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# ENGLISH

## LANGUAGE TEACHING

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- Activities where children are actively involved can be longer than 5 minutes.

- Be careful to sequence the activities so that children don't become overexcited or excessively bored.

- Stirrers are activities that excite children: singing or moving around the classroom.

- Settlers are activities that calm children down: paper and pencil activities such as writing, copying, coloring, and drawing.

- Do not imagine you can have a quiet classroom by using only settlers. The children will quickly become frustrated and de-motivated.

- Remember to balance head-up activities and

head-down activities. Head-up activities are when children are looking at the teacher, the board or at other children. Head-down activities are when children have their eyes on a book or a piece of paper.

- Remember to balance individual, pair, small group and whole class activities.

- Plan for time. Remember that in a large class, distributing papers, cards, pencils or books takes time. Think carefully about how you will organize these administrative things.

- Share your plans with the children. Tell them what they are going to do during each lesson. You will get better co-operation.

## 2. GIVE PRAISE

- Young learners really respond well to praise when they have done something well, or made an effort to try something new or something that they find particularly challenging. If you can reward this positive learning behavior, then you will see motivation levels increase.

- One way to achieve this is through a Star Chart: Draw up a chart with all your students' names down one side. Explain to students how you are going to award stars and what you are going to award them for. At the end of each activity or task, or at relevant points during the class, mark a smiley face or a star on the chart for your special performers.

## 3. REINFORCE AND REPEAT WITH FUN ACTIVITIES

- Young learners like familiarity, so if you find a popular game or activity that your youngsters enjoy, don't be afraid to use it frequently. For example, you can use a game format to revise new vocabulary and/or grammar from the previous lesson.

## 4. VARY MATERIAL

- Students will get bored doing the same type of activity day in day out, so use a variety of different materials: TV/video programs for visual stimulation, games for active participation, an overhead projector to display something or tape recorder to tape your younger learners speaking English.

- Alternatively, use colorful images from the internet or use paints and coloring pens/pencils to get students doing interesting activities in English.

## 5. BE CONSISTENT

- It is also important for you to be consistent in your approach.

- At this age, students like secure surroundings and routines can help the learning process.

- You can think about ending your lessons with something familiar to them, which will let them know that the lesson is coming to an end, or you can finish lessons with a song, or if they have been really well behaved and tried hard to learn what you have been teaching, you might choose to reward students with a favorite game.

# ENHANCING STUDENTS' ENGAGEMENT AND MOTIVATION IN ENGLISH CREATIVE WRITING SKILLS

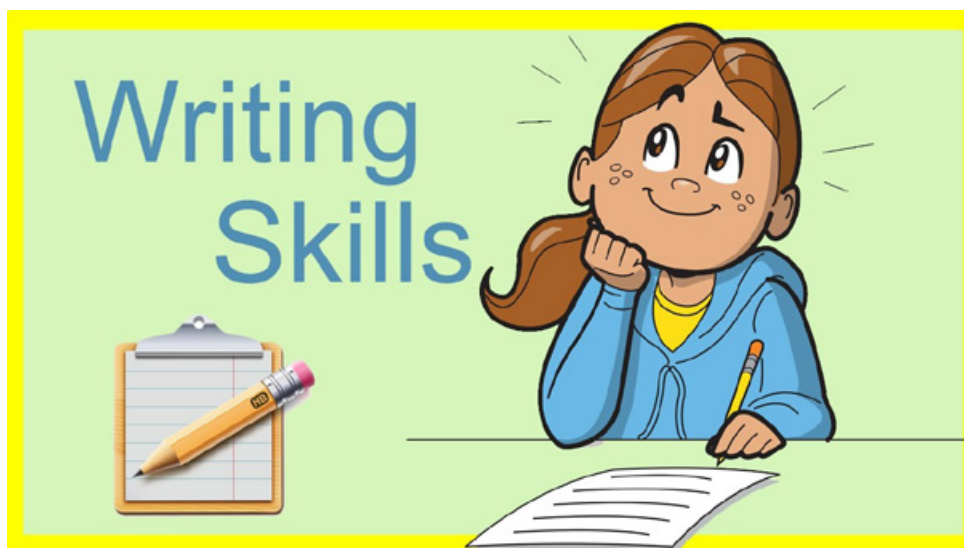
Summarized by Dau Thi Thanh Luy<sup>(2)</sup>

This research study focuses on the questions of how students are engaged and motivated in English writing skills, and what strategies can help them develop their creative writing skills. Students usually feel shy and less motivated towards writing, and it is the most ignored skill amongst others. Furthermore, the enforcement of formal and authentic assessment strategies is necessary to promote creative thinking as well as oral and written communication skills. For this reason, the authors carried out the study which particularly aims to investigate the environment of engagement and motivation in creative writing skills, to motivate students in writing English text, to enhance and encourage reading skills for learning better comprehension of the language text, to

help students increase their own knowledge about language learning; and to recommend how to enhance creative writing among students.

Through questionnaires for students and in-depth interviews for teachers, a mixed method approach was used to collect data from a sample of 130 students and 10 teachers studying and working in Multan City. The authors used five points Likert scale to rate student's attitudes about seven selected variables including (1) lack of interest in writing skills, (2) language hazards, (3) teacher's lesson planning, (4) available resources, (5) reading habits, (6) awareness about writing tools, (7) testing and assessment system.

The findings reveal that testing and assessment have positive impacts on student's learning and



<sup>2</sup> Ikhlaiq B., & Awan A. G. (2019). Enhancing Students' Engagement and Motivation in English Creative Writing Skills. *Global Journal of Management, Social Sciences and Humanities*, Vol 5(2), pp.380-401. From <https://gjmsweb.com/archives/2019/Volume%205/Issue%202,%202019/Beenish%20Ikhlaiq.pdf>

incentives. Noticeably, self-assessment gets students more involved in creative activities. Students also admitted that they learn more from doing assignments, and giving presentations helps improve their communication skills. Similarly, teamwork boosts their intellectual and social skills, and students become active learners through peer-assessment.

Teacher's immediate feedback on student's assignments helps guide students, and makes them learn more and understand better. Students also prefer to learn what will be covered in the assignments and to spend more time on preparation. Moreover, the study analysis shows that if students want to study well, they need to study regularly.

The authors conclude that motivation and engagement enhance student's creativities in writing. The practice of evaluation and assessment also improves student's knowledge and creativities. In addition, evaluation in terms of assignments, short tests and quizzes brings students' interest in studying and improves exam results.

### A NUMBER OF SUGGESTIONS ARE DRAWN FOR TEACHERS:

1. Varying teaching approaches to fix mixed ability class.
2. Taking full advantage of technologies in large class to get student's attention.
3. Giving proper feedback on student's writing tasks.
4. Limiting shortcomings of examination system by compiling and displaying results at a provided time and creating a satisfactory exam schedule.
5. Prioritizing testing and assessment in class because it motivates students and helps them identify their strengths and weaknesses.

## STUDENTS' MOTIVATION IN SPEAKING ENGLISH

Summarized by Truong Ngoc Tuong Linh <sup>(3)</sup>

This article aims at gaining a thorough understanding of students' motivation in practicing speaking English in an Easy – Speaking course. From the idea of motivation, the author states some pinpoints in drawing the concepts of motivation and employs four key aspects of motivation from Gardner (1985: 50-51) which are goal, effortful behavior, a desire to attain the goal and favorable attitudes towards the activity.

<sup>3</sup> Ihsan M. D., (2016). Students' Motivation in Speaking English. Journal of English Educators Society, Vol 1, pp.31-48. From <http://ojs.umsida.ac.id/index.php/jees/article/view/147>

Concepts of 'motivation' put forward two problems that needed to be investigated:

1. The students' motivation in practicing speaking English through this local based content, Easy-Speaking.

2. The students' behavior or effort, attitudes, interest and values or desire in practicing speaking English through this local content based, Easy-Speaking.

The author conducts this study with an application of framework for motivational strategies which includes creating the basic motivational condition, generating students' motivation, maintaining and protecting motivation and encouraging effective self-evaluation and types of classroom speaking performance from Brown (2001: 271).

To conduct this study, a focused group of 35 tenth grade students from Muhammadiyah 1 Senior High in Easy-Speaking course, year 2011 – 2012 were used;

in addition, the method of descriptive quantitative was employed with the analysis of the data obtained through questionnaire.

With four aspects of focuses in results that are students' behavior and effort, students' interest, students' attitude and students' desire in practicing speaking English, the profound findings were confirmed as follow:

1. Using media is very important not only in increasing the students' motivation but also in giving them a big opportunity to explore their idea.

2. Giving more varied techniques in teaching and learning process in order to avoid repetitious cases.

3. Giving prizes and extra points for learners who perform speaking skills well.

4. Creating favorable atmosphere in the classroom.

For further study, the author suggests more applications to different populations and samples.



# CREATIVITY IN THE ENGLISH CLASS: ACTIVITIES TO PROMOTE EFL LEARNING

Summarized by Vo Thi Hong Tram <sup>(4)</sup>



According to the author, teachers normally play an authority role in the eyes of their students and this highly contributes to the learners' success. Also, teaching is a job that is quite demanding and takes a lot of energy from a teacher. Therefore, in this article the author aims to provide a pedagogical intervention with various creative activities to enhance students' English oral and written production, particularly those who have lack of interest and attention.

## THEORETICAL FRAMEWORK

One of the most important factors that many educators cite as the key to attractive and innovative activities is 'creativity'. From this perspective, the author reviews the definition

of creativity as well as its key features, major process and essential steps to acquire creativity. Specifically, creativity is defined as the process of making imaginative ideas into reality or bringing something new to culture. The process of creativity includes 'thinking, then producing', and this should be implemented in an educational context. In other words, teachers have to take actions from the ideas and then turn them into classroom activities. Moreover, teachers should be aware of their prior knowledge, and it should be used with the new one, to create and innovate from what they have observed, developed and reflected on. The author also cites five steps for creativity, including preparation, incubation, insight, evaluation and elaboration (Csikszentmihalyi, 2003). Those steps

<sup>4</sup> Avila H. A., (2016). Creativity in the English Class: Activities to Promote EFL Learning. Bogota Columbia, 22(2), pp.91-103. From [https://www.researchgate.net/publication/284880434\\_Creativity\\_in\\_the\\_English\\_Class\\_Activities\\_to\\_Promote\\_EFL\\_Learning](https://www.researchgate.net/publication/284880434_Creativity_in_the_English_Class_Activities_to_Promote_EFL_Learning)



are believed to engage teachers with something innovative and imaginative.

### SETTING AND PARTICIPANTS

The pedagogical intervention was conducted at the private English-teaching institute in Colombia. This institute provides some of personalized English programs for learners from various backgrounds and students of all ages.

Eleven participants, who were young adults from 20 to 25 years old and their English proficiency was at intermediate level, agreed to participate in this study after they were explained how effective the use of creativity may be in an educational setting. Students were at an

### TEACHING FRAME

After taking some innovative approaches into consideration, the author used action research to make positive changes for the classroom practices, and also adopted Elliot's action model (1991) in carrying out classroom activities, which incorporates the process of planning, acting, observing, and reflecting upon pedagogical experience.

During the workshops, students used exercises that challenged their language skills due to various instruction types. Their knowledge was also strategically used. Furthermore, students used techniques to support their views in practicing foreign language. The exercises were conducted to provide students with opportunities to write or speak so that their ideas, descriptions and voices could be discovered and grammar rules would be applied in the fun way. These included chain games and teamwork and other activities that helped them communicate their feelings, enhance their thinking, and improve their abilities in the target language.

### DESCRIPTION OF THE ACTIVITIES

There are nine activities in the process of collecting. The author listed the activity one by one and arranged them in the complexity order. The

systematic process is presented with exercises and strategies that enhance the participants' writing, speaking, listening and reading.

### ACTIVITY 1: REMEMBERING ENGLISH GRAMMAR AND STRUCTURES

The students are asked to sit in a semicircle and take turns to say a word to make a complete meaningful and grammatically correct sentence

For example, Student A may say "I"; after that, Student B may say "I went". Then, Student C may say "I went to," and so on.

The activity helps students in terms of remembering grammar, learning memory skills, and allows them to hear their partner's voices.

### ACTIVITY 2: CREATING A FICTIONAL STORY

Again, the students are arranged to sit in a semicircle. Instead of repeating a word, this process is more complicated than Activity 1. Each student has to say a complete sentence which follows coherently from the previous sentence. Let take the following sentences as an example:

Student A: Pepito went to school.

Student B: Pepito went to school and he had a bike accident.

Student C: It was very serious; his leg was bleeding (new word).

When participating in the activity, the dictionary is useful. The students seem quite active in the process and willing to help their peers to fulfill the task.

### ACTIVITY 3: PROMOTING CREATIVE WRITING

When joining this activity, students are divided into two groups. Both of groups sit in a semicircle and are given a sheet of paper with a specific topic. After that, the first student in each group has three minutes to write the story, and then they hand it to their next partner to continue the story. At the end of this stage, the group with the better story is the winner. The marking categories are grammar point and content.

The positive aspect of this activity is the students

are free to express themselves in writing with using grammar and knowledge of language. Their imagination can be presented at the highest level.

#### **ACTIVITY 4: BOOSTING VOCABULARY THROUGH SCREENWRITING**

Moving away from traditional writing methods, screenwriting is introduced to the students. That is a document which outlines every aural, visual, behavioral, and lingual elements required to tell a story (Argentini, 1998).

To practice this activity, students are allowed to see a movie, and asked to read three scenes of the screenplay. Specifically, they are asked to point out the unknown vocabulary. By watching the movie, they could infer the new vocabulary that they learned. This activity also involves the students' grammar and the teacher's corrections.

In short summary, this kind of activity gets a lot of positive and motivated comments from the participants of this process.

#### **ACTIVITY 5: SHARING A SPEECH**

Writing and giving a speech from any topic that students would like to share is suggested in this activity. And duration of 20-minutes is set to the students to write their speech. They may choose their one of topic interested; for example, family, love life, etc., and are free to write basing on their own knowledge and what they feel easy about.

By using this activity, the teacher can seek their students' limitations of language-wise, but also see what students may find interested.

#### **ACTIVITY 6: CIRCLES OF LIFE**

This kind of activity is used to listen to what the students are asked to say about significant aspects of their lives. The teacher introduces three topics that are concerns students have about their lives. In the circle, each student places a number next to the object that they cannot live without, or the most important item to them.

Students are expected to stand up and walk around the class to share their opinions about each topic. Although this technique is pretty simple, it is effective to students through interacted with their partners (listening to their peers, and forming a friendship).

#### **ACTIVITY 7: DRAWING AND SPEAKING**

Starting this activity, students are asked to draw something that they may want to share. After finishing drawing, they explain why it is drawn. Then, another participant draws another object next to the previous one. After all participants finish, they create a story according to those objects.

The key of this activity is that students are given an opportunity to share their stories to partners and make their own evaluation from peer feedback.

#### **ACTIVITY 8: ASKING AND ANSWERING QUESTIONS**

Students are asked to write many questions about any topic in 15 minutes. They become aware of grammar and structures. After finish writing the questions, they sit in front of the class and other participants ask them questions about which they wrote.

This activity has proved that it is beneficial to the students because they would learn from the structures of questions in English. The atmosphere is very active as the students become fascinated in the questions that they wrote.

#### **ACTIVITY 9: STUDENTS' AUTONOMY IN CREATING THEIR OWN ACTIVITIES**

Basing on author's belief, the best way to win the learners' over is to let the students to involve in their own activities. After the time of observing all kind of activities, the author carries out an activity that the student will prepare their own fun and fruitful for course partners.

Most of the students picked comprehensive activities like guessing games, minimal pairs of games (broken telephone, crossword puzzles,

# THE MOTIVATION OF ENGLISH LANGUAGE TEACHERS IN A LANGUAGE CENTER

Summarized by Mai Thi Minh Tho <sup>(5)</sup>

According to Chiew and Poh, teacher motivation may have influence on students' achievements in the process of education. Particularly, it is one of the key factors to improve students' behavior and develop their language proficiency, especially among young learners. In addition, the authors believe that teacher's motivation somehow affects students' extrinsic motivation. However, few studies on teacher motivation have been conducted in a Malaysian context, especially in a privatized setting. For this reason, this research emphasizes investigating



what makes teachers in an English language center motivated. The authors made a repertory list of factors including teacher's intrinsic and extrinsic motivation in the survey. Their finding reveals that language teachers focus on work autonomy, freedom to form their own goals, feelings of contribution to society, flexible working hours, and good relationships with students and colleagues, helpful support from superiors, and great encouragement from the center management board. And surprisingly, teachers did mention that salary is also one of their teaching motivations, but this is the least concern when being asked.

outdoors activities-relay races, etc.). The author finds that the students seem to be more motivated than before.

After all the activities in context of the classroom have stimulated the student, there is a belief that creativity is the key factor that contributes

to the success of the English learning process. By conducting various activities, the author collects positive comments from those mentioned and believes that vivid and imaginative experiences from the classroom and the students' own contributions by setting their own task.

<sup>5</sup> Chiew F. N & Poh K. N. (2015). The Motivation of English Language Teachers in a Language Centre. Languages and Literature. From <http://www.ijlll.org/vol1/18-L017.pdf>

## NEWS

## DIVERSITY AND INCLUSIVITY IN ENGLISH LANGUAGE EDUCATION



This conference will be held on 11 – 12 December 2020 at Open University, Ho Chi Minh City in Viet Nam. This focuses on inclusive education which aims to create equity in the classroom and raise attainment for all students, regardless of the challenges they may experience. In this light, English language curricula are accessible to all learners, instruction is innovative and differentiated, teachers ensure that the diverse community of learners feels welcome and valued, and the individual learners receive indispensable support to develop their current and new talents, and successfully achieve their goals.

This aims to provide an excellent venue for academics, teacher educators, teacher-researchers, researchers, policy makers and materials developers

to discuss issues, tackle challenges, develop professionally, share opinions, find solutions and improve teaching practices to make English language education more attractive, effective, inclusive and innovative.

Key theme: **Diversity and Inclusivity in English Language Education**

Sub-themes:

- teaching students from marginalized groups
- teaching students with special educational needs
- learner experiences and voices
- teacher experiences and reflections
- current educational policies
- curriculum, pedagogy and assessment

- assistive technologies, accessible resources and diverse instructional materials
- critical pedagogy
- parental/family engagement with schools
- identity, gender and equality
- student mental health and well-being
- teacher beliefs, attitudes and practices
- teacher education and continuing professional development

#### TIME & VENUE:

**Date:** 11 – 12 December, 2020

**Venue:** Open University, 97 Vo Van Tan, District 3, Ho Chi Minh City, Vietnam

**Website:** <http://www.diele.org/>

## INNOVATIVE TEACHING AND RESEARCH IN ENGLISH LANGUAGE EDUCATION



The HKCPD (Hong Kong Continuing Professional Development) International Conference 2021 will be organized from 06-09 January 2021 at The University of Hong Kong. This conference provides an excellent opportunity for English teaching professionals worldwide to meet, share and discuss research findings, experiences, and practical and

theoretical issues, and explore greater collaboration for sustainable and interactive communities of practice. Also, this event is an opportunity to promote effective teaching practices and disseminate innovative research aimed at improving the quality of English teaching and learning in higher education in Hong Kong and the rest of the world.

#### TIME:

- **06 – 07 January, 2021:** Pre-conference workshops
- **08 – 09 January, 2021:** International Conference

**Venue:** The University of Hong Kong

**Website:** <https://hkcpdhub.hku.hk/conference2021/>

## ONLINE TRAINING COURSE ON UNDERSTANDING LANGUAGE: LEARNING AND TEACHING



This course is developed by University of Southampton and the British Council, which helps learners understand key concepts in the effective teaching and learning of languages.

The course will cover the following topics:

- The nature of language and language learning including discussion of what is hard and easy in second language acquisition
- Language teaching in the classroom including consideration of classrooms as communities of practice and theories about effective classroom pedagogy
- Consideration of two case studies in current teaching practice: task-based language teaching (TBLT) and content and language integrated learning (CLIL)
- Technology in language learning and teaching and the changing role of teacher and learner
- Online versus face-to-face language learning
- The use of English as a global language or lingua franca

- The historical spread of English and implications for language policy and teaching
- Definitions of English as a lingua franca (ELF), the scale of ELF use and its pros and cons
- Exploration of the work of Global Englishes researchers and invitation to join in with a research project.

By the end of the course, participants will be able to learn the following:

- Reflect on the nature of language acquisition, and your personal place in that spectrum
- Identify ideas around the notion of 'meaning' in second language acquisition, and how we convey/appreciate meaning
- Explore aspects of what is hard and what is easy in second language acquisition
- Discuss the nature and diversity of language learning classrooms and how this might impact on the teaching and learning of languages
- Develop an awareness of some current

approaches to language teaching in the classroom

- Engage with other learners' experiences of language teaching and learning
- Evaluate how online learning and teaching differs from face-to-face teaching
- Develop an understanding of how technology can support the learning and teaching of languages
- Identify some key skills in the moderation of online language courses

- Assess the use of social media in language learning and teaching
- Reflect upon the use of English as a global lingua franca and how it fits with their own language context
- Develop an understanding of the social and political factors involved in the historical and current spread of English
- Debate the implications of the impact of global English for language policy and teaching

**For further details, please go to the website:**

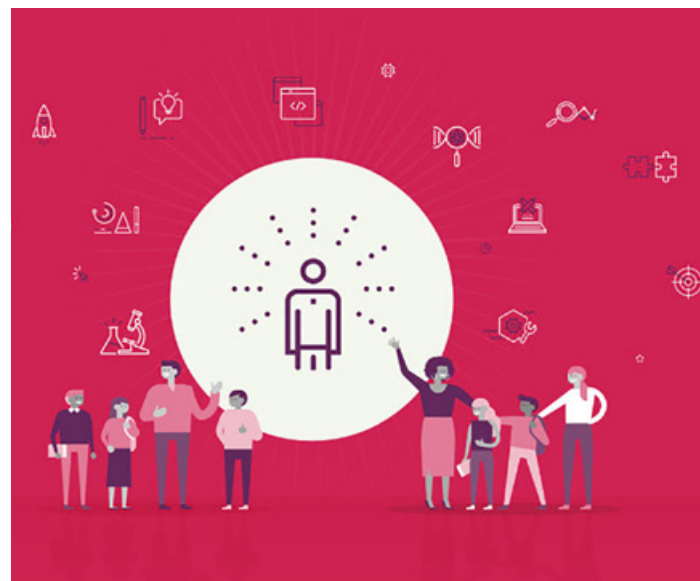
**<https://www.futurelearn.com/courses/understanding-language>**

## TRAINING COURSE ON MANAGING BEHAVIOR FOR LEARNING

**T**his course is developed by National STEM Learning Centre and designed for teachers of science, technology, engineering and mathematics (STEM) subjects. This course also provides these target teachers with excellent opportunities to explore first how their behavior influences their students, look at how they control emotional responses and interact with students. Then, they will learn techniques and develop your capability to achieve consistency in managing behavior, recognize positive behavior and build trust in their classroom.

By the end of the course, participants will be able to learn the following:

- Assess how your own behavior influences the behavior of your students.
- Apply rules and routines to achieve consistency.
- Apply recognition intelligently to motivate students.



- Demonstrate how to reduce friction when students behave badly.
- Develop reparation and restorative practice.

**For further details, please go to the website:**

**<https://www.futurelearn.com/courses/managing-behaviour-for-learning>**

## FUN CORNER

## THE WISE WOMAN'S STONE



A wise woman who was traveling in the mountains found a precious stone in a stream. The next day she met another traveler who was hungry, and the wise woman opened her bag to share her food. The hungry traveler saw the precious stone and asked the woman to give it to him. She did so without hesitation. The traveler left, rejoicing in his good fortune. He knew the stone was worth enough to give him security for a lifetime. But a few days later he came back to return the stone to the wise woman.

"I've been thinking," he said, "I know how valuable the stone is, but I give it back in the hope that you can give me something even more precious. Give me what you have within you that enabled you to give me something more precious. Give me what you have within you that enabled you to give me the stone."

Source: <https://mirthandmotivation.com/2011/10/24/on-wisdom-humor-short-stories-to-make-you-think-smile/>

## ADVISING A FOOL



On a mango tree in a jungle, there lived many birds. They were happy in their small nests. Before the onset of the rainy season, all the animals of the jungle repaired their homes. The birds also made their homes more secure.

Many birds brought twigs and leaves and others wove their nests. "We should also store some food for our children," chirped one of the birds. And they collected food, until they had enough to see them through the rainy season. They kept themselves busy preparing for the tough times.

Soon the rains came. It was followed by thunder and lighting. All the animals and birds stayed in their homes.

It continued raining for many days. One day, a monkey wet from the rain came into the forest. He sat on a branch, shivering with cold, water dripping from its body.

The poor monkey tried his best to get shelter, but in vain. The leaves were not enough to save him from the rains. "Brrr! It is so cold!" said the monkey.

The birds were watching all this. They felt sorry for the monkey, but there was little they could do for him. One of them said, "Brother! Our small nests are not enough to give you shelter."



Another bird said, "All of us prepared for the rainy season. If you had, you would not be in this piteous situation."

"How dare you tell me what to do!" said the monkey, growling at the bird. The monkey angrily pounced on the bird's nest, tore it and threw it on

the ground. The bird and her chicks were helpless.

The poor bird thought, "**Fools never value good advice. It is better not to advise them.**"

Source: <http://www.english-for-students.com/Advising-A-Fool.html>

## CHICKEN FEED

**D**uan Guangqinj was a Chinese magistrate who lived about a hundred years ago. He was famed for the fairness of his judgments.

One day while the magistrate was walking through a market he saw a crowd outside a poultry shop. On inquiring what the matter was he learnt that a peasant had accidentally dropped a heavy sack on a chicken, crushing it to death. The chicken was small, worth only about five coins, but the owner of the shop had caught the peasant by his throat and was demanding a hundred. His argument was that the chicken would have grown into a plump bird in another two years and then it would have fetched him the amount he was asking for.

Somebody recognized the magistrate, and everybody made way for him.

"Judge our case, My Lord!" said the owner of the chicken, letting go of the peasant and bowing obsequiously to the magistrate. "This man, through his carelessness has caused the death of a chicken that would have fetched me a hundred coins in another two years!"

Fear had made the peasant's speech incoherent. Nobody could understand what he was saying.

"The price put on the chicken is hundred

coins," said the magistrate, to the peasant. "I advise you to pay."

There was a gasp from the crowd. Everybody had expected the magistrate to rule in the peasant's favor.

The owner of the chicken was overjoyed.

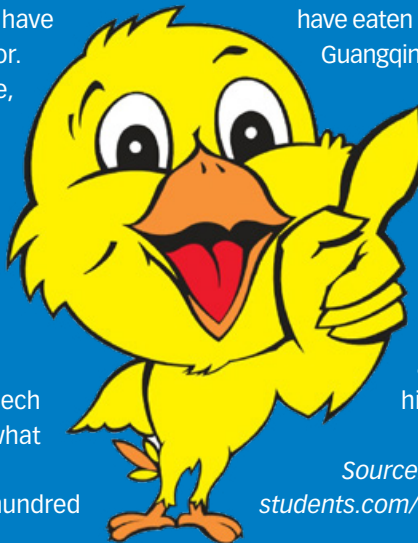
"They said you were fair in your judgments, My Lord," he said, rubbing his hands in glee, "now I can say there is no one fairer than you!"

"The Law is always fair," smiled the magistrate. "Tell me, how much grain does a chicken eat in a year?"

"About half a sack," said the poultry shop owner.

"So in two years the chicken that died would have eaten a whole sack of grain," said Duan Guangqinj. "Please give the sack of grain you've saved to this man."

The chicken owner turned pale. A sack of grain would cost more than a hundred coins. Cowed by the jeers of the crowd, he declared he would not take any money from the peasant, and retreated into the safety of his shop.



Source: <http://www.english-for-students.com/Chicken-Feed.html>



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