of what they just witnessed. You can ask them just to give bullet points for the main events, or have them write a complete paragraph detailing what they watched. You can also have students work in groups of around three to list the events they witnessed before they write their summary paragraph.

4. Make a Prediction

Pause the movie and have your students take a few moments to predict what might be coming up next. Write down what students say on your front board or have students write their own thoughts in a notebook. After watching the next bit of the movie, discuss whether students' predictions were right.

5. Narrate an Action Scene

Choose an action scene. Ask one student to come to the front of the classroom or put your students in pairs and have one person narrate to the other. Play the scene with no sound and let your student tell his partner or the rest of the class what is happening on screen. (You might want to let more than one student come up front and do this.)

6. Silent Summary

Have students watch a scene while the volume is down. They have to guess what is going on based on the characters' expressions and the other visual clues on screen and then take notes. When they have their notes, ask them to discuss with one or two other people what they observed. Finally, have students use their notes to write a summary of the scene. After everyone has finished, show the clip with the sound. Ask students to discuss their summary with a partner and note any similarities and differences between their version and what really happened in the movie.

7. Comprehension Questions

Try starting with some observational questions, and then move on to interpretive questions. Finally, ask students to apply the knowledge to their own lives.



DO-IT-YOURSELF ELT PROFESSIONAL DEVELOPMENT

Summarized from Tomiko Breland's by Mach Buu Hien

Retrieved from <http://newsmanager.commpartners.com/tesolc/issues/2015-07-01/2.html>

For your professional development (PD), you sometimes need to do it yourself (DIY) with 10 free resources for getting it started.

Create a Personal PD plan

Developing your personal PD plan should be taken into account initially as a guide for your development objectives. This plan can be formal or informal, and it needs to include:

- a self-assessment
- a list of available resources
- goals and actions
- a timeline
- assessment



DIY Professional Development Resources

Using the following resources in your free time to improve your practice and remain up-to-date in the field.

1. Readingrockets.com: PD Webcasts

There are a number of PD topics for reading and discussion relating to ELT, such as assessment of English language learners (ELLs), academic language and ELLs, and ELLs with learning disabilities on these free 45- or 60-minute webcasts.

2. British Council: Podcasts, Webinars, and Seminars

You can join free podcasts, webinars, and seminars series, provided by the British Council, in which you can participate in activities such as interviews with ELT experts, watching recordings or discussing in the forum with ELT professionals.

3. Stanford English Learner Library of Resources

The material resources of this library are from Stanford University's Cross-cultural, Language, and Academic development (CLAD) Program, which includes more than 100 videos of lectures, teacher reflections, and classroom practice examples.

4. Coursera

Coursera is an education platform that links universities and organizations to offer free online courses. Such courses as "shaping the way we teach English: The landscape of English language teaching" and "Bilingual Brain" are typical examples of these online courses.

5. Publications

A variety of articles and resources can be found on these online publications to help English teachers improve their practice and update their professional knowledge, including TESOL Newsletters, The Internet TESL Journal, ELTWO, Blogs (TESOL blogs, The British Council Teaching English blogs), and etc.

6. Colorin Colorado: Webcasts

These 45-minute webcast series, in collaboration with the American Federation of Teachers, provide 9 webcasts featuring experts in ELT and incorporate suggested reading and discussions about academic language and ELLs, assessment of ELLs.

THE 7TH ANNUAL INTERNATIONAL CONFERENCE ON TESOL



The 7th International Conference on TESOL was jointly organized by the SEAMEO Regional Training Center in Vietnam, Curtin University, Australia and Quy Nhon University, in Quy Nhon City, Vietnam. The conference provided an excellent venue for academics, researchers, students and professionals in the field of English language education to share and discuss research findings, experiences, and practical and theoretical issues related to the teaching of English to learners of different backgrounds, levels, interests and motives.

- Conference theme: **Innovations in English Language Teaching and Learning**

- Sub themes:

- Engaging learners in English language learning and using
- Facilitating learner's sustainable English learning and using
- Enhancing ICT application in English language teaching and learning
- Promoting diversified modes and forms of English language teaching and learning
- English teaching and learning for regional and global integration

- Time & Venue

- Date: August 11-13, 2016
- Venue: QUY NHON UNIVERSITY, 170 An Duong Vuong Street, Quy Nhon City, Binh Dinh Province, Vietnam.

- For more details, please go to <http://www.vnseameo.org/TESOLConference2016/>

THE 2016 KOTESOL INTERNATIONAL CONFERENCE



The 2016 KOTESOL International Conference will be organized on October 15-16, 2016 at Sookmyung Women University, Seoul.

- Conference Theme: Shaping the future with 21 Century Skills
- Speakers: Thomas Farell & Tracy Tokuhama-Espinosa

For more details, please go to <https://koreatesol.org/IC2016>

Wacana, Journal of the Humanities of Indonesia

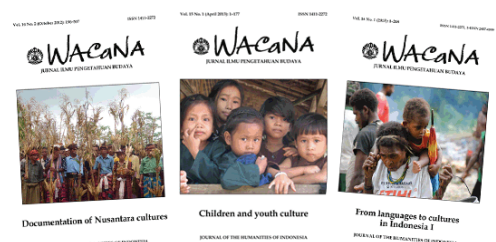
Call for papers for the upcoming issue Wacana, Vol. 18 (2017):
"Indigenous communities"

The deadline for submission is Dec, 1st, 2016

Articles submitted have to be written in English, have not been published elsewhere and are not under review for possible publication elsewhere.

For further details, please go to website:

<http://wacana.ui.ac.id/index.php/wjhi>



Training Workshops on Teaching English: Best Practices in ELT at SEAMEO RETRAC



With the support of the Regional English Language Office, SEAMEO RETRAC conducted 2 courses on teaching methodology for 60 lecturers of English in pedagogy and English specialists from DOETs from August 1st to 6th, 2016. The focus areas of the courses are (1) Introduction to Customizing Instruction & Technology in English Language Teaching; (2) Collaborative Learning and Authentic Communication in EFL Classrooms; and (3) Building Fluency and Confidence in the English Classroom & Feedback Strategies.

The courses aim to share knowledge and experience of modern models of English teaching and learning the context of Vietnam and a world-wide scale. Besides, the courses concentrate on how to apply skills and strategies to teaching English effectively.

On this occasion, SEAMEO RETRAC and NGL CG co-organized a workshop on professional development for English specialists from DOETs in the Southern provinces.

University of Cambridge Free Online IELTS Preparation Course



The University of Cambridge is offering a free online course to prepare for IELTS. This course will take 5 week and start on September 12, 2016.

The course will help participants:

- to understand how IELTS Writing and Speaking are assessed and have an opportunity to share your own writing and speaking with experts and other learners;
- to know more about the different Listening, Reading, Writing and Speaking tasks in the test and how to do your best in these;
- to understand your own strengths and needs, so that you can get a better IELTS band score and improve your English;
- to see how English is used at university, and how this is related to the IELTS test;
- and to be able to prepare for the IELTS test in a way that will benefit them beyond the exam.

For more details, please go to website: <https://www.futurelearn.com/courses/cambridge-english-ielts>



Dialogs for Everyday Uses

<https://americanenglish.state.gov/resources/dialogs-everyday-use>

American Teen Talks

<https://americanenglish.state.gov/resources/american-teens-talk>

Developing Writing

<https://americanenglish.state.gov/resources/developing-writing>

FUN CORNER

SOAP

- The teacher asked: "John, what are four basic elements in nature?"
- John answered: "Teacher, fire, air, soil and ...and..."
- "And what?" the teacher asked. "Try to remember!"
- "And...And...And" John embarrassed.
- The teacher knew that his pupil couldn't tell the fourth element that is water. Therefore, he gave a hint: "what do you clean your hands by?"
- "Teacher, soap!" John replied.



NOTHING CAN STOP ME

A naval cadet wrote to his sweetheart:

- "For the sake I'm ready for any exploit! I can swim across the Pacific, brave a part of shark, walk to you under water for miles and miles!"
- All that sounded convincing. Then he added:
- "Neither can storm or hurricane stop me!"
- PS: "I will come to see you on Saturday if it does not rain".

HOW BUSINESS IS DONE

- Father: "I want you to marry a girl of my choice."
 - Son: "I will choose my own bride!"
 - Father: "But the girl is Bill Gates' daughter."
 - Son: "Well, in that case...ok."
- Next, Father approaches Bill Gates.
- Father: "I have a husband for your daughter."
 - Bill Gates: "But my daughter is too young to marry!"
 - Father: "But this young man is a vice-president of the World Bank."
 - Bill Gates: "Ah, in that case...ok."

Finally, Father goes to see the president of the World Bank.

- Father: "I have a young man to be recommended as a vice president."
 - President: "But I already have more vice-presidents than I need!"
 - Father: "But this young man is Bill Gates' son-in-law."
 - President: Ah, in that case...ok."
- This is how business done!!!

Retrieved from:

<http://legacy.ec-ftu.org/fun-english-f55/funny-stories-a-good-way-to-learn-english-t1200.html>

