



ELT Newsletter

Volume 19 – June 2026



Best Practices for Advancing English as a Second Language in Schools

- » See it, Say it: Using AI-Generated Images to Get Students Talking through Storytelling
- » Peer Assessment in ELT Writing: Benefits, Concerns and Solutions
- » Task-Based Language Learning in Vietnamese EFL High School Classrooms: Teachers' Roles in the During-Task Phase and Their Beliefs



IN THIS VOLUME

Upcoming Events and Training Opportunities

- » The 17th SEAMEO RETRAC International Conference on TESOL
- » VietTESOL International Convention 2026
- » The 34th MELTA International Conference 2026
- » Online Training Course: Guide to Teaching English as a Second Language (ESL)
- » Online Training Course: Teaching English Online
- » Online Training Course: The Role of Culture in Teaching English Learners



Useful Resources for English Language Teaching

BEST PRACTICES FOR ADVANCING ENGLISH AS A SECOND LANGUAGE IN SCHOOLS

SEE IT: USING AI-GENERATED IMAGES TO GET STUDENTS SAY IT: TALKING THROUGH STORYTELLING

Nguyen Thi Bich Hao

The Quiet Classroom Problem

If you ask students to read, they will. If you ask them to write, they will do that too. But when you ask them to speak, the classroom suddenly turns quiet. In those moments, students find their desks particularly fascinating. Teachers know this situation all too well. The primary barrier is not a lack of knowledge that holds students back. It is the fear of being wrong, being judged, or simply not knowing how to start. Research shows that speaking is the most anxiety-inducing skill for Vietnamese EFL learners, influenced by low confidence, few chances to practice, and a fear of making mistakes in front of others (Ho & Truong, 2022; Nguyen, 2025).

So how can teachers encourage students to speak? The answer may sound simple, even a bit childish: use storytelling! Storytelling, in my view, works effectively not because it is clever, but because it feels natural. People are attracted to stories, to images, and to wondering what will happen next. Macalister and Le (2023) also support this idea: storytelling creates real-life situations that motivate students to use English in a meaningful way. Most importantly, it helps lower the anxiety that keeps many students silent, redirecting their focus from performing to simply joining in (Bai & Xian, 2024).

A Picture is Worth a Thousand Words

In this article, storytelling is not about reading a story aloud. Instead, it means something more direct: looking at an image and talking about it. This method is based on Paivio's Dual Coding Theory (Clark & Paivio, 1991), which says learning works best when both words and pictures are activated simultaneously. When students see an interesting image, their minds are already preparing to speak; they just need a reason to

finish their thought. The approach is especially true for young learners, who first understand the world through concrete experiences before they develop abstract language skills (Cameron, 2001). Using visuals is a strong way to activate their speaking. Studies show that visual aids help young EFL learners get more involved, understand better, and participate more in speaking (Kathirvel & Hashim, 2020; Chung, 2023). The power of images is not limited to children – older students and adults also respond well to visuals that are surprising, funny, or emotionally engaging.

Where to Find the Appropriate Picture?

One challenge many teachers face when employing the storytelling approach: where do you find the right images? Ones that fit the topic, suit the level, and are interesting enough to make students actually desire to talk? Searching through Google Images, Pinterest, or other websites can take longer than the lesson itself. Even then, the result is often too complex, too simple, too culturally specific, or simply not engaging enough to spark a real conversation. This is where AI jumps in.

Let AI Do the Heavy Lifting

AI image generation tools allow teachers to create custom visuals in minutes simply by typing a description of what they need for their lesson. Unlike searching the internet, AI can generate images not only by topic and vocabulary focus, but also by age group and emotional tone. This level of customization makes it easier than ever for teachers to bring storytelling into the classroom in a meaningful and engaging way (Ramezanzade & Ebadi, 2025).

The following example illustrates how this works: A teacher preparing a speaking lesson for primary students took a picture story from a

Cambridge Young Learners Movers speaking test, whose format is familiar to many Vietnamese students, and uploaded it to an AI image-generation tool (see Figure 1). The teacher then instructed the AI to generate a new four-panel cartoon story on the “body parts” topic, with a playful, slightly spooky atmosphere and a funny

twist ending (see Figure 2). The visuals were tailored to the vocabulary focus, appropriate for the age group, and novel enough to genuinely surprise the class. Crucially, the entire process took only a few minutes, providing the teacher more time to focus on facilitation rather than resource hunting.

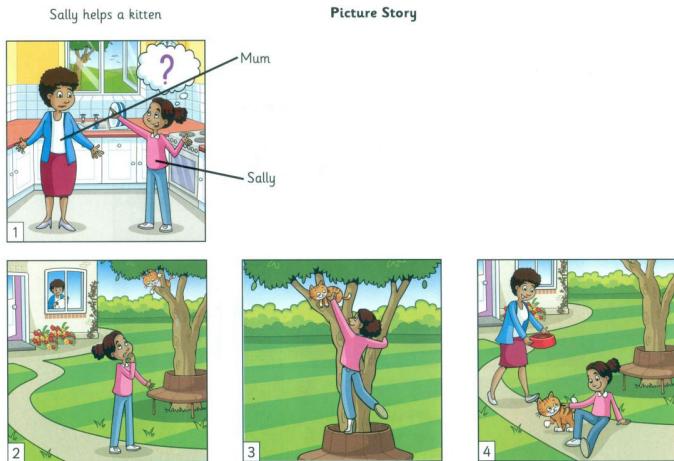


Figure 1. Sample picture story from AI Movers Authentic Practice Tests 4 (Cambridge Assessment English, 2022, p. 75)



Figure 2. AI-generated picture story on the topic of body parts, created using Gemini with a teacher-designed prompt

Prompt:

“Based on the style of this picture story, create a 4–6 panel visual story for young ESL students to practice speaking about body parts. The story should have a slightly spooky, playful atmosphere (a little scary but still child-friendly and funny), with clear focus on body-part vocabulary. The plot should build suspense and end with a silly, hilarious twist that makes students laugh. Use bright, engaging cartoon-style illustrations with expressive characters. Keep text to an absolute minimum (only 1–3 simple words per panel if necessary or no text at all). The visuals should clearly tell the story and encourage students to describe what is happening using body-part vocabulary.”

Teaching English is not always about identifying the perfect method; it often involves recognizing the opportune moment. A surprising image, a humorous twist, or a compelling story can engage students and help them overcome their anxiety.

People are living in an era in which AI can accomplish in seconds what once took hours, such as identifying appropriate images, establishing engaging contexts, and generating

meaningful prompts for communication. Some teachers and educators are still uncertain about, or even opposed to, the use of AI, yet when used thoughtfully, AI could enhance the teacher’s creativity and capacity to engage every learner.

So why not try? In your next class, put an unexpected image on the screen. Let the students wonder. Let them laugh. Let them talk. You might be surprised by how much they have to say.

REFERENCES

- Bai, Y., & Xian, H. (2024). Exploring the interplay of digital storytelling, L2 speaking skills, self-regulation, and anxiety in an IELTS preparation course. *Humanities and Social Sciences Communications*, 11 (1584). <https://doi.org/10.1057/s41599-024-04109-8>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733109>
- Chung, D. T. K. (2023). The efficacy of visual aids in enhancing vocabulary acquisition in EFL classes. *International Journal of Social Science and Human Research*, 6(10), 6395–6404. DOI: [10.47191/ijssshr/v6-i10-80](https://doi.org/10.47191/ijssshr/v6-i10-80)
- Clark, J. M., & Paivio, A. (1991). Dual coding theory and education. *Educational Psychology Review*, 3(3), 149–210. DOI: [10.1007/BF01320076](https://doi.org/10.1007/BF01320076)
- Ho, K. D. P., & Truong, N. T. N. (2022). Exploring Vietnamese non-English-major freshmen’s English-speaking anxiety at a public university in Vietnam. *VNU Journal of Foreign Studies*, 38(5), 100–117. <https://doi.org/10.25073/2525-2445/vnufs.4789>
- Kathirvel, K., & Hashim, H. (2020). The use of audio-visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education*, 11, 2599–2608. <https://doi.org/10.4236/ce.2020.1112192>
- Macalister, J., & Thao, L. H. P. (2023). Promoting young EFL learners’ oral production through storytelling: Coursebook adaptation in the Vietnamese classroom. *International Review of Applied Linguistics in Language Teaching*, 63(2), 915–945. <https://doi.org/10.1515/iral-2023-0045>
- Nguyen, T. (2025). Addressing English-speaking anxiety in Vietnamese initial teacher education: Beyond coping strategies. *Asian-Pacific Journal of Second and Foreign Language Education*, 10 (24). <https://doi.org/10.1186/s40862-025-00324-1>
- Ramezanzade, A. & Ebadi, S. (2025). AI-generated storytelling for socially just EFL pedagogy. *System*, 129. <https://doi.org/10.1016/j.system.2024.103588>

PEER ASSESSMENT IN ELT WRITING: BENEFITS, CONCERNS, AND SOLUTIONS

Pham Hong Phuc

INTRODUCTION

Assessment refers to the process of evaluating a person's abilities or performance (Mousavi, 2009). In education, it helps teachers understand students' learning progress and achievements (Brown & Abeywickrama, 2019). Recently, peer assessment (PA) has gained strong support because of its potential benefits. However, PA is not always implemented successfully because many teachers lack sufficient understanding of this method. Therefore, this paper reviews existing literature on PA in writing instruction to answer three questions.

1. What benefits may arise from the implementation of PA?
2. What concerns may surface during the implementation of PA?
3. What constitutes an effective methodology for the implementation of PA?



DEFINITION AND TYPOLOGY OF PA

According to Topping (2009), PA is a process in which students evaluate the work or performance of their peers who have a similar level of knowledge or status. PA can take many forms and may be used for both summative purposes, such as grading, and formative purposes, such as providing feedback to improve learning (Adachi et al., 2018). It can be applied to different types of tasks, including writing, presentations, portfolios, and practical skills. PA may involve pairs or groups, one-way or reciprocal assessment, and can aim to improve cognitive skills, metacognitive awareness, or learning efficiency (Topping, 2009). In recent years, technology-assisted PA has become more popular and has generally shown positive outcomes (Zheng et al., 2019).

POTENTIAL BENEFITS OF PA

Prompt, customized, and plentiful feedback

The main purpose of PA is to provide feedback, which helps confirm understanding, introduce new ideas, and identify and correct mistakes (Butler & Winne, 1995; Topping, 2009). In some situations, peer feedback (PF) may be more effective than teacher feedback because it is often easier for students to understand, especially when classmates have similar proficiency levels (Lundstrom & Baker, 2009; Tsui & Ng, 2000). In addition, PF is usually more prompt, plentiful, and open to discussion. Since there are more students than teachers, feedback can be delivered more quickly and abundantly (Topping, 2009). Unlike teacher feedback, which may seem authoritative and less explanatory, PF is often more negotiable and encourages interaction (Cole, 1991; Tsui & Ng, 2000).

Enhancement of learning styles, cognition, and self-assessment

PA provides cognitive and learning benefits for both assessors and the assessed (Topping, 2009; Hislop & Stracke, 2017). It encourages greater engagement with academic tasks and increases students' sense of responsibility. When used formatively, PA promotes thoughtful questioning and sharing of ideas, leading to deeper understanding. It also helps students identify errors, misunderstandings, and knowledge gaps more quickly. In addition, PA supports reflection and self-assessment by increasing awareness of metacognitive processes.

Gains in writing competence and motivation

Research has shown that PA positively affects students' writing skills and motivation. Tsai and Chuang (2013) found that students who received PF before submitting their writing produced more revisions and achieved higher writing quality than those who revised independently. In addition, PA can reduce writing anxiety and increase motivation (Tunagu, 2021).

COMMON CONCERNS ASSOCIATED WITH PA

Heavy time consumption

PA requires a considerable amount of time for organization, implementation, and supervision (Falchikov, 2007). It may become even more time-consuming when used alongside teacher assessment (TA), as additional effort is needed to guide students in giving useful feedback. According to Topping (2009), PA can be especially demanding in large classes or when students are expected to discuss and negotiate their assessments.

Unstable accuracy

The validity and reliability of PA refer to how closely PA matches TA (Topping, 2009). Research on PA accuracy has shown mixed results, with some studies reporting low agreement between PA and TA, while others found moderate or very high levels of alignment. These findings suggest that although PA can provide timely and personalized feedback, its effectiveness may sometimes be limited by issues of reliability and validity. Factors affecting PA accuracy include contextual conditions, students' proficiency levels, the type of assessed work, the clarity of assessment criteria, and the level of training and support provided (Topping, 2003). Social bias may also influence assessments, as students may evaluate friends more positively and disliked peers more harshly (Magin, 2010).

Students' rejection

Students' attitudes toward PA are not always positive and can vary across studies. While some research found that students became more comfortable with PF after PA activities (Venables & Summit, 2010), other studies reported a decline in positive attitudes over time (Mulder et al., 2014). Students may resist PA because they worry about its impact on peer relationships and question the objectivity of PF (Cavas et al., 2010; Lindblom-Ylance et al., 2006). In addition, conflicting feedback from multiple assessors and the imbalance between effort given and useful feedback received can cause confusion and frustration (Mulder et al., 2014).

SOLUTIONS TO PA IMPLEMENTATION



To maximize the effectiveness of PA and minimize its challenges, systematic implementation is essential (Topping, 2003). Teachers should collaboratively integrate PA into the curriculum and clearly explain the learning objectives, assessment criteria, and expected outcomes to students. Involving students in developing assessment criteria can help reduce anxiety and increase their sense of responsibility and engagement in the assessment process.



Proper preparation and guidance are also important for successful PA. Teachers should provide clear instructions, demonstrate assessment procedures through examples or role-playing, and give students opportunities to practice before conducting actual PAs. Support tools such as rubrics, guidelines, and checklists can further help students provide more accurate and consistent feedback. In addition, students should be grouped appropriately according to their proficiency levels, while weaker students may require additional support to participate effectively.



During PA activities, teachers should monitor the classroom, provide support when necessary, and ensure that the assessment process remains fair and reliable. Comparing PAs with teacher assessments can help verify the accuracy of student evaluations and identify unreasonable feedback. At the same time, differences between peer and teacher assessments should not always be viewed negatively, as they may provide learners with diverse perspectives. Finally, students should receive feedback on their own assessment performance so that they can gradually improve their ability to assess their peers effectively.

CONCLUSION

This study examines PA as a process involving students evaluating their peers' work using predetermined criteria. PA offers several benefits, including timely and abundant feedback, self-reflection, improved reasoning ability, adaptable learning styles, and enhanced writing competence and motivation. However, challenges such as time demands, limited reliability and validity, and student resistance also need attention. To improve the effectiveness of PA, strategies such as collaborative development of assessment criteria, clear guidance, checklists, examples, teacher support, and continuous monitoring are recommended.

REFERENCES

- Adachi, C., Tai, J., & Dawson, P. (2018). A framework for designing, implementing, communicating and researching peer assessment. *Higher Education Research & Development*, 37(3), 453–467. <https://doi.org/10.1080/07294360.2017.1405913>
- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson Education.
- Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 65(3), 245–281. <https://doi.org/10.3102/OO346543065003245>
- Cavas, M., Chicano, J. F., Luna, F., & Molina, L. (2010). *Self-assessment and peer-evaluation tools for continuous and formative assessment within the European higher education framework* [Conference presentation]. *IV Jornadas de Innovación Educativa y Enseñanza Virtual en la Universidad de Malaga*,

Malaga, Spain.

Cole, D. A. (1991). Change in self-perceived competence as a function of peer and teacher evaluation. *Developmental Psychology*, 27(4), 682–688. <https://doi.org/10.1037/0012-1649.27.4.682>

Falchikov, N. (2007). The place of peers in learning and assessment. In D. Boud & N. Falchikov (Eds.), *Rethinking assessment in higher education* (pp. 128–143). Routledge.

Hislop, J., & Stracke, E. (2017). ESL students in peer review: An action research study in a university English for Academic Purposes course. *University of Sydney Papers in TESOL*, 12, 1–30.

Lindblom-Ylänne, S., Pihlajamäki, H., & Kotkas, T. (2006). Self-, peer- and teacher-assessment of student essays. *Active Learning in Higher Education*, 7(1), 51–62. <https://doi.org/10.1177/1469787406061148>

Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18(1), 30–43. <https://doi.org/10.1016/j.jslw.2008.06.002>

Magin, D. (2010). Reciprocity as a source of bias in multiple peer assessment of group work. *Studies in Higher Education*, 26(1), 53–63. <https://doi.org/10.1080/03075070020030715>

Mousavi, S. A. (2009). *An encyclopedic dictionary of language testing* (4th ed.). Rahnama Publications.

Mulder, R. A., Pearce, J. M., & Baik, C. (2014). Peer review in higher education: Student perceptions before and after participation. *Active Learning in Higher Education*, 15(2), 157–171. <https://doi.org/10.1177/1469787414527391>

Topping, K. (2003). Self and peer assessment in school and university: Reliability, validity and utility. In M. Segers, F. Dochy, & E. Cascallar (Eds.), *Optimizing new modes of assessment: In search of qualities and standards* (pp. 55–87). Springer.

Topping, K. J. (2009). Peer assessment. *Theory Into Practice*, 48(1), 20–27. <https://doi.org/10.1080/00405840802577569>

Tsai, Y. C., & Chuang, M. T. (2013). Fostering revision of argumentative writing through structured peer assessment. *Perceptual and Motor Skills*, 116(1), 210–221. <https://doi.org/10.2466/10.23.PMS.116.1.210-221>

Tsui, A. B., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9(2), 147–170. [https://doi.org/10.1016/S1060-3743\(00\)00022-9](https://doi.org/10.1016/S1060-3743(00)00022-9)

Tunagür, M. (2021). The effect of peer assessment application on writing anxiety and writing motivation of 6th grade students. *Shanlax International Journal of Education*, 10(1), 96–105. <https://doi.org/10.34293/education.v10i1.4352>

Venables, A., & Summit, R. (2010). Enhancing scientific essay writing using peer assessment. *Innovations in Education and Teaching International*, 40(3), 281–290. <https://doi.org/10.1080/1470329032000103816>

Zheng, L., Chen, N. S., Cui, P., & Zhang, X. (2019). A systematic review of technology-supported peer assessment research: An activity theory approach. *Assessment & Evaluation in Higher Education*, 44(5), 1–24. <https://doi.org/10.1080/02602938.2019.1644603>

TASK-BASED LANGUAGE LEARNING IN VIETNAMESE EFL HIGH SCHOOL CLASSROOMS: TEACHERS' ROLES IN THE DURING-TASK PHASE AND THEIR BELIEFS

While previous TBLT research has focused mainly on feedback, pre-task activities, and teacher-student interaction, little attention has been paid to teachers' roles during task performance. Nguyen (2024) addressed this gap by examining the roles Vietnamese EFL teachers played during oral tasks.

RESEARCH AIMS



- Explore **teachers' roles during oral task-based activities**
- Examine how **teacher beliefs influence classroom support** in TBLT

METHODOLOGY

Qualitative approach



Research site: The research was conducted in a Vietnamese high school

Participants: 9 teachers of English and their 9 respective classes

Research tools – Data set:

- **field notes** of classroom observations of student group-task interactions,
- **recordings and transcriptions** of classroom communication, and
- **teacher reflections/interviews** to understand teachers' thinking behind their classroom actions.

FINDINGS

The study found that teachers adopted **multiple flexible and responsive roles** during task execution, including:

- mediator,
- motivator,
- language supporter,
- consultant,
- resource provider, and
- co-communicator.



These roles were informed by their beliefs in TBLT that **interactional support matters to engage students in task work** and **mediate English language production and learning**

CONCLUSIONS

- Effective TBLT depends **not only on the tasks themselves**, but
- **requires teachers to be flexible, responsive, and sensitive to students' needs** during task performance,
- **Teacher mediation plays an important role** in helping students **engage in meaningful interaction and complete tasks successfully**.

IMPLICATIONS

- Teacher training programs should provide **practical strategies for responsive classroom support**,
- Teachers should **develop flexible mediation skills**, and
- **Capable students or group leaders** can also **be trained** to support peer interaction in large classes.

REFERENCE

Nguyen, T. B. T. (2024). Task-Based Language Learning in Vietnamese EFL high school classrooms: Teachers' roles in the during-task phase and their beliefs. *VNU Journal of Foreign Studies*, 40(6), 152-170. <https://doi.org/10.63023/2525-2445/jfs.ulis.5271>



Scan to read full paper

UPCOMING EVENTS AND TRAINING OPPORTUNITIES



English language education is undergoing rapid transformation in the digital era, driven by evolving policies and the growing influence of AI. In response, SEAMEO RETRAC proudly presents the 17th International Conference on TESOL, themed “Shaping the Future of TESOL in the Digital Age.”

This conference brings together educators, researchers, and policymakers to exchange insights, share experiences and explore innovative practices shaping the future of English language education. Co-organized with Curtin University (Australia), it also celebrates 20 years of strategic partnership between the two institutions.

Conference theme:

Shaping the Future of TESOL in the Digital Age

Sub-themes:

- » English as a Second Language in the Digital Age
- » EMI, CLIL, and Translanguaging in Multilingual Educational Contexts
- » Teacher Development and Leadership in TESOL
- » Digital Transformation in English Language Education
- » Innovation in Pedagogy and Assessment for ELT
- » Policy and Sustainable Futures of English Language Education



Monday & Tuesday, August 10–11, 2026



SEAMEO RETRAC, 35 Le Thanh Ton Street, Sai Gon Ward, Ho Chi Minh City, Vietnam



<https://www.vnseameo.org/TESOLConference2026>



VietTESOL Association
Vietnam Association for English Language Teaching and Research

The University of Danang
University of Foreign Language Studies

Ministry of Education and Training
National Foreign Languages Project

VietTESOL International Convention 2026

REPOSITIONING ENGLISH: FROM FOREIGN TO SECOND LANGUAGE

Danang, 27 - 29 August 2026

Vietnam Association of English Language Teaching and Research (VietTESOL), in collaboration with the National Foreign Language Project (NFLP) and University of Foreign Language Studies, The University of Danang, organizes the annual VietTESOL International Convention in Da Nang city from August 27th to 29th, 2026. The key theme of the convention “Repositioning English: From Foreign to Second Language” explores key aspects of English language teaching in response to the Vietnamese government’s ambitious national plan (2025–2035) to reposition English as a second language in schools, signaling an

intention to harness linguistic capacity as a driver of economic growth and global competitiveness. The convention aims to shape the future of English language education in ways that are pedagogically sound, socially sustainable, and regionally and globally connected, while supporting the developing roadmap of Vietnam toward an ESL future.

August 27–29, 2026

University of Foreign Language Studies, The University of Danang, Vietnam

<https://convention.viettesol.org.vn/event/11/>

HOTEL EXCELSIOR, IPOH, MALAYSIA
12th–13th September 2026

34th MELTA INTERNATIONAL CONFERENCE 2026

SHAPING THE FUTURE OF LEARNING: LEADERSHIP AND ELT PRACTITIONERS IN ACTION

September 12–13, 2026

Excelsior Hotel, Ipoh, Kampung Jawa, Perak, Malaysia

<https://meltaconference.my.canva.site/melta-2026>

The 34th MELTA International Conference on English Language Education centers on the theme “Shaping the Future of Learning: Leadership and ELT Practitioners in Action.” It highlights the shared responsibility of educators, leaders, researchers, and policymakers in advancing English language education. The theme emphasizes the role of ELT practitioners as not only teachers but also innovators and change agents, working collaboratively to drive

meaningful transformation. It underscores the importance of leadership at all levels, encourages innovation and the use of emerging technologies, and calls for collective, forward-thinking action to create lasting impact on learners and educational systems.

Online Training Course: Guide to Teaching English as a Second Language (ESL)

This online course will provide you with essential knowledge, skills and practices to make English language teaching fun and easy for the students. You will explore how to use action words to engage the students in a meaningful way and a technique known as the “whole brain method” as another means of teaching. You will also be taught some tips on how to pursue a teaching career, gain employment, and search for teaching jobs.

What you will learn from this course:

- Describe the basic methods within the ESL classroom
- Identify different teaching methodologies and their importance to successful classes
- Define lesson planning, its usage and benefits
- Describe how to use games and drills to achieve learning
- Explain classroom management and reasons for its implementation
- State factors to consider before setting up a classroom for the first time
- Discuss phonics, basic sounds and a demo plan for teaching phonics
- Explain the general tips for ESL teachers

What the course will cover:

- » Module 1: ESL Basics, Games and Classroom Management
- » Module 2: Phonics and General Tips
- » Module 3: Course Assessment

For further details, please go to the website:

<https://alison.com/course/guide-to-teaching-english-as-a-second-language-esl>



Online Training Course: Teaching English Online

This online course is designed for experienced or recently qualified English language teachers who would like to transfer their teaching skills to an online context and start teaching English online. Participants will explore the essential skills, tools, and strategies needed to plan and deliver engaging online English lessons. The course covers online lesson design, digital resources, learner engagement, and techniques for teaching reading, listening, speaking, pronunciation, and writing skills in virtual environments. By the end of the course, teachers will be equipped with the knowledge and confidence to establish and grow their online teaching practice while continuing their professional development in the evolving

field of online education.

After completing the course, participants will be able to:

- Demonstrate the key skills and knowledge needed as an online English teacher
- Plan and deliver lessons to develop receptive and productive skills
- Understand how to develop language skills
- Reflect and improve on professional practice

For further details, please go to the website:

<https://www.futurelearn.com/courses/online-tutoring>



Online Training Course: The Role of Culture in Teaching English Learners

This course explores the close relationship between language and culture and their importance in English language teaching. Specially designed for early-career teachers, it provides an introduction to key cultural concepts, intercultural communicative competence, and culturally responsive teaching practices. Participants will learn how to integrate cultural topics into language instruction, recognize and value students' diverse cultural backgrounds, and create inclusive learning environments that promote respect, acceptance, and meaningful cross-cultural communication.

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

- Evaluate curriculum for cultural responsiveness
- Identify best practices for teaching and assessing intercultural communicative competence
- Reflect on their own cultural background and how that may influence expectations for students
- Create a lesson plan to teach cultural knowledge.

The course will cover:

- Module 1: What is Culture?
- Module 2: Getting Comfortable with Culture in the Classroom
- Module 3: Culture and Communication
- Module 4: Incorporating Culture in the Classroom

For further details, please go to the website:

<https://www.coursera.org/learn/the-role-of-culture-in-teaching-english-learners>



USEFUL RESOURCES

English news and lessons that cover current events and topics on World News, Business News, Entertainment, Technology and Science

» <https://breakingnewsenglish.com/>

Coloring pages for children

» <https://www.coloring.ws/>

Free Digital Resources for Teaching and Learning English

» <https://www.esolcourses.com/>

Free Printable Worksheet for Busy Teacher

» <https://busyteacher.org/>

Educational Technology and Mobile Learning: A Resource of Educational Web Tools and Mobile Apps for Teachers and Educators

» <https://www.educatorstechnology.com/>



SEAMEO RETRAC

SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION
SEAMEO REGIONAL TRAINING CENTER (SEAMEO RETRAC)

Add: 35 Le Thanh Ton st., Sai Gon Ward, Ho Chi Minh City, Vietnam Tel: (84-28) 3824 5618
Email: contact@vnseameo.org Website: www.vnseameo.org