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ENGLISH LANGUAGE TEACHING

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ENGLISH LANGUAGE TEACHING IN THE ERA OF GLOBALIZATION

TEACHER OF 21ST CENTURY: CHARACTERISTICS AND DEVELOPMENT [1]

Summarized by Nguyen Thi Bich Hao

The author takes into account of multiple sources of secondary data to provide a brief description of characteristics and development of 21st century teachers. Due to the development of global education it is important to acquire high quality professional teachers' development program which includes the implementation of innovative teaching strategies and the integration of technology. Teachers are not only providers of knowledge but also facilitators and guides of students' learning process. With these roles, teachers are expected to equip students with essential 21st century skills, including higher-order thinking skills, effective communication and collaboration, and they are also characterized with the following key features.

1. Teachers have to think globally: Whatever teaching contexts are – locally or internationally, teachers have to develop a new generation of learners who think and act globally. In order to do this, teachers must include examples and narratives across the world, apart from familiar realities and daily experiences.

2. Teachers have to develop sensitivity towards cross-cultural differences and diversity: Together with working locally, students need to be connected around the world un/consciously to learn

[1] Jan H. (2017). Teacher of 21st Century: Characteristics and Development. Humanities and Social Sciences, Vol 7(9), pp.50-54. From https://www.researchgate.net/publication/318468323_Teacher_of_21_st_Century_Characteristics_and_Development

more diverse cultural environments as the capability to manage cultural differences gives them an edge in competitive future workplaces.

3. Teachers have to be technologically knowledgeable: All teachers must continually upgrade their skills particularly technical skills irrespective of their subject area, resource pools, school settings, etc. They need to increase their levels with changing technology.

4. Teachers have to build partnerships and alliances beyond classrooms: To make the learning effective and applicable to the real world, teachers are expected to enroll subject experts in the curriculum implementation. For example, it is also useful to listen to an educationist lecture in a video clip instead of inviting an educationist into the classroom. Such opportunities may have everlasting impact on students.

5. Teachers have to share learning inside the four walls: Teachers need to accept the importance and necessity of shared learning in classrooms. Making learning a continuous process is of great challenges in traditional classroom. It endowers new meaning to the teaching-learning process and helps teachers to accept that learning is everlasting. Thus, it makes educational experiences rewarding and fruitful.

FOLLOWING ARE ESSENTIAL CHARACTERISTICS THAT TEACHERS MUST HAVE:

- ***Teacher- learning must be student-centric.***
- ***The teacher needs to use new computing devices while teaching.***
- ***The teacher has to support active learning in the classroom.***
- ***The teacher has to create an invitational environment for learning to occur.***
- ***The students must be assessed on the bases of performances.***
- ***The teacher should support collaborative teaching.***

Moreover, the use of new teaching strategies and the integration of technology can be found in the following disciplines of high quality training programs for professional teacher development.

1. Learner-Centered Classroom and Personalized Instructions: In response to differences in students' learning styles, objectives, and personalities, it is necessary to give personalized instructions and allow students to choose their own intrinsic motivations and try their best for their learning progress.

2. Students as Producers: Students are recently treated as digital natives and producers of any digital content. Available digital tools and devices help students to produce blogs, infographics and tutorials. When they are given the opportunity, they can make creative blogs, stories, and feel proud to share with others.

3. Project-Based Learning: With guidance from teachers, students conduct their research, contact experts, create final projects, and share all using devices in hand. In this way, they can compare information from different sources, give feedback to peers and convey their own ideas.

4. Learn New Technologies: The major requirement for the quality of education is the integration of technology with teaching to create a learning environment. It is useful for students to have their own hand on experience.

5. Go Global: It is possible to have the first-hand experience of other countries. By teaching students to use the tools in their hands to visit any corner

of this world, make us more knowledgeable and sympathetic.

6. Be Smart and Use Smart Phones: Students are encouraged to view their devices as worthy tools for the accessibility of knowledge. Teaching students how to find answers they need and to be independent is of importance to encourage individual learning and allow students to choose their own suitable approaches.

7. Blogs: The use of blogs in an educational setting is beneficial for (posting homework, assignments, projects, asking to help and sharing resources. Although blogging is purely a writing activity, it requires reading, especially reading more books, other blogs, articles so on. It also promotes critical and analytical thinking, increases access, social interaction with others.

8. Go Digital: Another important attribute is to go paperless. One can organize teaching resources and activities on one's own website and integration of technology take the learning experience to different levels.

9. Collaborate: The technological supporting tools for communication strengthen the collaboration between students and teachers. This also helps to make classroom activities resemble with real-world by creating digital resources, lectures, presentations, and projects together with other teachers and students.

10. Use Twitter Chat: The most efficient and cheapest way to arrange one's own professional development, share research and ideas is twitter chat. Going to conferences is no longer the only way to meet others or build professional learning networks.

11. Connect: Teachers often talk about how helpless they fell when it comes to reaching out to students. Technology allows us to connect anyone, anywhere, anytime, with like-minded individuals.

12. Build Positive Digital Footprint: Our current life provides us an opportunity to contribute and share our unique point of view. Maintaining professional behavior both in class and online helps to build a positive digital footprint and describe proper actions for students. Teachers instruct students how to use social media, how to produce, publish important content, create sharable resources. Digital literacy is frequently identified as 'literacy in the 21-century'.

13. Innovate: The main aim of any innovation in technology is to provide comfort, productivity, and a better life. The teacher has to expand the teaching toolbox and try new applications example replacing textbooks with web resources, teaching with social media. Students love using Facebook for class discussions and announcements, and using new applications more interestingly and productively.

14. Keep Learning: Day by day new ways and technologies keep emerging. One has to adapt to new emerging technologies and learning them. Teachers have a vital role to play because they are the backbone of society.

The rapid change of technology on every component of society and students' changing values have placed teachers in a transition phase which requires them to use and handle these technologies systematically and analytically. In other words, technology needs to be integrated to achieve the best quality pedagogy. The courses which incorporate the teaching psychology of teachers should include the developmental stages of pre-service teachers to enhance their learning. They should be educated in a supportive and conducive environment in which they expect to groom young students.

IS ONLINE LEARNING SUITABLE FOR ALL ENGLISH LANGUAGE STUDENTS? [2]

Summarized by Nguyen Thi Anh Thu

This research examines the use of online language learning strategies (OLLS) and affection in online learning of successful and unsuccessful online language students, and it also investigates the relationships between OLLS use, affection in online learning and online English learning outcomes. 346 Thai university students participated in a compulsory online English course, and their grade results were categorized as the groups of successful online language students (SLs, n=262) and unsuccessful online language students (ULs, n=84). OLLS questionnaires and in-depth interview were used for data collection. Particularly, participants were asked to rate their use of 3 OLLS in terms of ***cognitive*** *(the behaviors needed in order to successfully acquire knowledge while engaging in the learning process),* ***metacognitive*** *(the ways that learners monitor their cognitive processes by preparing and planning to learn as well as regulating and evaluating their learning process),* ***resource management*** *(the learners' ability to manage learning resources such as their study environment and learning time, and their ability to learn from peers or more knowledgeable students, and seek help from peers and instructors),* and rated their perceptions of affection in online learning.

The results revealed that there was a significant difference in using OLLS between SLs and ULs. SLs employed the overall OLLS significantly more than ULs. However, the use of resource management strategies was utilized by SLs and ULs was significantly different. Regarding affection in online learning, there was a significant difference in terms of perceptions. Metacognitive strategies and affection in online learning had significant correlations with online English learning outcomes. Moreover, it is revealed that low English proficiency students lacked online learning skills and experiences in self-directed learning. They may not be ready for learning English online.

Besides, implications and suggestions from this study can be drawn as follows:

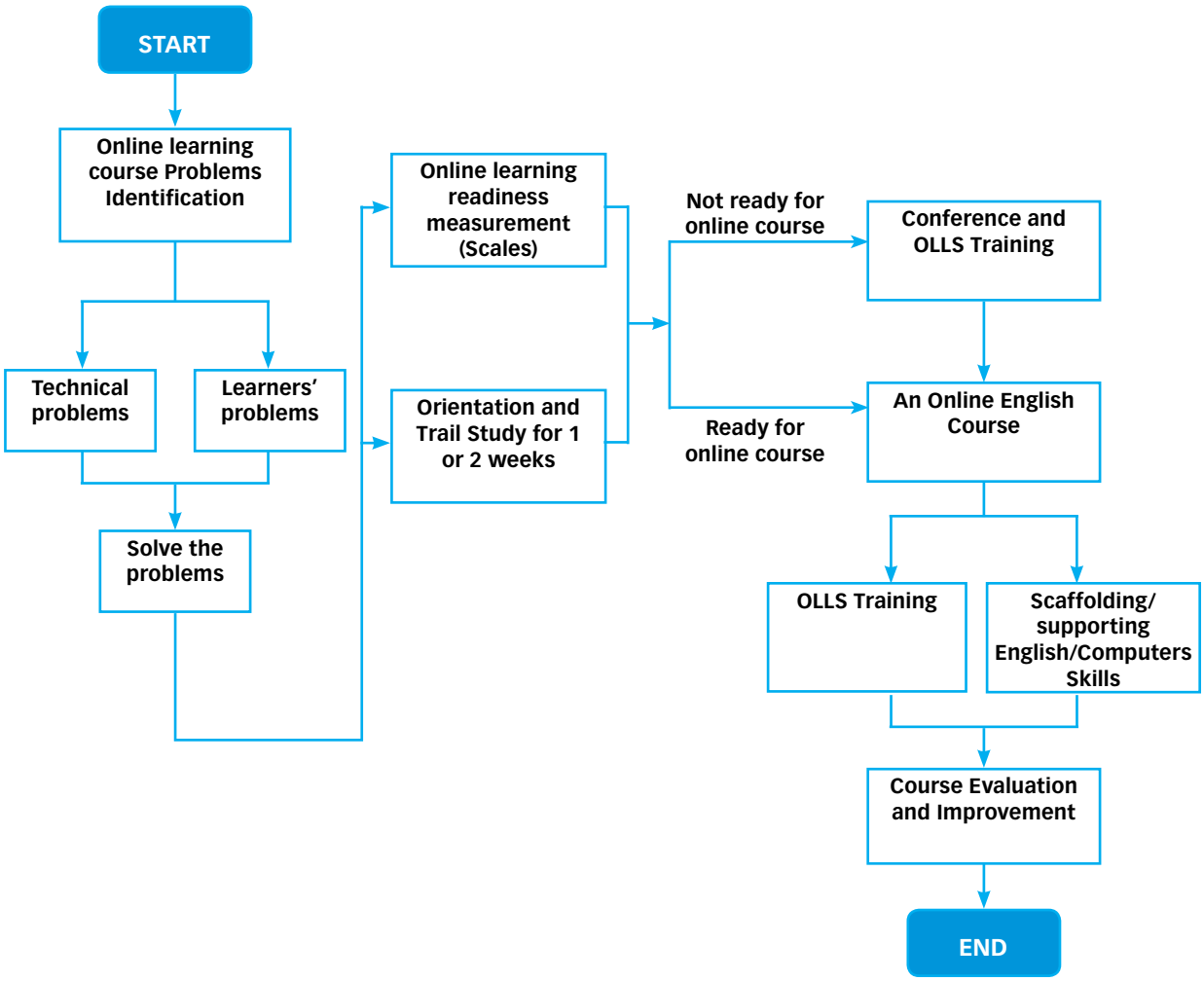
1. The major challenges in online learning that students encountered refer to technical and individual problems. Therefore, it is essential to assist students to overcome these two challenges since it would increase the satisfaction with the new type of learning and promote online learning motivation. The Internet should be always accessible and sufficient to solve technological problems.
2. Interesting and practical online course design and content is very important. Sufficient explanations for the lessons and exercises are also required. Additionally, the design and content of learning tasks must be evaluated and revised from time to time.
3. Online language learning strategies (OLLS) training as well as incentive orientation should be conducted at the beginning of the course. Moreover, these OLLS need to be maintained throughout the course to encourage students' motivation and simultaneously the interaction between instructors and students must be enhanced so that students would take responsibilities for their own online learning.
4. Students' readiness for online learning should be measured before the course starts. Students with low English proficiency need to prepare themselves for changes in mode of learning. The measurement would include students' preference

[2] Kuama, S., & Intharaksa, U. (2016). Is online learning suitable for all English language students. PASSA, Vol 52, pp.53-82. From https://files.eric.ed.gov/fulltext/EJ1134684.pdf

and learning style, confidence, comfort and competency in using the Internet and computers, ability to engage in self-direct learning, and intrinsic and extrinsic motivation and positive attitude towards online learning.

To take an online course, online English students need assistance. The following model is proposed by the researchers as a guideline for a university offering an online course.

PROPOSED MODEL FOR ONLINE COURSE IMPLEMENTATION



ENGLISH LANGUAGE TEACHERS' READINESS FOR THE APPLICATION OF TECHNOLOGY TOWARDS FOURTH INDUSTRIAL REVOLUTION DEMANDS [3]

Summarized by Dau Thi Thanh Luy

TEACHING IN THE FOURTH INDUSTRIAL REVOLUTION

The ICT advancement is dramatically transforming the ways people live, work and relate to one another. Especially, in the era of the fourth industrial revolution, educators and schools need to be well prepared to use and adopt new technology which is seen as a modern instrument to enhance and support new ways of learning and teaching process. A new concept "Teacher 4.0'' has been built to cover the current teaching methods used in higher education. "Teacher 4.0'' is expected to deliver his/her lesson in front of a virtual audience or in a traditional classroom while wearing augmented reality smart devices.

CHANGING THE TEACHER'S ROLE

Teachers in modern classrooms are no longer teaching alone. They now deliver teaching approaches in co-teaching, team teaching and collaborating with other department members, share student learning responsibility with administrators, board members and parents. The new role of teachers in the 21st century classroom requires them to: 1) act as a classroom facilitator; 2) create positive, supportive and safe learning environment, 3) plan for long-term and short-term learning; 4) encourage students' curiosity and intrinsic learning motivation; 5) communicate effectively. The success of applying technology in education is closely connected to teacher's readiness and willingness.

[3] Razak, N. A., Alakrash, H., Sahboun, Y. (2018). English language teachers' readiness for the application of technology towards fourth industrial revolution demands. Asia-Pacific Journal of Information Technology and Multimedia, Vol 7(2), pp.89-98. From http://www.ukm.my/apjitm/view.php?id=18

RESEARCH ON TEACHER'S READINESS AND WILLINGNESS FOR THE APPLICATION OF TECHNOLOGY

This study was conducted to measure teachers' readiness and willingness for using technology in teaching English language in the context of the fourth industrial revolution. Ten in-service English language teachers working in international Arabic schools in Malaysia participated in structured and semi-structured interviews. The findings reveal that teachers are not ready yet to use and implement technology in teaching. Most of the teachers admitted that their lack of skills in using technology takes time to create teaching materials. In addition, it's hard for them to change their teaching approaches because they have been teaching with traditional methods for a long time. More significantly, lack of training for teachers and old infrastructure are the major obstacles from using technology in teaching English in the classroom.

It is recommended that schools administrators need to provide adequate equipment for teachers to facilitate the use of technology in teaching and learning. Mobiles, computers, internet connection devices, augmented reality devices and good internet server are strongly advised. Moreover, teachers need to get proper training on how to use technologies in teaching English language so that they can instruct and support leaners in the classroom. The training could be conducted through tutorials, training programs, forums, training workshops, seminars etc. on a regular basis, focus on how to use the technology effectively to improve student's learning English, autonomous learning, communication and other academic purposes, from basic to more advanced skills. By showing the importance of technology in teaching and learning is also the motivation and encouragement for teachers to use technology.

INDEPENDENT VIRTUAL ENGLISH LANGUAGE LEARNING: A CASE STUDY IN HIGHER EDUCATION [4]

Summarized by Mai Thị Minh Tho

This study aims to explore how independent and virtual English Language learning is developed to improve students' self-directed learning strategies, especially for those who are at higher education levels. In this regard, a group of researchers conducted a case study in which numerous tasks and activities were designed and the teaching innovation project was implemented through the use of Moodle in order to help trainers as well as students take advantages of new technological instruments for the improvement of language learning. Both quantitative and qualitative methods were used for data collection. Particularly, the initial tool was the placement test to learn about participants' English proficiency level as well as justify the implementation of the pedagogical intervention. Secondly, the questionnaire was delivered to ninety-three students who were divided into different classes to obtain important information about students' reflection and self-regulation of their learning process. The subsequent tool was the focus group interview with the participation of 12 students.

[4] Neito, E., Guadamillas, M. V. & Garcia, M. P. (2016). Independent Virtual English Language Learning: A case study in higher education. International Journal of Technology and Educational Innovation, 2(2), pp.100-108. From https://www.semanticscholar.org/paper/Independent-Virtual-English-Language-Learning-%3A-A-Diezmas-G%C3%B3mez/0a8a01d6d305ef22e45ee76bf985182449c4377b

More specifically, in order to develop self-awareness and self-regulation, the specific learning plan with a number of supporting tools and resources was utilized during the virtual course. This includes (1) repository of online resources (videos, activities, online exersises, ect.), (2) inventory of tasks relevant to didactic textbook units, (3) self-assessment questionnaires and rubrics of evaluation, (4) discussion paper on the learning process. The research findings indicate that students were interested in some useful areas which was rated orderly in terms of vocabulary acquisition, development of written skills, grammar and improvement of oral production. Moreover, the authors also revealed that students could struggle with strategies for their self-regulated and independent learning due to the limited use of repository of online resources. The result from focus group interview refers to the mismatch between students' goals and teachers' assumption. Students wished to achieve successful marks on the subject instead of reflecting their learning processes. It is suggested that teachers should give clear explanation on which would or would not be asked in the exam rather than focus on the improvement of students' independent learning techniques, self-assessment and self-regulation. Despite the lack of academic results of the final evaluation, the research findings provided some valuable information to improve the design of some instruments and its implementation and an catalyst for further research on the impact of learning plan on students' academic performance.

NEWS

SEAMEO RETRAC INTERNATIONAL VIRTUAL CONFERENCE ON TESOL

The International Virtual Conference on TESOL will be organized by SEAMEO RETRAC in cooperation with Curtin University, Australia. The Conference aims to provide an excellent venue for academics, researchers, students and professionals in the field of English language education to share their research findings, experiences, and practical and theoretical issues related to the teaching of English to learners of different backgrounds, levels, interests and motives.

KEY THEME:

English Language Teaching in the Era of Globalization 4.0: Embracing Challenges and Innovations

SESSION STRANDS:

Strand 1: Current Approaches and Practices in Teaching Language Skills

- Acquiring, processing, teaching, and using second language skills in the new era

Strand 2: Content and Language-Integrated Approaches

- Updated methods of instruction in content and language integrated learning or English as a medium of instruction

Strand 3: Technology-enhanced ELT

- Issues related to language teaching and learning with the application of digital technologies

Strand 4: Teacher Professional Development in ELT

- Continuing professional development of teachers in different teaching settings

TIME:

- **Date:** 27 November, 2020
- **Website:** http://www.vnseameo.org/TESOLConference2020/

ONLINE TRAINING COURSE ON INTRODUCTION TO APPLIED LINGUISTICS AND TESOL

This online course introduces the field of applied linguistics and how it relates to disciplines including linguistics and language teaching. Learners will have opportunities to explore real-world examples of applied linguistics, such as forensic linguistics and language assessment. They will also look at the field's impact on important issues - for example, reducing gender bias in language use and simplifying legal language.

The course will cover the following topics:

- Have you ever met an applied linguist?
- Language and the big decisions in life
- Inspiring language learning
- The social role of pronunciation
- Investigating language in use

- 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:

- Demonstrate understanding of the key areas of applied linguistics and how these can be related to language teaching and learning
- Explore the role of language within the broader field of communication, particularly in language teaching and learning
- Reflect on and value diverse perspectives on language use and language users in society
- Demonstrate knowledge of the fundamentals of applied linguistics, including language structure, language acquisition and language use in relation to culture, society, communication
- Collect language data, organize it appropriately, and carry out initial linguistic analysis of that data
- Contribute knowledgeably to discussions on contemporary linguistic issues in a multilingual society

FOR FURTHER DETAILS, PLEASE GO TO THE WEBSITE:
https://www.futurelearn.com/courses/introduction-to-applied-linguistics

SYMPOSIUM ON ADVANCING KNOWLEDGE AND SKILLS IN ENGLISH LANGUAGE TEACHING IN INDUSTRY 4.0 AMONG TESOL PRACTITIONERS IN VIETNAM

The SEAMEO Regional Training Center (SEAMEO RETRAC) in collaboration with US Consulate in Ho Chi Minh City is hosting a two-day symposium on December 3-4, 2020. This symposium aims to advance the knowledge and skills in teaching English in Industry 4.0 among approximately 80 TESOL practitioners in Southern and Coastal Regions in Vietnam. The beneficiaries will become competent and effective TESOL practitioners, making a positive impact on the field of English

language teaching and learning in Industry 4.0 in Vietnam. They will be equipped on ways to integrate technology into their lessons, making the learning process of the students effective and meaningful for them.

TIME AND VENUE:

- **Date:** 03–04 December, 2020
- **Venue:** SEAMEO RETRAC, 35 Le Thanh Ton Street, Ben Nghe Ward, District 1, Ho Chi Minh City, Vietnam

TRAINING COURSE ON TESOL STRATEGIES: SUPPORTING ESL STUDENTS IN MAINSTREAM CLASSROOMS

This course is developed by University of Glasgow, which aims to provide target participants with new insight into the different aspects of language, the language learning process and the demands of different curricular areas. It will also enable participants to enrich their daily practice to ensure the needs of the language learners are met.

The course will cover the following aspects:

- What does language involve and what does language learning involves?
- What kind of pedagogies can support the language learner in content lessons?
- How can teachers develop speaking and listening skills for their ESL learners in the mainstream classroom?
- How can teachers develop reading and writing skills for their ESL learners in the mainstream classroom?
- How can teachers enrich their feedback and classroom talk to better help the language learners?

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

- Explore the multiple dimensions involved in learning a language
- Interpret the different registers and genres of language at work in school settings
- Discuss how language learners can differ in their circumstances and needs
- Design strategies and activities that can support language learners in mainstream classes

FOR FURTHER DETAILS, PLEASE GO TO THE WEBSITE:
https://www.futurelearn.com/courses/tesol-strategies

USEFUL WEBINARS FOR TEACHERS' PROFESSIONAL DEVELOPMENT

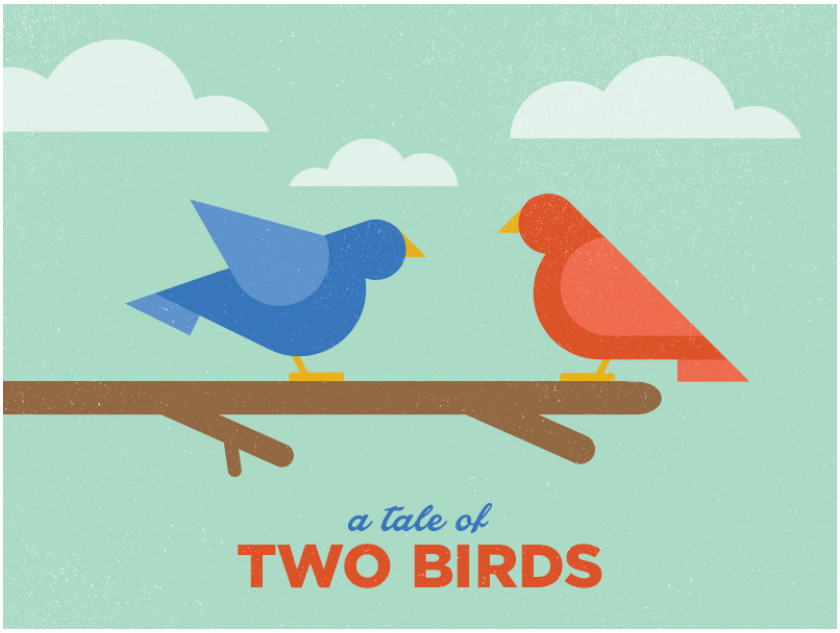
- https://elt.oup.com/feature/global/webinars/?cc=vn&selLanguage=en
- https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/webinars/developing-self-access-materials-for-your-hybrid-classroom/
- https://www.britishcouncil.me/en/teach/webinars
- https://www.teachingenglish.org.uk/article/clil-emi-schools-higher-education
- https://americanenglish.state.gov/ae-webinars
- https://learnenglish.britishcouncil.org/general-english/stories

FUN CORNER

A TALE OF TWO BIRDS

There once lived a bird and her two new-born babies in a forest. They had a nest in a tall, shady tree and there the mother bird took care of her little ones day and night.

One day, there was a big storm. There was thunder, lightning and rain and the wind blew down many trees. The tall tree in which the birds lived also came down. A big, heavy branch hit the nest and killed the bird. Fortunately for the baby birds, the strong wind blew them away to the other side of the forest. One of them came down near a cave where a gang of robbers lived. The other landed outside a



rishi's ashram a little distance away.

Days passed and the baby birds became big birds. One day, the king of the country came to the forest to hunt. He saw a deer and rode after it. It ran deep into the forest followed by the king. Soon the king lost his way and didn't know where he was.

He rode on for a long time till he came to the other side of the forest. Very tired by now, he got off his horse and sat down under a tree that stood near a cave. Suddenly he heard a voice cry out, "Quick! Hurry up! There's someone under the tree. Come and take his jewels and his horse. Hurry or else he'll slip away." The king was amazed. He looked up and saw a big, brown bird on the tree under which he was sitting. He also heard faint noises issuing from the cave. He quickly got on to his horse and rode away as fast as he could.

Soon, he came to a clearing which looked like an ashram. It was the rishi's ashram. The king tied his horse to a tree and sat down in its shade. Suddenly he heard a gentle voice announce, "Welcome to the ashram, Sir. Please go inside and rest. The rishi will be back soon. There's some cold water in the pot. Please make yourself comfortable." The king looked up and saw a big, brown bird in the tree. He was amazed. 'This one looks like the other bird outside the cave,' he said to himself aloud.

"You are right, Sir," answered the bird. "He is my brother but he has made friends with robbers. He now talks as they do. He doesn't talk to me anymore." Just then the rishi entered the ashram.

"Welcome, Sir," he said to the king. "Please come inside and make yourself at home. You look tired. Rest for a while. Then you can share my food."

The king told the rishi the story of the two birds and how each had behaved so differently though they looked so alike. "The forest is full of surprises," he said.

The holy man smiled and said, "After all, one is known by the company one keeps. That bird has always heard the talk of robbers. He imitates them and talks about robbing people. This one has repeated what he has always heard. He welcomes people to the ashram. Now, come inside and rest. I'll tell you more about this place and these birds."

Source: https://rb.gy/pqxyrx

HOLIDAYS

Kevin was eagerly waiting for his holidays. His mother kept on hinting there would be a big surprise for him during holidays.

Kevin took out his scrapbook. The exams were just over and summer vacation just started. Now he was free like a bird. Free to draw, paint, play cricket and watch Television…anything he wanted to do.

Suddenly the doorbell rang startling him.

It was his pain of a cousin, Max, "Hiii!," screamed Max as he jumped on to Kevin's bed breaking his crayons in the process. "I have come to stay here for the holidays"

Kevin never expected his mother's surprise to be this bad. If this were the starting of his vacation then the next weeks would be his worst experience.

The next few days were horrible for Kevin.

After breakfast Kevin decided to do a painting. Luckily Max was not around. Kevin spread out all his art supplies and started painting beautiful scenery. When he was doing the finishing touches Max entered the room with a Pepsi bottle. He slipped on some water spilling Pepsi all over the painting, totally ruining it.

The next day was even worse for him.

Everything was peaceful till the evening. It all started when Max put the dirty clothes in the washing machine. After sometime Kevin heard some weird sounds from the washing machine. He went to investigate and later found that Max had put his best pair of shoes into the machine along with the clothes.

One day Kevin was going through the newspaper when some interesting news caught his attention. He read it aloud "The world famous philatelist Dick Brown's stamps have been stolen last week in his town. Several other stamp robberies also have taken place and police suspect that all the robberies are linked."

This piece of news concluded warning all stamp collectors to keep their stamps safe.

Kevin had a nice stamp collection and it was with

his friend Allan. He decided to get his stamp album back as he felt it would be safer with himself. But Kevin couldn't go because his mother's friend was coming over for tea and his mother wanted him to be present at home during her friend's visit.

Kevin decided to send Max to get his album. Kevin gave Max the address of Allan's and Max set off. Max soon came back with the album and when Kevin checked it he found that it was not his album & it contained valuable stamps. Actually Max had gone to another house by mistake and he had knocked on the door but there was no response. He found the door unlocked and so he went in and found an album which resembled Kevin's and he had brought it.

Kevin doubted that it might be the stolen album probably belonging to Dick Brown.

Kevin contacted the police and told that he had found a valuable album.

A week had passed since that incident and Kevin and Max got reward for finding Dick Brown's album.

"I will never be angry at Max," Kevin thought.

"Kevin, I was jumping on the sofa and accidentally I broke your spectacles." No one is perfect," he added before running from Kevin's clutches.

Source: http://www.english-for-students.com/Holidays.html

THE KINDHEARTED VILLAGER

Once a gentle man was traveling in a train, he felt thirsty and got down at a station in search of water. No sooner had he reached the water tap then the engine whistled and started. He ran back but missed the train.

It was getting darker and he decided to spend the night at the station.

The next morning he enquired about the next train. He came to know that the next train was on the other day.

So he decided to find a place for a day's stay. He went to the nearby lodges to ask for a room but found none. It was getting darker and he could not find a room.

At last he reached a small hut. He asked the owner of the hut whether he could stay in his house for a day. The owner readily agreed. That day the owner served him food and gave him a room to stay. But did not ask nor expected anything in return.

At night when it did strike seven in the clock, the gentleman heard a knock at the door. The villager opened the door. The gentleman saw that a man dressed in gaudy and rich clothes entered the hut and demanded the owner to pay his debts.

The gentleman came to know that the villager was in need of money. The next morning he slipped a pocket in the drover of the room and left.

When the villager came to know about the pocket, he saw that there was a note addressed to him, it read "You helped me but did not expect anything from me. Yesterday I heard the conversation between you and the stranger and came to know that you were in need of money. This is what you need".

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

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