Eduverse
NEWSLETTER

NEW
**CLASSROOM TECHNIQUES
LOW-PREP ACTIVITIES**
to boost SEL in the classroom

FOR THE BETTERMENT OF ALL

"Education is the most powerful weapon which you can use to change the world."

Inspired and guided by the words of the world-famous iconic Nelson Mandela, Pro.Ed was borne of the belief that high quality educational expertise can transform a society for the better. We are obsessed with providing cutting edge educational services for our clients with the idea that they will bring out the best in their learners.

At Pro.Ed, we also believe that high-quality education is for everyone, not only for the privileged. Pro.Ed CSR activities offer frequent free of charge opportunities for all people to access the latest and most practical educational expertise to promote education equity and a culture of learning in society.

By providing a deep reservoir of educational expertise and experience, we aim **for the betterment of all.**

pro.ed
EDUCATION SOLUTIONS

A boutique consultancy offering creative solutions to educational needs

EduVerse
NEWSLETTER

Welcome to EduVerse Newsletter
the educational newsletter powered by Pro.Ed Education Solutions!

In this dynamic era of learning, staying ahead requires a constant thirst for knowledge and an openness to exploring new frontiers. That's why we created EduVerse Newsletter — to serve as your guide through the vast universe of education, where ideas collide, perspectives intertwine, and possibilities abound.

With a dedicated focus on the needs and aspirations of educators, we curate a diverse range of articles, tips, and best practices to support your teaching journey. From cutting-edge pedagogical strategies to engaging classroom activities, we are here to equip you with the tools and inspiration you need to ignite curiosity, foster creativity, and cultivate lifelong learners.

So, whether you're a teacher seeking new teaching techniques or an education enthusiast looking for fresh perspectives, EduVerse is here to accompany you on your educational odyssey.

Join us as we embark on this exciting journey together—let's dive into the EduVerse and unlock the infinite possibilities of education!

Dr. Le Dinh Bao Quoc
Editor-in-chief

Cover: Schoolgirl on a flying book (created by Image Creator, an AI tool by Microsoft)

- *Ask the Experts interview conducted by Dr. Le Dinh Bao Quoc*
- *Teaching Techniques, Lesson of the Month, and Tech Tips and Tools columns overseen by Nguyen Tran Phuong Uyen, Pro.Ed R&D Specialist.*
- *Designed by EduVerse design team*

EXPLORING THE INTERSECTION OF
SECOND LANGUAGE ACQUISITION, LEARNING SCIENCE & TECHNOLOGY

Dr. Linh Phung

As an enthusiast of second language acquisition (SLA), learning science, and educational psychology, my journey as a researcher and teacher has led me to question how theory and research insights can be effectively applied in materials and technology development. With over two years of experience leading the development of a language learning app, the challenge has been to strike a balance between principled content and features that cater to users' short-term goals such as exam preparation. This article highlights the fundamental principles of SLA that language learning solutions should adhere to and examines the influence of concepts such as gamification, multimedia learning, learning engineering, and artificial intelligence in shaping effective language learning tools.

FUNDAMENTAL PRINCIPLES OF SECOND LANGUAGE ACQUISITION

Rich, meaningful, and comprehensible input

The cornerstone of effective language acquisition lies in providing learners with rich, meaningful, and comprehensible input. Whether through listening or reading, exposing learners to diverse genres and texts ensures encounters with various linguistic forms. Meaningful input encourages learners to relate ideas to their knowledge and life experiences while comprehensible input ensures understand of the messages presented in the input even when learners do not know all of the linguistic forms. This principle remains central, irrespective of the instructional approach adopted, whether it is task-based or content-based.

Pushed output and contextualized interaction

Language development is promoted when learners engage in producing language output and participate in contextualized interaction. Producing language output, especially in interaction with others, pushes learners to express ideas in different ways, clarify ideas, and check comprehension through the process of meaning negotiation. Contextualized interaction provides information about the setting, participants, and communicative objectives, facilitating not only accuracy but also appropriateness in language use. The task-based approach is beneficial as it encourages learners to focus on meaning and gives learners a reason for communication to achieve the task goal. Negotiation of meaning and form occurs naturally during task-based interactions, which have been shown to promote the acquisition of targeted linguistic structures (Mackey & Goo, 2007).

INFLUENCE OF NEW CONCEPTS IN TECHNOLOGY DEVELOPMENT

In addition to the essential factors in SLA, emerging concepts and ideas play a significant role in the development of educational technology. This section highlights some of these concepts, showcasing their impact on my development process and their potential application in materials development and lesson planning for teachers.

Gamification

In a recent TED Talk, Duolingo CEO Luis von Ahn advocates for making the learning experience as addictive as social media by incorporating gamification and finely tuned notifications, turning it into a tempting "dessert" that people desire. Gamification in education is defined as the integration of game attributes outside the gaming context to enhance learning and associated outcomes (Landers, 2014). These attributes, when integrated into an application, may encompass elements such as points, streaks, leveling up, unlocking content, ranking, and leaderboards.

Educators are now familiar with gamification platforms like Kahoot and Quizziz, which turn exercises and quizzes into competitive games for learners. However, it is essential for teachers and technology developers to recognize that gamification should strike a balance. Excessive reliance on extrinsic rewards and the overuse of gamification in mechanical and decontextualized exercises may not sustain learners' engagement in the long term. The paramount consideration in instructional decisions remains the content that learners engage with.
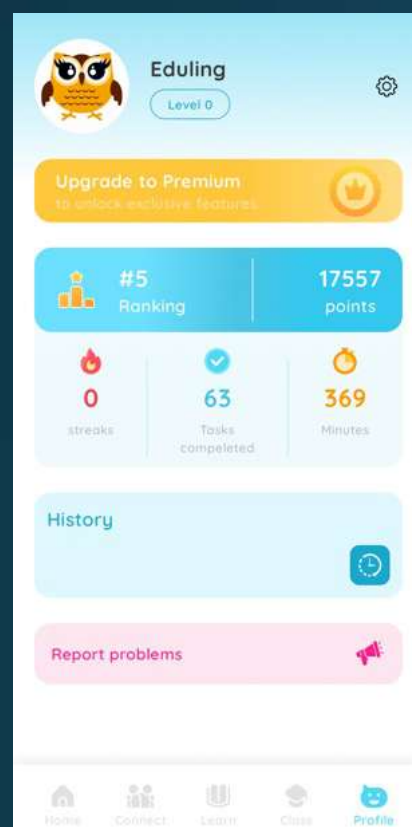
Screenshot of gamification integrated in Eduling Speak app

Principles of multimedia learning

Technology solutions often convey information through various modalities, such as audio, text, images, and moving pictures. Consequently, it becomes crucial to consider multimedia learning principles to enhance information processing for second language users. Among these, Mayer's 12 principles are widely recognized in instructional design. Although some of these principles require further investigation in the context of second language learning, these serve as valuable starting points, including:

- *The multimedia principle*: Optimal learning occurs when a combination of words and pictures is utilized, emphasizing the importance of instructional designers employing more than a one channel of information.

- *The coherence principle*: Learning effectiveness is enhanced when unnecessary information, like irrelevant images, is excluded rather than included in the instructional design.

- *The signaling principle*: Learners benefit from the addition of cues that direct their attention to essential information. This aligns with form-focused instruction in SLA, where learners' attention is directed to target features during meaning-focused activities.

- *The redundancy principle*: Optimal learning results from a combination of spoken words and graphics. Adding text that conveys the same information as spoken words overwhelms learners. While this underscores the significance of the audio and graphic channels, the application in second language learning necessitates further empirical evidence.

- *The modality principle:* The modality principle suggests that students experience deeper learning from visuals and spoken words than text and visuals. Therefore, only text and visuals may not be as effective as spoken words and visuals. Silent videos with text on the screen may not be as effective as videos with images and narration.

- *The personalization principle*: Learners learn better when the language addresses the learners directly, by using personal pronouns such as I, we, you, and the tone is personal.

Other principles relate to spatial contiguity, temporal contiguity, segmenting, pre-training, use of human voice vs. machine voice, and visuals vs. talking heads. For further exploration of these principles, please explore Mayer (2014).

Learning engineering

I recently encountered the concept of learning engineering. Coined 50 years ago by Herb Simon, a winner of the prestigious A.M. Turing Award for his work in computer science and the 1978 Nobel Prize in Economics, this concept has been prominently embraced in the educational approach at Carnegie Mellon University, located in my home city of Pittsburgh and renowned for its excellence in computer science worldwide. According to the Tools Competition (2024), as a discipline, learning engineering is rapidly expanding, broadening our understanding of learning by identifying what methodologies are effective, for whom, and under what conditions. Positioned at the crossroads of computer science and learning science, learning engineering involves the generation and analysis of big data to better understand the learning process, devise more impactful interventions, and propel evidence-based product innovation. The ultimate goal is to significantly enhance learning outcomes.

Edtech tools, such as the Eduling Speak app that I developed, play a unique role in supporting learning engineering by generating large data that can be systematically analyzed to drive product improvements and contribute to ongoing research in the field. As the app's developer, my thinking around learning engineering involves designing the app in a way that creates optimal conditions for language learning by adhering to the principles of SLA and learning science. Utilizing data, I aim to rigorously assess the effectiveness of various features to discover what works and what doesn't. Additionally, I am committed to sharing data when permissible, contributing to research efforts that seek to deepen our understanding of SLA and learning dynamics in general.

Artificial Intelligence

Considering the advancement of artificial intelligence (AI), it's impossible to overlook the transformative impact of large language models (LLMs), with the advent of ChatGPT drawing immediate global attention. These sophisticated AI applications, characterized by their capability to understand and generate human-like language, have shaken the educational landscape into seriously and intentionally integrating them. Notably, models like GPT-4 have been trained on vast datasets, enabling them to discern context, syntax, and semantics, resulting in the generation of coherent and contextually relevant text.
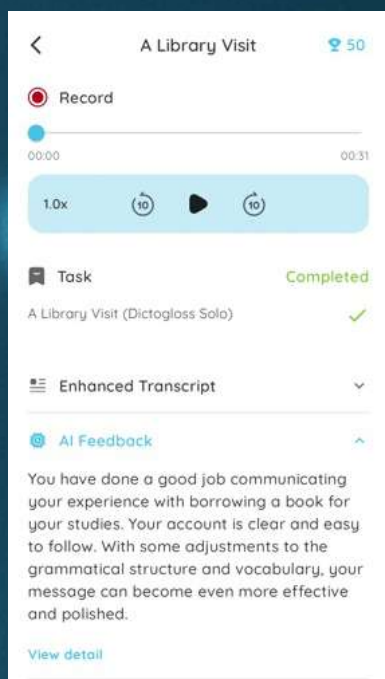
Screenshot of AI Feedback in Eduling Speak app

The integration of ChatGPT into various language learning applications, including my own, Eduling Speak, underscores the potential of these AI models. In the case of Eduling Speak, a language learning app that offers courses consists of tasks that learners can complete individually or in pairs with another learner, AI has been incorporated to provide comprehensive feedback on learners' language production, including content, organization, grammar, and vocabulary. This incorporation promotes learners' reflection on their language production and receive feedback that has the potential of pushing their language development forward.

Looking ahead, language learning applications such as Eduling Speak will expand the integration of AI beyond feedback provision. The expansion will include offering timely hints and scaffolds to learners during task performance, generating content tailored to individual learning trajectories, and even serving as a chatbot for conversational practice. These innovative features will be integrated into the app's courses, fostering a supportive learning environment, which prioritizes SLA principles and uses the task-based approach to provide learners meaningful and comprehensible input and task-based language output and interaction opportunities.

In conclusion, the evolution of language learning applications demands a careful balance between established SLA principles and innovative concepts in technology development. As a technology developer, I aim to strike this balance by incorporating gamification, multimedia learning, learning engineering, and artificial intelligence while staying true to the fundamentals of SLA. The commitment to providing rich, meaningful, and comprehensible input, along with opportunities for pushed output and contextualized interaction, remains the cornerstone of language learning tools. These principles and considerations are also relevant to the daily teaching activities of educators worldwide: developing learning materials and lesson slides and selecting multimedia materials for the classroom.

References
- Landers, R. N. (2014). Developing a theory of gamified learning: Linking serious games and gamification of learning. *Simulation & Gaming, 45*(6), 752-768. https://doi.org/10.1177/1046878114563660
- Mackey, A & Goo, J. (2007). Interaction research in SLA: A meta-analysis and research synthesis. In A Mackey (ed.), Conversational interaction in second language acquisition: a series of empirical studies. Oxford applied linguistics, Oxford University Press, Oxford, pp. 407-453.
- Mayer, R. (Ed.). (2014). The Cambridge Handbook of Multimedia Learning (2nd ed., Cambridge Handbooks in Psychology). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139547369
- Tools Competition. (2024, January 30). Learning engineering requirements and resources. https://tools-competition.org/learning-engineering/

Dr. Linh Phung is a language teacher, researcher, and innovator with experience in directing successful educational programs, fostering academic excellence, and driving innovation in language learning. With Eduling, she leads the development of the Eduling Speak app that connects learners to talk in pairs based on 1000+ communicative tasks and games. She's also a published author and expert in language education with publications in high impact journals. She currently serves as an English Language Specialist with the U.S. Department of State.

AI ETHICS 101:
WHY EVERY STUDENT NEEDS TO UNDERSTAND THE MORALITY OF MACHINES

Christina Agvent, PhD

Introduction to AI ethics and its overarching significance

In our digital age, Artificial Intelligence (AI) has transitioned from the stuff of science fiction to an integral part of our daily lives. It powers our recommendations, optimizes complex operations, and sometimes even makes decisions on our behalf. Yet, as we delegate increasing responsibility to machines, there emerges a paramount question: How do we ensure the ethical use of AI? Before students become the future's professionals, leaders, and voters, they must grapple with this question and understand the moral implications of the technology they interact with.

According to Jobin and Vayena (2019), while AI offers innovative solutions, it sometimes stumbles upon ethical crossroads:

- Self-driving cars: When faced with an unavoidable accident, how should a car decide its course of action? Save the passenger at all costs or prioritize pedestrians?

- Recruitment algorithms: Some companies use AI to sift through job applications. However, there have been instances where the AI unfairly favored certain demographics over others due to historical biases in training data.

- Face recognition: Used by law enforcement and surveillance systems, concerns have arisen about its accuracy, especially among certain ethnic groups, leading to potential misidentifications.

In the constantly evolving landscape of education, educators and stakeholders encounter a myriad of ethical challenges. Lindqvist et al. (2020) illuminated the multifaceted dilemmas faced by student teachers during their placements. These dilemmas encompass issues such as exercising appropriate authority within the educational setting, achieving a delicate balance between fostering personal relationships with students and maintaining professional boundaries, and managing the intricate dance between individual student needs and overall group dynamics. Additionally, teachers are often caught in the tug of war between flexibility and strict adherence to preparedness, as well as navigating the fine line between academic knowledge goals and social well-being objectives. Given these challenges, using AI ethically in education brings new considerations. Educators must remain informed and flexible, ensuring that they adopt AI with the same ethical standards as traditional teaching.
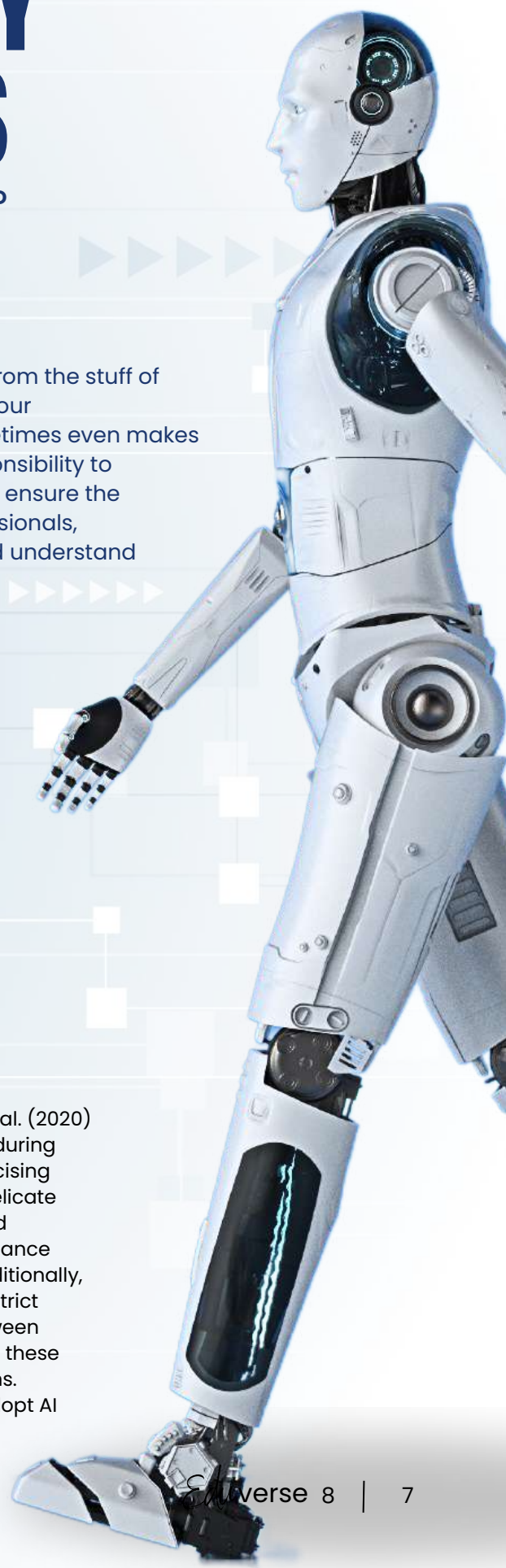
Giannini (2023) expanded upon these concerns by addressing the unique challenges brought about by the integration of Generative AI in education. AI's growing role might change the way we view and use knowledge in education. This could challenge the diverse teaching content and methods we value today. As we use AI more, there's a chance it might overshadow the crucial role of human teachers. This change can affect how we test and qualify professionals. It is vital to make sure these AI tools are safe and line up with our education goals without cutting corners on safety. On a broader note, Giannini (2023) advises countries to stick to values like fairness, quality, and safety when using AI in education.

The moral dimensions of privacy, fairness, and accountability in AI

The science of learning and development has implications for educational practice, emphasizing the interrelatedness of environmental factors, relationships, and learning opportunities in shaping children's development and learning (Darling-Hammond et al., 2019). This framework highlights the importance of considering the biological, psychological, cognitive, social, and emotional processes that influence learning and the need to address these dimensions collectively (Darling-Hammond et al., 2019). In the context of AI ethics in education, the principles of transparency, justice, fairness, equity, non-maleficence, responsibility, and privacy are identified as essential ethical considerations (Yu & Yu, 2023). The ability to interpret AI decisions is also highlighted as a factor that can contribute to judging the consistency of AI decisions with ethical criteria (Yu & Yu, 2023).

Educators play a crucial role in addressing the moral dimensions of AI in education. AI ethics education can draw on moral fostering and philosophical ethics approaches, aiming to foster good qualities in students, provide them with the tools to engage in normative ethics, and produce morally correct individuals who contribute to society (Knowles, 2021). When designing and using AI in education, it is vital to consider the broader social and technical aspects, as well as current teaching practices, to ensure ethical use (Nguyen et al., 2022). Ethical principles and privacy concerns are crucial in the design and adoption of ethical and trustworthy AI in education (Nguyen et al., 2022).

While there is a growing body of research on AI ethics in education, there is a need for further critical analyses of challenges and risks, as well as discussions on the ethical elements of AI and its relation to education (Yu & Yu, 2023). The governance of AI and the ethical issues in STEM education and spiritual education are also areas that have been explored (Yu & Yu, 2023).

The role of students in shaping a future with ethical AI

Today's students have a significant role in molding a future where AI is used responsibly. Understanding the ethics surrounding AI, our young people can help steer how AI develops and operates ethically. As future voters, they can push for rules and guidelines that make sure AI works the right way, being clear, fair, and responsible (Jobin & Vayena, 2019). They can spread the word and get others talking about the importance of transparent and accountable AI systems.

As the next generation of tech experts, they will be the ones making AI. They have the chance to build AI systems with ethics as a main focus, ensuring we use technology responsibly (Jobin & Vayena, 2019). This means thinking about the ethical side of the tech they create and making sure we know and understand any ethical issues that come up (Mittelstadt et al., 2016).

Students can also help others understand the importance of AI ethics. By knowing the issues and talking about them, they can share the importance of ethical AI use in their communities and workplaces (Taddeo & Floridi, 2018).

Dr. Christina Agvent

Author of *AI-engagED: A Competency-based Framework to Future-proof Educators and Learners*

With over three decades in education, Dr. Christina Agvent is a fervent advocate for integrating AI into learning. Holding advanced degrees in Adult Learning, Educational Program Design, and Computers in Education, Dr. Agvent has excelled as a teacher, school director, professor, and higher education administrator. Her book, "AI-enagED: Future-proof Education," reflects her mission to empower educators in adopting AI effectively and ethically, addressing common apprehensions and providing practical strategies for its integration.

But students are not alone in this. Parents and teachers play a big part in helping manage the challenges AI brings to education (Vasoya, 2023). Adding AI ethics to what we teach is important. It gives students a full picture of AI, the ethical issues it raises, and the choices they willl have to make (Grunhut et al., 2022). We need to make sure AI in education takes into account personal information, how students learn, and the wider effects of AI on society (Nguyen et al., 2022; Akgun & Greenhow, 2021).

To wrap up, our young people are in a great position to help guide how we use AI ethically in the future. Whether they are influencing the rules, creating the tech, or teaching others about it, they can make a difference in how we use AI. But it is a team effort. Students, parents, teachers, and decision-makers all need to work together to make sure we use AI the right way.

Opportunities for students to engage in AI ethics discussions, both in and out of the classroom

The youth of today are the stewards of tomorrow's technological landscape. By understanding AI ethics, they equip themselves to:

- **Educate and raise awareness:** By being informed, they can spread the importance of AI ethics in their communities, workplaces, and beyond.

- **Curricular inclusions:** Schools and universities can offer courses focusing on AI, ethics, and their intersections.

- **Ethics bowl and debates:** Extracurricular activities where students tackle real-world AI ethical dilemmas, fostering critical thinking and moral reasoning.

- **Internships and research:** Encouraging students to take up internships or projects related to AI ethics, providing hands-on experience.

- **AI ethics clubs:** Creating spaces for students to discuss, debate, and explore the evolving world of AI and its moral dimensions.

- **Workshops and seminars:** Bringing in AI experts, ethicists, and other professionals to discuss the latest developments and ethical considerations in the field.

- **Influence policy:** Young adults, as informed voters, can advocate for regulations that ensure ethical AI practices.

In a world increasingly steered by algorithms, the next generation needs to be equipped not just with technical know-how, but with the moral compass to navigate the challenges AI presents. By delving into AI ethics, students ensure that as technology races forward, it does so aligned with the principles of justice, fairness, and humanity.

References
- Akgun, S. and Greenhow, C. (2021). Artificial Intelligence In Education: Addressing Ethical Challenges In K-12 Settings. *AI and Ethics, 3*(2), 431-440. https://doi.org/10.1007/s43681-021-00096-7
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., Osher, D. (2019). Implications For Educational Practice Of the Science Of Learning And Development. *Applied Developmental Science, 2*(24), 97-140. https://doi.org/10.1080/10888691.2018.1537791
- Giannini, S. (2023). Generative AI and the future of education. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000385877
- Grunhut, J., Marques, O., Wyatt, A. S. (2022). Needs, Challenges, and Applications Of Artificial Intelligence In Medical Education Curriculum. *JMIR Medical Education, 2*(8), e35587. https://doi.org/10.2196/35587
- Jobin, A. and Vayena, E. (2019). The global landscape of ai ethics guidelines. *Nature Machine Intelligence, 9*(1), 389-399. https://doi.org/10.1038/s42256-019-0088-2
- Knowles, B. (2021). Five motivating concerns for ethics instruction. Proceedings of the Association for Information Science and Technology, 1(58), 472-476. https://doi.org/10.1002/pra2.481
- Lindqvist, H., Thornberg, R., Colnerud, G. (2020). Ethical dilemmas at work placements in teacher education. *Teaching Education, 4*(32), 403-419. https://doi.org/10.1080/10476210.2020.1779210
- Mittelstadt, B., Allo, P., Taddeo, M., Wachter, S., Floridi, L. (2016). The ethics of algorithms: Mapping the debate. *Big Data and Society, 2*(3), 205395171667967. https://doi.org/10.1177/2053951716679679
- Nguyen, A., Ngo, H. N., Hong, Y., Dang, B., Nguyen, B. T. (2022). Ethical principles for artificial intelligence in education. *Education and Information Technologies, 4*(28), 4221-4241. https://doi.org/10.1007/s10639-022-11316-w
- Taddeo, M. and Floridi, L. (2018). How AI can be a force for good. *Science, 6404*(361), 751-752. https://doi.org/10.1126/science.aat5991
- Yu, L. and Yu, Z. (2023). Qualitative and quantitative analyses of artificial intelligence ethics in education using VOSviewer and CitiNetexplorer. *Frontiers in Psychology,* (14). https://doi.org/10.3389/fpsyg.2023.1061778

Ask the experts

EXCLUSIVE

SHAPING FUTURE PROFESSIONALS THROUGH LANGUAGE CONFIDENCE

with MIKE MAYOR

EduVerse: Greetings and a heartfelt welcome to our exclusive interview series, **Ask the Experts**. We are privileged to have **Mr. Mike Mayor**, a distinguished ESL expert with an illustrious career at Pearson, joining us today. Our focus will delve into the crucial link between fostering confidence in language learners and their readiness for the future workplace. Without further ado, let's begin this insightful conversation!

1 Welcome Mike, great to have you here. To kick things off, could you take a moment to introduce yourself and share what sparked your interest in the convergence of language learning and workplace readiness?

My name is Mike Mayor and I'm Senior Director for the Global Scale of English (GSE) at Pearson – a position I've held for the past ten or so years. Before that, I was a lexicographer (dictionary writer) and before that a teacher. When we embarked on the **GSE project**, one of our objectives was to extend the Common European Framework of Reference (CEFR) to include more audience types. One of the audience types was users of English for Professional Purposes. Although CEFR includes the workplace as one of its "domains", there is not much information in the Can Do statements to support the learning, teaching or assessment of business English. At the same time, we knew that English had already become the lingua franca of the business world and even though there are around 1.5 billion speakers of English in the world, over half of these speakers have learned English as a second or additional language and many of them are using English in their work. So at the start of our development of GSE for Professionals, we carried out a small piece of research with LinkedIn to support the project. Whilst almost everyone who replied to the survey said that English was required for their jobs, only 7% felt confident in using English at work. I'd say that my curiosity in English for the workplace was sparked by those survey results.

The Global Scale of English (GSE)

Mike Mayor

proed.com.vn

Ask the Experts aims to address the burning questions and challenges that educators face in their quest for personal and career advancement. Whether you're an aspiring teacher, a seasoned educator, or a lifelong learner, **Ask the Experts** provides a platform for valuable guidance and expertise from renowned professionals. We believe that investing in professional development not only enhances teaching effectiveness but also leads to improved student outcomes and a stronger education system overall.

PART 1
BUILDING CONFIDENCE IN LANGUAGE LEARNERS

2 Wow, that's quite a revealing finding - just 7% feeling confident using English at work. Based on your extensive experience, what factors do you believe contribute to students' lack of success in language learning, particularly when it comes to mastering English?

In 2022, we ran a survey on social media to ask people what emotions they felt when learning English. Whilst the results showed some positive emotions (such as "excited" or "fulfilled"), the vast majority of learners experienced negative emotions such as frustration, embarrassment and lack of confidence. Learning anything new can be stressful at times and some negative emotions have to be expected. The problem comes when these negative emotions become overwhelming and result in a barrier to learning. In a worst-case scenario, the learner develops what is known as a "fixed mindset", believing that you are born with an ability to learn English and that they were born without that ability. We, as educators, need to intervene before this happens and encourage the development of a "growth mindset" - the belief that something might be difficult to learn or master but with persistence and hard work, success can be achieved.

> *In a worst-case scenario, the learner develops what is known as a "fixed mindset", believing that you are born with an ability to learn English and that they were born without that ability. We, as educators, need to intervene before this happens and encourage the development of a "growth mindset".*
>
> *Mike Mayor*

Learning a language can be problematic for many reasons. Language learning is about developing skills. Yes, you need to acquire the knowledge (grammar rules, vocabulary) but then you have to be able to put that knowledge into practice. In order to be able to speak or write in English, you need to practise speaking and writing in English. It sounds obvious, but this is not always happening in the classroom. One reason for this that we see in many countries around the world is that the teachers themselves are not confident when speaking or writing in English – so avoid teaching these skills. Another barrier is class size. Speaking in larger classes is not impossible, but it takes a certain amount of classroom management by the teacher. Writing practice is easy to assign, but time-consuming to correct and give feedback on. Just some of the reasons why some prefer not to focus on those skills.

For learners, the goal of becoming competent in a language can be overwhelming. At the start of the journey, there seems to be so much to learn. Then, when they have been learning for a while, they arrive at what is famously known as the **"intermediate plateau"** and feel as if no progress is being made at all. Progress motivates and boosts confidence, but the opposite is also true.

Intermediate plateau

The "intermediate plateau" refers to a phase in learning where progress slows down after an initial period of rapid improvement. This can happen in various skills like language learning or sports. Individuals may find it challenging to make further advancements during this phase, often requiring persistence, deliberate practice, and adaptation of their approach to overcome the plateau and continue progressing.

Mike Mayor is Senior Director, Global Scale of English at Pearson. On leaving university, Mike worked as a teacher of English in France before entering the world of publishing. He joined Pearson in 2003. Mike has a BA in French and a Masters in English and Applied Linguistics from Cambridge University.

3

Absolutely, and given this reality, what strategies or approaches would you recommend for educators to effectively nurture confidence in language learners, particularly in the context of English Language Teaching?

There are a number of proven steps that can be taken to ensure that learners develop a "growth mindset" and build confidence in their own language learning.

The most important is the creation of a secure learning environment in which learners are encouraged to try things out without the fear of criticism, ridicule or punishment. Educators need to create a positive response to errors – mistakes are a critical step on the learning journey. Language learning is about communication – and when we communicate we share ideas, thoughts, dreams, fears. Learners need to feel comfortable to share all of these things in a safe space where they will not be judged. There is no simple recipe for creating this type of environment. Each educator will have a different personality and approach and will need to find their own way of winning over the trust of their students.

Once this safe space has been created, educators then need to ensure that the level of challenge is appropriate for their learners. If something is too easy, learners will get bored and have a false sense of how well they are performing. If something is too difficult, students are likely to fail again and again and become frustrated that they cannot master this piece of learning. The appropriate level of challenge is often referred to in the literature as the "zone of proximal development". This zone refers to the skills that a learner can initially master with the support of a teacher and then, through practice, perform independently. One of our goals in developing the GSE was to provide learners and teachers with a set of detailed learning objectives to inform the appropriate next steps on the learning journey.

These learning objectives can be used to set SMART goals – meaning learning goals that are Specific, Measurable, Achievable, Realistic and Time-bound. SMART goals can be used as lesson objectives and then used to demonstrate progress (eg. at the start of the week, you couldn't order food in a restaurant and now you can!). By giving learners short-term goals, you ensure that they are working towards something realistic and achievable and, importantly, that they have tangible evidence of progress. Nothing encourages confidence more than success.

And experiencing success is another piece of the puzzle when it comes to building confidence. As I mentioned earlier, failure and making mistakes is all part of a healthy learning journey – but this needs to be balanced by celebrations of success. Especially at the start of a course or term. Don't allow students to fail in the first lesson – even if that lesson is pitched a bit low for their level. Allow them to experience success (especially if their previous experiences have been negative) and then move forward, building on this success.

One final tip I always share with teachers: build in time for reflection. There is a tendency to move from lesson to lesson, unit to unit, book to book without taking time to reflect on the learning that has taken place. By pausing to think about what has been learned during the previous week or month, learners will have evidence of the things they can do now that they couldn't do before – and there is plenty of research to suggest that self-reflection actually helps students to retain the learnings.

> *The most important is the creation of a secure learning environment in which learners are encouraged to try things out without the fear of criticism, ridicule or punishment.*
>
> *Mike Mayor*

4 **Great insights! However, considering the importance of addressing individual differences in language learning, how can educators customize their teaching approaches to cater to diverse learning styles and personalities, all while boosting learners' self-confidence?**

Much has been written about different learning styles and whilst we can't deny that learning in a way that you enjoy is a good thing, there is research evidence to suggest that a preferred way of learning is not necessarily a better or more effective way of learning. Meaning that learners will not necessarily progress faster if they just stick to their preferred learning style.

That said, a happy learner is a motivated learner – so educators should be aware of different preferences within the class and cater to a range of different approaches rather than sticking to one all the time. Many learners may not actually be aware of their preferred learning style so introducing them to a range of different approaches can help them to take ownership of their own learning. Involve students in decisions about things like homework. Teachers could offer a range of options and allow the learner to select the one that aligns most with their preferred learning style – or the class can vote on which to assign, debating the pros and cons of each.

Managing different personality types is also a challenge for classroom dynamics. There are a number of techniques that can be used to ensure that the entire class is answering questions (and not just the keen students at the front) - such as the use of Yes/No or Right/Wrong cards that every student holds up in response to a question. For group work, teachers can try assigning roles to each member of the group to ensure that the discussion is not dominated by the most outgoing. For example, your role is to ensure that everyone speaks, your role is to ask others for their opinion, your role is to summarise what has been decided.

PART 2
CONNECTING CONFIDENCE BUILDING WITH FUTURE WORKPLACE PREPAREDNESS

5 **All right, Mike. We've delved into the significance of cultivating confidence in language learners. Could you now elaborate on how this directly plays a role in preparing students for the challenges of the future workplace?**

As noted earlier, our research has shown that as few as 7% of learners feel confident in using English in the workplace. The majority of these are unsurprisingly least confident in speaking and writing, the very skills that are most often called upon in the workplace. Last year we published a **report in Mexico** which highlighted the fact that the national education system is not adequately preparing students for the workplace. This is by no means unique to Mexico. **Employers around the world** point to a skills gap of up to 40% when it comes to the English skills needed in their organisations.

And all of this in the context of organisations failing to provide additional language training for their employees. **61% of organisations in Asia** do not have or do not plan to have language training for their employees. It therefore falls to school and college educators to prepare candidates before they reach the workplace.
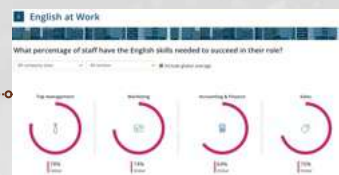
6 **Impressive data indeed, emphasizing the need to equip students for the future workplace directly within the classroom. Besides language proficiency, what additional soft skills or life skills do you consider essential for students to thrive in the contemporary workplace?**

In 2022, nine out of ten of the top skills sought after by employers were human skills – skills such as teamwork, leadership, problem-solving and verbal communication. **By 2026, 60% of the top skills required at work** will relate to relationship building within the workplace: collaboration, communication but also social, cultural and emotional intelligence. With an increase in the uptake of GenAI, employees and future employees need to prioritise the development of these soft skills in order to remain competitive and secure future employment. I believe that the language classroom is the perfect place for developing these skills.

7 Teachers frequently face a notable challenge – integrating real-world scenarios and practical language applications into the classroom. How do you believe teachers can effectively incorporate these elements into their teaching to assist students in bridging the gap between language proficiency and the essential skills required in professional settings?

Most educators in schools and colleges will be teaching diverse groups of students who will move into very different careers. When thinking about the integration of real-world scenarios into the language classroom, these need to be scenarios that are common to a number of different industries.

The integration of soft skills is an obvious choice since they are sought after by employers in a wide range of industries. Research shows that these are most effectively taught within the context of other subjects – and it strikes me that the language classroom is the perfect context for practising these skills – as part of pair and group work already included in course materials. Teachers can focus on the language requirements that are needed to demonstrate mastery of these skills (such as ways of politely interrupting or disagreeing, ways to check understanding, or ways to bring others into the conversation) and from time to time, give feedback on the soft skills as well as the English that is being used.

Educators can also consider the most common contexts in which English is used in the workplace: activities such as dealing with customers, attending meetings, writing informal internal communications, writing presentations. Without turning the English class into a business English class, educators can extract the subskills from these activities and introduce them into a more general context (such as dealing with customers involves listening to complaints, apologising, checking understanding, making commitments to act; attending meetings involves listening to others, taking notes, asking for clarification, checking understanding, disagreeing).

8 From your experience, what would you identify as the primary challenge for language teachers in instilling confidence in learners and equipping them for the future workplace, and what strategies do you think can effectively address this challenge?

The key to building confidence is to create a safe space for learners to be able to practise using the language. For the workplace, we know that speaking and writing are critical – and these are the areas that employees lack most confidence in – so these should clearly be the areas of focus in our education systems.

An additional challenge for educators when thinking about the integration of soft skills into the ELT classroom is the monitoring of these skills and the ability to define what good or mastery looks like. With this challenge in mind, we at Pearson have developed a set of free soft skills frameworks to support educators and HR professionals in their work to develop these skills. These can be downloaded from our **website**.

Evidence about learning
Discovering what works, how, and why
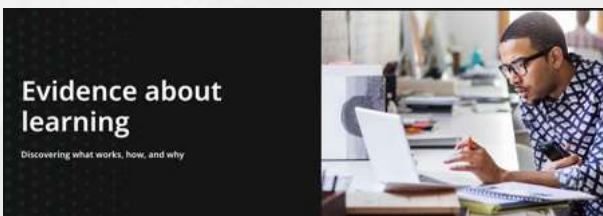
9 **To wrap up, what final advice or insights do you have for language educators and learners aiming to build confidence for success in future workplaces?**

For me, the following is what educators and future employees need to take note of.

- Whether we like it or not, English is the lingua franca of the business world and if you have a good mastery of the language, it will improve career opportunities.

- Whilst reading and listening in English are important, speaking and writing are the key skills that will be needed in the workplace – so these should be prioritised.

- Set SMART goals to ensure that the learning journey is efficient and take time to reflect on progress.

- Find out as much as you can about the soft skills (Power Skills) that employers worldwide are looking for and practise them.

KEY TAKEAWAYS

- **Building a growth mindset:** Cultivate a positive learning environment and instill a growth mindset to overcome challenges.

- **Balancing challenge levels:** Adjust the difficulty of language learning to the "zone of proximal development" for optimal progress.

- **Success as a confidence booster:** Celebrate short-term successes to boost confidence and motivation.

- **Diverse teaching approaches:** Cater to varied learning styles, involving students in decisions for better engagement.

- **Soft skills integration:** Integrate real-world scenarios to develop essential soft skills alongside language proficiency.

- **Career benefits of English:** Emphasize the pivotal role of speaking and writing English for enhanced career opportunities.

Lesson *of the* month

Welcome to the **Lesson of the Month** column, a dedicated space in our EduVerse newsletter where we bring you insightful and engaging English Language Teaching (ELT) lessons. Whether you're a seasoned ELT professional or a passionate new teacher, this column aims to provide you with a monthly dose of inspiration and practical ideas to enhance your classroom practice.

pro.ed
EDUCATION SOLUTIONS

STUDENTS' WORKSHEET

UNREAL WORLD OF NATURE

Should untouched places in the world be left untouched?

Svk, A. (2021, December 6). Sơn Đoòng Cave, Vietnam. Unsplash.

STUDENT WORKSHEET (5 PAGES)

TEACHER'S GUIDE (6 PAGES)

Lesson Goals

Problems

- expand their knowledge of breathtaking sceneries that may seem unreal in the world
- understand the advantages and disadvantages of exploring nature and leaving it untouched

Language Competence

- acquire new vocabulary related to nature
- effectively use and apply gerund phrases as noun phrases
- develop critical thinking, speaking, and debating skills

DOWNLOAD

In the verse

Welcome to **In the Verse**, your go-to column for curated education articles and news from across the internet. We'll sift through the digital realm to bring you concise summaries, keeping you informed and inspired. Join us as we navigate the vast sea of online resources and uncover the latest in educational innovation.

* Scan the QR codes or click on the titles to read more.

Top 10 characteristics of 21st century EL teachers

Teaching can be challenging, but research shows that good teachers can make a big difference. This article shares ten characteristics of English Language teachers that are believed to make a positive impact on students.

READ MORE

OpenAI announces first partnership with a university

READ MORE

OpenAI announced its first partnership with a higher education institution. Starting in February, Arizona State University will have full access to ChatGPT Enterprise and plans to use it for coursework, tutoring, research and more.

A groundbreaking study shows kids learn better on paper, not screens. Now what?

READ MORE

Neuroscientists at Columbia University's Teachers College has come down decisively: for "deeper reading" there is a clear advantage to reading a text on paper, rather than on a screen, where "shallow reading was observed".

Simple supports to decrease fight-or-flight behavior

Young students can experience fight-or-flight states due to trauma, sensory overload, and emotional dysregulation. It's beneficial to make environmental modifications to reduce stimuli and employ simple calming strategies.
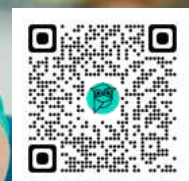
READ MORE

The importance of White Space for Learning!

READ MORE

The article discusses the concept of "White Space," where individuals require personalized time and space to process information effectively, enabling them to thrive in any situation.

Nurturing confident communication skills in the classroom

The text emphasizes integrating socio-emotional learning (SEL) for confident communication in children. It defines confidence, underscores the role of teachers, and advocates for collaboration. The conclusion highlights the long-term impact of SEL on children's abilities and encourages consistent implementation in the curriculum.

READ MORE

6 ways to capture students' attention

This article presents insights about the brain's attention system and how teachers can use this knowledge to capture students' attention when introducing new topics.

READ MORE

Vietnam requires native English teachers to go through 120-hour training program

Vietnam's education ministry has introduced a mandatory training program for foreigners teaching English at language centers. The initiative, led by the Teacher and Education Management Officials Department, aims to improve the quality of language education in the country.

READ MORE
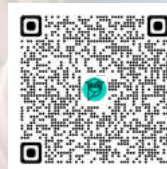
The best AI tools to power your academic research

As AI progresses, academia is increasingly influenced, with potential embraced and concerns voiced by academics. AI language models like ChatGPT are poised to transform the future of academia, alongside other noteworthy tools.

READ MORE

10 teacher tips for managing holiday stress

As the holidays approach, teachers face increased stress managing work, personal life, and festivities. This article provides ten tips to enjoy the season without compromising well-being.

READ MORE

RETHINKING
TEACHER
ACCOUNTABILITY

THE NEED FOR
A COMPREHENSIVE AND BALANCED
APPROACH

Utku Ertan

The concept of teacher accountability is an essential element of the education system, aimed at ensuring effective teaching and quality instruction for students. Traditional approaches to teacher accountability have primarily relied on standardized testing, but this method has limitations and may not fully capture the nuances of teaching and learning. According to Darling-Hammond (2017), there is a need for reevaluating teacher accountability by exploring alternative models that provide a more comprehensive and balanced assessment.

⊙ The importance of teacher accountability

Teacher accountability is crucial for maintaining educational standards and improving student outcomes. It ensures that teachers are committed to delivering high-quality education, fostering student growth, and meeting the diverse needs of learners. Accountability also helps establish trust and confidence in the education system among stakeholders, including parents, policymakers, and the wider community (Darling-Hammond, 2017).

⊙ The traditional approaches to teacher accountability

Teacher accountability has traditionally been centered on standardized testing, which can hinder the provision of a well-rounded education. However, this approach does have some noteworthy key features as well as limitations.

Key features

- **Test scores as the main indicator:** Heavily rely on student test scores, specifically in subjects like math and reading, as the basis for evaluating teacher effectiveness (National Commission on Teaching and America's Future, 2010).

- **High-stakes consequences:** Often have significant consequences for teachers, schools, and districts. Rewards or sanctions, such as bonuses or job security, are based on students' test performance. Schools that consistently underperform may face penalties, including funding cuts or closures (National Commission on Teaching and America's Future, 2010).

- **Narrow focus on content knowledge:** Prioritize content knowledge measured through standardized tests, potentially reducing instructional time for non-tested subjects such as arts, physical education, or social-emotional learning (Rice, 2003).

- **One-size-fits-all approach:** Overlook the diverse needs of students and contextual factors that can influence teaching and learning. They assume that all students progress at the same rate and that all teachers should be held to the same standards, regardless of their unique classroom challenges (Darling-Hammond, 2017).

- **Limited professional development support:** Often provide limited support for teachers; professional growth and development. The focus on test scores may overshadow the need for ongoing professional learning opportunities, collaboration, and reflective practices that enhance teaching effectiveness (Hargreaves & Fullan, 2012).

- **Lack of comprehensive measures:** Often fail to capture the full range of a teacher's impact on student learning and growth. Factors such as classroom climate, student engagement, differentiated instruction, or the development of critical thinking and problem-solving skills are not adequately considered (Hargreaves & Fullan, 2012).

Limitations

- **Teaching to the test:** The pressure to achieve high test scores often leads to a "teaching to the test" mentality, focusing primarily on test preparation instead of fostering comprehensive learning (National Commission on Teaching and America's Future, 2010).

- **Neglect of holistic education:** Standardized tests assess a limited range of subjects, neglecting other important areas, such as the arts, physical education, or social studies. This narrow focus may hinder the development of well-rounded individuals with diverse skills and knowledge (Rice, 2003).

- **Limited assessment of skills and knowledge:** Standardized tests prioritize rote memorization and recall, neglecting higher-order thinking skills, creativity, and problem-solving abilities (Rice, 2003).

- **High-pressure environment for teachers:** Heavy reliance on standardized testing creates a high-pressure environment for teachers, leading to stress, burnout, and a lack of creativity and innovation in the classroom (National Commission on Teaching and America's Future, 2010).

The need for alternative models of teacher accountability

A more comprehensive and balanced approach to evaluating teacher performance is necessary, and alternative models should consider the following key factors, which can assist education systems develop a more coherent and effective approach to evaluating teacher performance.

- Teacher effectiveness should be evaluated by considering multiple factors that contribute to student growth and educational outcomes. This includes assessing the classroom environment, student engagement, differentiated instruction, and the development of critical thinking and problem-solving skills (Hargreaves & Fullan, 2012).

- Teacher performance evaluation should prioritize individual student growth over arbitrary benchmarks. By assessing progress and growth over time, a more accurate understanding of a teacher's impact on students' learning can be obtained (Darling-Hammond, 2017).

- An effective approach to accountability considers the classroom environment and culture. This involves evaluating factors such as classroom management, student-teacher relationships, and creating a positive and inclusive learning atmosphere (Leithwood & Jantzi, 2006).

- Teacher accountability should include a focus on ongoing professional development and support. Providing opportunities for growth, collaboration, and reflective practices enhances teaching effectiveness (Hargreaves & Fullan, 2012).

- Personalized feedback, mentoring, and coaching should replace punitive measures based solely on test scores. Recognizing teacher's unique strengths and areas for growth promotes their professional development (Leithwood & Jantzi, 2006).

Collaborative Assessment

In British Columbia, Canada, the Collaborative Teacher Evaluation model is used. It involves teachers working collaboratively with their colleagues to develop assessments, analyze student work, and reflect on instructional practices. This model emphasizes collaboration, professional growth, and a focus on student learning.

School Self-Evaluation

In Scotland, the Education Scotland agency introduced a model of school self-evaluation. Schools are responsible for evaluating their own performance against a set of national standards and improvement priorities. This model promotes autonomy, self-reflection, and continuous improvement at the school level.

Teacher Evaluation Framework

In Tennessee, the Tennessee Educator Acceleration Model (TEAM) was implemented as an alternative to traditional teacher evaluation systems. TEAM focuses on a comprehensive evaluation process that includes multiple measures, such as classroom observations, student growth data, and student surveys. This model emphasizes professional growth and development, providing teachers with actionable feedback and support to improve their practice. Research has shown that TEAM has led to increased teacher collaboration, improved instructional practices, and higher student achievement.

⊚ Benefits of a comprehensive and balanced approach

Shifting towards a more comprehensive and balanced teacher accountability approach yields several benefits.

- It promotes a holistic education that values a wide range of knowledge, skills, and attributes (Rice, 2003). By moving away from a narrow focus on high-stakes testing, teachers have reduced pressure and stress, leading to improved well-being and job satisfaction (National Commission on Teaching and America's Future, 2010). This, in turn, fosters creativity and innovation in the classroom.

- An emphasis on ongoing professional development supports teachers' growth, allowing them to continually enhance their instructional practices (Hargreaves & Fullan, 2012).

- A comprehensive approach provides a more accurate evaluation of teacher performance by capturing the complexities of teaching and learning (Leithwood & Jantzi, 2006).

School-based Accountability

In Finland, there is a strong emphasis on trust and collaboration in teacher accountability. The Finnish education system relies on school-based accountability, where schools have autonomy in setting their own goals and evaluating their progress. This approach encourages teachers to take ownership of their professional development and collaborate with colleagues to continuously improve teaching practices. Finland consistently ranks among the top-performing countries in international assessments, demonstrating the effectiveness of this alternative model.

Performance-based Pay

In some countries, performance-based pay models are used to link teacher compensation to their effectiveness. These models often incorporate multiple measures, such as student achievement data, classroom observations, and professional development activities. The goal is to incentivize and reward high-quality teaching.

Teacher-led Accountability

In some schools and districts, teachers themselves take the lead in developing accountability systems. This approach involves teachers setting their own goals, monitoring progress, and engaging in self-reflection. It promotes a sense of ownership and autonomy in professional growth and accountability.

Peer Evaluation

In Singapore, the Ministry of Education implemented a peer evaluation system called the Teacher Growth Model. This model involves trained peers observing and providing feedback to teachers based on a set of professional standards. It promotes collaboration, self-reflection, and continuous professional growth.

Collaborative Learning Communities

In Japan, Lesson Study is a widely-used model of teacher professional development and accountability. Teachers collaborate in lesson planning, observation, and reflection to improve their instructional practices. This model emphasizes collective responsibility and continuous improvement through collaborative learning communities.

Student Feedback

In Australia, the "Students as Partners" initiative encourages students to provide feedback on their teachers' performance. This feedback is collected through surveys or structured discussions and is used as a tool for teacher reflection and improvement. It recognizes the importance of student voice in teacher accountability.

Teacher Porfolios

In New Zealand, the Education Council introduced a teacher portfolio model as an alternative to traditional performance appraisals. Teachers compile portfolios that showcase evidence of their teaching practice, including lesson plans, student work samples, and reflections. This model encourages self-reflection, professional growth, and a focus on student outcomes.

⟩ Overcoming challenges of new models of teacher accountability

Incorporating new accountability models can be challenging, as it may involve resistance to change and shifting mindsets. People may be comfortable with existing processes and may fear the uncertainties associated with changes. However, organizations can overcome these obstacles by following the strategies listed below, paving the way for the successful establishment of new accountability models.

1 Involve stakeholders

Collaborate with stakeholders from the outset to foster ownership and inclusion. This collaborative effort also ensures that diverse perspectives are considered, leading to a more robust and well-rounded accountability model.

2 Address concerns

Establish open communication channels to understand and address stakeholder apprehensions, building trust and transparency, making stakeholders more receptive to the impending changes.

3 Provide professional development

Offer training programs to equip staff with the skills needed for the new models, boosting confidence and competence. This can diminish apprehensions and boost enthusiasm for the upcoming changes.

4 Ensure ongoing support

Maintain resources, mentorship, and a feedback mechanism to aid gradual adaptation as well as recognize and celebrate milestones achieved during the transition, contributing to a positive and constructive atmosphere.

Rethinking teacher accountability is necessary to achieve a comprehensive and balanced approach to evaluating teacher performance. Traditional accountability models based solely on standardized testing have limitations and hinder holistic education. By considering multiple factors, focusing on student growth, prioritizing the classroom environment, and providing ongoing support, education systems can create more effective and meaningful accountability models that benefit both teachers and students.

References

- Darling-Hammond, L. (2017). Teacher Education around the World: What Can We Learn from International Practice? *European Journal of Teacher Education, 40*(3), 291-309.
- Hargreaves, A. & Fullan, M. (2012). Professional Capital: Transforming Teaching in Every School. Teachers College Press.
- Leithwood, K. & Jantzi, D. (2006). Transformational School Leadership for Large-Scale Reform: Effects on Students, Teachers, and Their Classroom Practices. *School Effectiveness and School Improvement, 17*(2), 201-227.
- National Commission on Teaching and America's Future. (2010). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Retrieved from https://eric.ed.gov/?id=ED536202 on Jan, 03, 2024.
- Rice, J. K. (2003). Teacher Quality: Understanding the Effectiveness of Teacher Attributes. Economic Policy Institute.

Utku Ertan, originally from Izmir, Turkey, graduated from Dokuz Eylül University, Buca Faculty of Education, with a degree in English Teaching. He later obtained a master's degree in the same field and is currently pursuing doctoral studies, focusing on advancing expertise in English education. His research interests encompass democratizing and humanizing teaching, as well as the use of artificial intelligence in education.

INTERCULTURAL COMPETENCE

THE CRUX OF THE 21ST-CENTURY SKILL-BASED EDUCATION

Gülbin Özdemir Altıgöz

The influence of globalization has created a need for communities to have empathy, understanding and tolerance for others. Soto (2023) defines intercultural competence as 'a measure of one's efficacy at communicating and interacting with people from a variety of backgrounds, cultures and identities'. Deardorff (2016) states that this competence is also interpreted as the ability to develop knowledge, skills, and attitudes that are targeted in inter-cultural interactions. This definition perfectly matches with the core competencies that the 21st-century skill based education anticipates the students to possess, in this context that is cultural competence.

THE SIGNIFICANCE OF CULTURAL COMPETENCE

As Kuttappan (2023) states, cultural competence fosters empathy, cross-cultural engagements, deep comprehension of cultural norms and respect for the other cultural practices in today's ever-changing world where globalization and multiculturalism has gained importance at the highest. Therefore, it has become a crucial part of educational settings as it serves as an influential and innovative tool for students to be equipped with the skills and competencies that the 21st century citizenship requires. In order to provide the students with this core competence, English language classrooms create a wonderful learning atmosphere. Doehla (2015) suggests that the students learning other languages gain insights into other cultural perspectives and intercultural competency as they show appreciation, understanding and respect for others with a reflection upon perceptions of other cultural groups, their values and beliefs.

ENHANCING INTERCULTURAL COMPETENCE IN ENGLISH LANGUAGE CLASSROOMS

There are certain ways to boost intercultural competence in English language classrooms. Teachers could benefit from short movies and documentaries produced to promote the beauty of having diverse cultures throughout the world. They could also bring real-life texts or stories into their classroom. However, one of the most engaging and creative ways is to integrate worldwide known and internationally celebrated days or events in order to raise the students' awareness on what being a world citizen actually is and how English language would assist them with the required competencies to become a world citizen.

Teachers could easily create additional lesson plans by integrating such days into their English classes and adapt their classes to organize special one-day events or even start short-term projects. The main goal of these original educational practices could be helping the students practice the target language in such a functional and practical way that they could realize the importance of intercultural competence with a realistic approach. These practices could also be functional to promote intercultural learning and make it more permanent. The Common European Framework of Reference for Languages (CEFR) also puts the emphasis on developing intercultural competence and appreciation for cultural diversity and cultural competence.

The impact of these educational practices is tremendous. Not only they affect the student-parent-teacher dialogue in a very positive way, they also improve the attitudes of students towards the target language and other languages spoken in different parts of the world. Also, these educational practices increase students' self-efficacy in the target language. According to Bandura (1997), self-efficacy plays a crucial role in shaping learners' persistence, effort, and achievement, as individuals with higher self-efficacy are more likely to participate in speaking activities. Thus these practices create such a stress-free learning environment for the students that they can express themselves in the target language willingly and openly with a higher level of confidence.

Moreover, these practices encourage the students to minimize existing preconceived impressions and stereotypes about the people living in other countries. This might be considered one of the most important outcomes of these practices.

INCORPORATING CULTURAL EVENTS IN ENGLISH LANGUAGE CLASSROOMS

Teachers can easily create or find out about various ideas to kick off many different practices. They can either organize online meetings with educators based in different countries (as well as on-site meetings if possible) or they can collaborate with those educators for short-term virtual exchange projects. Teachers can also host English speaking people either online or in-person during their classes. Another thing teachers can do is to start Pen-Pal Projects with the students in partnership with other schools all around the world. Teachers can create an opportunity for the students to represent themselves at a mini festival so that they can represent the country they choose after doing some research on that country and culture. All of these suggestions could work perfectly well to enhance the capacity of EFL classes in terms of fostering intercultural competence.

INTERCULTURAL COMPETENCE PROJECT
VIRTUAL MEETINGS FOR INTERNATIONAL EDUCATION WEEK

▶ THE PROJECT

Virtual Meetings for International Education Week is an initiative to promote intercultural competence in English language classrooms. The main goal of this original educational practice was to assist the students use the target language (English in this context) in a more functional and practical way with a realistic approach.

This practice was carried out with 3rd graders (80 students in total) enrolled in a public school in Serik (Antalya, Türkiye) and 6th graders (20 students in total) at Serik Science and Art Center (Antalya, Türkiye) during 2022-2023 academic year. This practice can be considered as an action research on how to make the promotion of intercultural learning more permanent.

▶ PROCEDURES

The very first step of the practice was getting into contact with the teachers in public and private schools located in different parts of the world such as Canary Islands, Ecuador, Greece, Moldova, Qatar, and the United States. Afterwards, we discussed the details of the meetings and getting all the required permissions. Our online meetings of a maximum of 50 minutes were held during class hours at school. The meetings were held via the Zoom platform, and thanks to screen sharing previously prepared presentations, photos and videos were shared mutually. In these meetings, country/city/school promotions were made.

The students introduced themselves mutually and then the question-answer session began. Each meeting was held during school time under the supervision of teachers. The meetings were not recorded. Before each meeting, necessary permissions were obtained from the school administration and students' parents to attend the meeting.

▶ THE IMPACTS

The process also affected the student-parent-teacher dialogue in a very positive way; positively improved students' attitudes towards the target language. It contributed positively to student-parent solidarity. The students enjoyed the communication with their peers in the target language and were amazed by the cultural information they learned. We observed that these meetings helped our students' minimize and/or disappear existing preconceived impressions and stereotypes about the people living in other countries. This can be considered one of the most important outcomes of these meetings.

One of the most enjoyable contributions of these meetings was that they had positive thoughts about countries about which they had no knowledge before the meeting. Students were also asked about their opinions about their experience. Students and parents stated that they found this practice very practical, innovative and creative.

OPEN CALL FOR FUTURE COLLABORATION

This practice evolved into a long-term project entitled 'Guess Who's There in My English Class This Month?' under the main title of 'Global Guest Educator Project'. Every month, two guest educators meet our students online. During these 30-minute meetings, our students interview the educators according to their areas of expertise. The parents and students are informed before each meeting, photographs and meeting content at the end of the meeting are published as news on our institution's official website, and detailed informational mini-meetings are held with the parents if they wish. We started on October 26, 2023 and so far, we have had the opportunity to host our colleagues from the United States, the United Kingdom, Poland and Chile. We anticipate and hope that our project will continue until the end of the year. All educators are welcome to join our project!

Leung et al. (2014) suggests that intercultural competence is a valuable asset in an increasingly globalised world where we are more likely to interact with people from different cultures and countries who have been shaped by different values, beliefs and experiences. Therefore, teachers need to be well aware of their prominent role in developing intercultural competence of their students and do their best to educate their students as world citizens of the future.

References
- Bandura, A. (1997). Self-Efficacy The Exercise of Control. W.H. Freeman and Company, New York.
- Deardorff, D.K. (2016). Assessing Intercultural Competence. In Zhu, H. 's Research Methods in Intercultural Communication: A Practical Guide.
- Doehla, D. (2015). The Importance of World Languages and Intercultural Competence. Accessed on 31 January 2024, https://www.edutopia.org/discussion/importance-world-languages-and-intercultural-competence#:~:text=Students%20who%20learn%20other%20languages,openness%20and%20respect%20for%20others
- Kuttappan, R. (2023). Cultural Competence: An Important Life Skill for the 21st Century. Accessed on 31 January 2024, https://www.linkedin.com/pulse/cultural-competence-important-life-skill-21st-century-rohit-kuttappan-tmqpf/
- Leung, K., Ang, S. and Tan, M.L. (2014). 'Intercultural Competence', Annual Review of Organizational Psychology and Organizational Behaviour, 1:4889-519.
- Soto, L. (2023). What is Intercultural Competence? Accessed on 31 January 2024, https://builtin.com/people-management/intercultural-competence

All the necessary permissions and approval letters were received from the school administration, parents, and students for the photos of the project.

Gülbin Özdemir Altıgöz is a TESOL Certified expert teacher of English who teaches young learners and gifted students in Turkey. She is currently working on her master's thesis in the field of ELT. She has been awarded as The Most Inspiring Teacher of 2022 in Turkey by INGED, English Language Education Association.

Tech tips & tools

Welcome to **Tech Tips & Tools**, your go-to resource for staying ahead in the digital age of education. Each month, we'll bring you handpicked tech tips and tools designed to empower teachers and learners. From innovative classroom apps to strategies for integrating technology into your classroom practices to enhancing teaching and learning experiences.

Book Creator

🌐 https://bookcreator.com/

Book Creator is a web-based application that allows students and teachers to **create and publish their own interactive ebooks**. With Book Creator, you can seamlessly **incorporate text, images, audio, video, GIFs, stickers, links, and files** into your books. It's a great tool for creating interactive and engaging educational content, such as interactive comics, presentations, books, etc.

Key Features

- **Effortless for all:** Simple interface for easy use by teachers and students.
- **From ideas to visuals:** Draw the object you want and let AI suggest illustrations for you.
- **Multimedia integration:** Incorporate a wide range of multimedia elements, including text, images, audio, video, GIFs, stickers, links, and files, into your books.
- **All-in-One App:** Access a diverse array of third-party apps like Canva, Bitmoji, Giphy, Graphic Organizers and more
- **Multi-Access Sharing:** Export and share your book in any way that suits your classroom workflow.
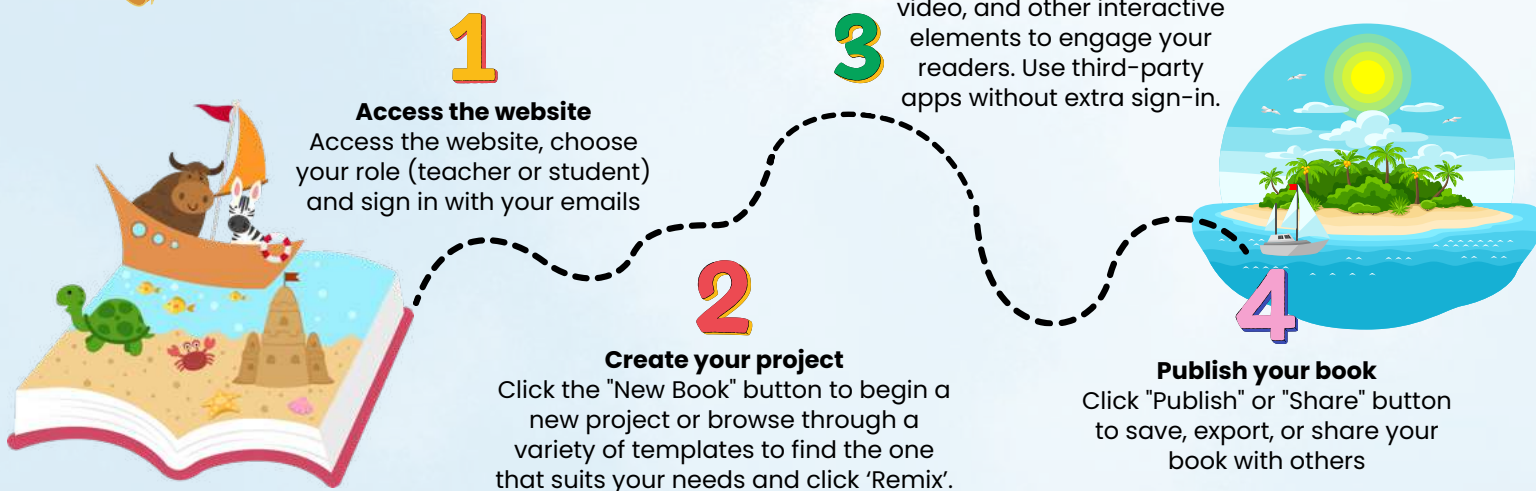
Teaching ideas

- **Digital storytelling:** Create stories in your own unique style.
- **Interactive portfolios:** Compile students' best work, including written assignments, artwork, and multimedia projects into a book.
- **Presentation upgrade:** Transform your presentations into interactive flipbooks with multimedia elements.
- **Project-based learning:** Assign students to research specific topics and create interactive ebooks using the gathered materials.
- **Literacy and listening skills boosting:** Have students read and listen to the book's narration.

Quick Start Guide

1

Access the website
Access the website, choose your role (teacher or student) and sign in with your emails

2

Create your project
Click the "New Book" button to begin a new project or browse through a variety of templates to find the one that suits your needs and click 'Remix'.

3

Add content
Add text, images, audio, video, and other interactive elements to engage your readers. Use third-party apps without extra sign-in.

4

Publish your book
Click "Publish" or "Share" button to save, export, or share your book with others

Awesome **tools** of 📘 BOOK CREATOR

Add images by searching, uploading, or taking photos.

Have **the book read to you**. You can choose the accents and adjust reading speed as well.
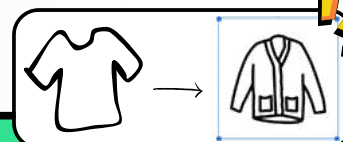
Read to me

Harness the magic of **shapes, icons, arrows, and emojis** to express your concepts.

Drop in **video, audio or music**, or even record your voice.

Auto Draw

Draw the object and receive suggestions for your drawing.

Use third-party apps directly within Book Creator without requiring additional sign-ins..

< Library   Pages   Undo   Cover   +   i   ▶

MEDIA   SHAPES   MORE

WE HAVE MANY CLOTHES!!!

Feedback Stickers

Graphic Organizers

Bitmoji

Canva

Giphy

+ Add Apps
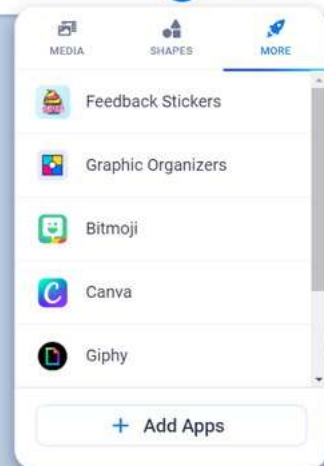
Which features impressed you the most? Share your stories with us as you use this suggested tool in the future. We'd love to see how you broaden your students' colorful world with your own stories.

Use additional image-generator tools such as Microsoft Image Creator, Bing AI, etc, to help you with beautiful and unique story pages.

Classroom Techniques

Low-prep activities to boost social-emotional learning (SEL) in the classroom

Social-emotional learning (SEL) is the process of acquiring and applying the knowledge, skills, and attitudes necessary to understand and manage emotions, build healthy relationships, demonstrate empathy, make responsible decisions, and effectively navigate social interactions.

01
Morning Check-In

Begin each day with a check-in activity where students share their thoughts and feelings.

This can be done through a simple circle time or by using a mood meter or emotion chart.

02
Random Acts of Kindness

Assign secret buddies to students for the week. Reveal the buddies at the end of the week and discuss the impact on both the giver and the receiver.

They do nice things for their friend, like leaving a note or doing a favor.

03
Problem-Solving Scenarios

Promote critical thinking and responsible decision-making through real-life scenarios. Encourage empathy and ethical reasoning by considering consequences and others' perspectives.

Alex and Sam both want to play with the same toy. What can they do to solve this problem?

04
Appreciation Jar

Set up a gratitude jar in the classroom for students to write positive notes about their classmates. Read the notes aloud or let students take turns pulling out a note periodically.

You're the coolest!

You have a great sense of humor

Thanks for being patient!

> **Social-emotional learning (SEL)** will not be an afterthought. Think of a student navigating a conflict with a classmate, utilizing their communication and empathy skills learned in SEL to reach a peaceful resolution. These skills will empower students to become well-rounded individuals, not just academic machines.
>
> *Le Dinh Bao Quoc*
> *From 'Where is education heading in 2024? - The top 5 trends',*
> *EduVerse Newsletter, Issue 07, January 2024.*

EXCITING MILESTONE ACHIEVED!
PRO.ED REACHES 100 COUNTRIES IN JUST 1 YEAR!

On January 12, 2024, In a momentous achievement, Pro.Ed proudly announces a remarkable achievement – we've successfully expanded our reach to an incredible 100 countries worldwide in just one year since our inception!

Originating from Vietnam, our journey has been nothing short of incredible, and it's humbling to see the global embrace of our educational offerings.

Pro.Ed extends heartfelt gratitude to everyone who has played a pivotal role in this remarkable journey. From our dedicated team and fantastic partners to the learners across the globe, each contribution has been instrumental in reaching this exciting milestone.

Pro.Ed sincerely appreciates the widespread trust and support it has garnered globally, reiterating its dedication to delivering high-quality education without geographical constraints. The primary emphasis remains on nurturing ongoing learning, facilitating growth, and ensuring accessibility to education for learners around the world. This significant achievement signifies the commencement of a new phase in Pro.Ed's mission to revolutionize global education.

Here's a glimpse of our top 20 countries (besides Vietnam), making Pro.Ed a truly global educational platform:

1. United States of America 🇺🇸
2. Brazil 🇧🇷
3. Türkiye 🇹🇷
4. Thailand 🇹🇭
5. United Kingdom 🇬🇧
6. Canada 🇨🇦
7. Australia 🇦🇺
8. India 🇮🇳
9. Malaysia 🇲🇾
10. Japan 🇯🇵
11. Singapore 🇸🇬
12. Philippines 🇵🇭
13. Germany 🇩🇪
14. Republic of Korea 🇰🇷
15. Indonesia 🇮🇩
16. Italy 🇮🇹
17. Argentina 🇦🇷
18. Pakistan 🇵🇰
19. Russian Federation 🇷🇺
20. Portugal 🇵🇹

JAN 12, 2024

PRO.ED has been reached from

pro.ed
EDUCATION SOLUTIONS

100

COUNTRIES

We go global.

⭐ Vietnam   🇺🇸 U.S   🇧🇷 Brazil   🇹🇷 Türkiye   🇹🇭 Thailand   🇬🇧 U.K   🇨🇦 Canada   🇦🇺 Australia   🇮🇳 India   🇲🇾 Malaysia

EDUVERSE PD WEBINAR #4
BUILDING YOUR OWN PERSONAL TEACHING BRAND

SPECIAL GUEST SPEAKER

OLA KOWALSKA

EduVerse PD WEBINARS *Kowalska*

EduVerse is proud to showcase Ms. Ola Kowalska, a fantastic teacher coach and idea generator. With her extensive background in English teaching and building teaching businesses, Ola will share insights on how teachers can establish a reliable teaching brand for themselves and offer helpful tips on utilizing social media to achieve this goal.

TUESDAY

27 **FEB 2024**

4:00PM Vietnam Time
5:00PM (PHL/CHN/IDN)
9:00AM (GMT)

REGISTER NOW

Ola Kowalska

MEET PRO.ED AT CLASSIN WEBINAR

Classin

Online learning has become a trend in education these days, particularly with the rise of AI and other EdTech tools. But what are the keys to running successful online classes? What factors should be focused on when organizing these classes?

This February, join Pro.Ed Founder and EduVerse PD Head, Dr. Le Dinh Bao Quoc, at a webinar on organizing successful online classes. This webinar series is hosted by ClassIn, a leading provider of EdTech solutions. In this webinar, participants will gain valuable insights into the key factors that contribute to the success of online classes, such as effective use of technology, student engagement strategies, curriculum design and teaching methods. Whether you are a teacher, administrator, or EdTech enthusiast, this webinar series is a must-attend event for anyone looking to enhance their online teaching and learning capabilities.

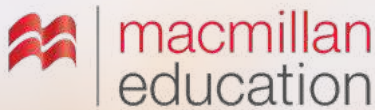Stay tuned for registration information, which will be available soon.

Pro.Ed and EduVerse are grateful to their partners for their invaluable support in advancing education and empowering teachers and learners worldwide.

PUBLISHERS

ORGANIZATIONS

proed.com.vn

Where your world grows

CAMBRIDGE

PREPARE

Where English meets Exams

C1 Advanced   B2 First for Schools   B1 Preliminary for Schools   A2 Key for Schools   A1

View our interactive
Catalogue 2024

10 REASONS TO CHOOSE PREPARE

▸ *Prepare Second Edition* is based on teacher feedback and includes a thorough vocabulary and grammar syllabus, culture, life skills, and a unique Exam Journey.

▸ The books which work towards the exam levels (2, 4, 6 & 8) help build students' confidence, developing their English and gradually introducing them to the test format and real exam tasks.

▸ The 'Prepare for the exam' sections in exam levels (3, 5, 7 & 9) provide complete coverage of every exam question and provide learners with further test guidance and support.

▸ Every unit contains interactive and personalised lessons relevant to school-aged learners, encouraging student engagement and motivation.

▸ The Life Skills sections help students develop competences they will need for the rest of their lives, such as teamwork, decision making, social responsibilities, creativity and presentation skills.

▸ An interleaved Teacher's Book provides the perfect link between preparation and class time and includes lots of great extra exam advice.

▸ Videos and texts in the updated Culture sections mean learners explore culture in English speaking countries.

▸ Cambridge One Digital Packs give learners access to grammar and vocabulary practice, games, eBooks, exam practice and tests across a range of digital devices.

▸ Cambridge One for teachers hosts all your digital tools including Presentation Plus classroom presentation software and a fully customisable Test Generator to deliver the most effective classes for your students.

▸ Teacher's photocopable resources include Literature, Speaking, Writing, video, grammar, vocabulary and games worksheets, to help with mixed-ability classes and extend learning for early finishers.

For more information about **Cambridge One** and Cambridge materials in Vietnam, please contact hochiminh@cambridge.org

---

e future

My First Writing

MFW

A basic, three-level writing series designed for lower elementary school students learning English as a foreign language

Book Info

National Geographic Learning (left panel)

NATIONAL GEOGRAPHIC LEARNING

Integrated digital tools on the all-in-one Spark platform **support every stage of teaching and learning:**

- **Placing** students reliably at the right level
- **Preparing and teaching** live lessons
- **Assigning** practice, tests and quizzes
- **Tracking** student and class progress, turning information into insights

CLASSROOM PRESENTATION TOOL
STUDENT'S eBOOK
TEACHER RESOURCES
ONLINE PRACTICE
ONLINE PLACEMENT
ASSESSMENT SUITE
ADMIN TOOLS
COURSE GRADEBOOK

Visit **ELTNGL.com/spark** to learn more

To learn more about our learning materials, and how we can bring your classroom to life, please visit **National Geographic Learning ELT Catalog 2024**

Oxford University Press (right panel)

OXFORD UNIVERSITY PRESS

Oxford English Hub

A launchpad for learning
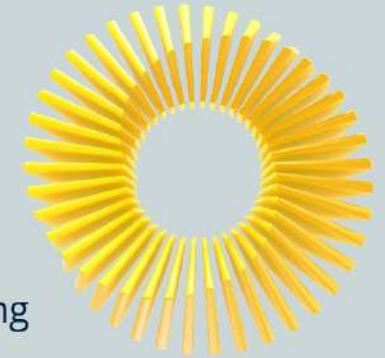
One place for easy access, on any device

Oxford English Hub gives you access to all your digital English language teaching materials and more, in one place.

FREE 90-day trial of our best-selling international titles

OXFORD PLACEMENT TEST

Test your students' English level quickly and easily with the Oxford Placement Test, which has helped place millions of students in the right class.

- ✔ 100% online
- ✔ Computer adaptive technology gives more precise results
- ✔ Automatically marked with instant results
- ✔ Results include CEFR level (Pre-A1 to C2)

Scan to learn more

Oxford Reading Club

A digital library that offers a smart way to read hundreds of digital graded readers by Oxford University Press.

- ✔ Interactive 5-step reading process
- ✔ Cloud-based e-book technology
- ✔ LMS

Read your way to better English. Anytime. Anywhere.

Scan to get your FREE trial

Fast-track your learners' progress

Pearson Connected English Learning Programs

Our programs are the result of 25 years of research and experience of our learning experts.

Seamless experience
All our language courses, assessments and certifications are linked together by one simple global scale, the Global Scale of English.

Designed for all ages
Leading language experts and authors provide the latest methodologies for all ages and abilities.

Guaranteed quality
Internationally recognized by industry experts, governments and universities.

24x7 support
Our local, highly trained support experts offer a 24x7 service, and solve 90% of our customer queries first time.

Get in touch with our experts

Global Scale of English
Fast-track your progress

Your interactive platform to deliver holistic learning experience

One-stop learning solution empowers teachers to bring classroom to life. Ignite the spark of inspiration with our engaging, interactive and student-friendly platform for every learning needs!

The most powerful instructional tool

ClassIn integrates 30+ instructional tools: interactive board, breakout rooms, quiz, trophy, homework assignment, scoring systems...

Personalize your classroom

Design interactive lessons and share your multimedia in one click – expand your classroom's boundaries.

Teach on multiple platforms

ClassIn allows you to access your class anywhere, anytime, on all devices PC/Laptop/Tablet/Mobile.

Ms. Tu Ngo
Co-Founder of YOLA

"ClassIn provides a friendly interface and integrates many teaching tools, which make our online teaching experience more interactive and engaging than ever!"

Contact for free consultation!

Hotline: **028 7105 9900**
Email: **vietnam@classin.com**
Website: **classin.vn**

Your trusted professional education partner

Windows   MacOS   Android   iOS
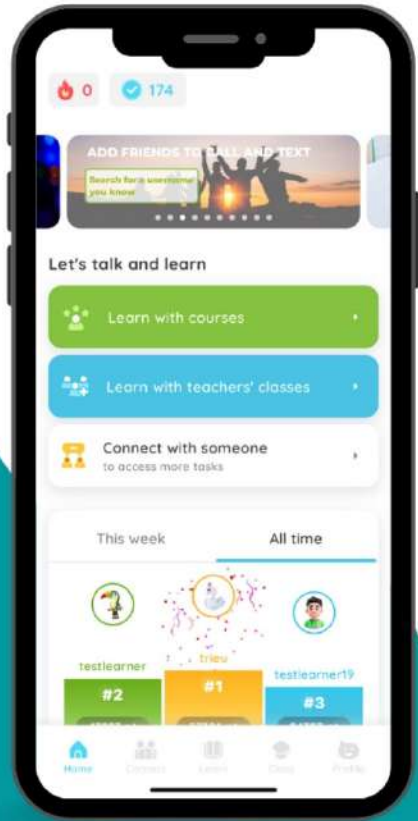
Welcome to the NEW Eduling Speak app

New look, easier navigation, more social, organization of tasks into courses, and more!

Download Now

Available on the App Store

GET IT ON Google Play

eduling.org/speak

Start a language-learning adventure with Eduling Speak – a groundbreaking app endorsed by experts! Practice speaking naturally and fluently. Connect with fellow learners for collaborative tasks and games. Improve your grammar, vocabulary, and pronunciation through interesting lessons and courses.
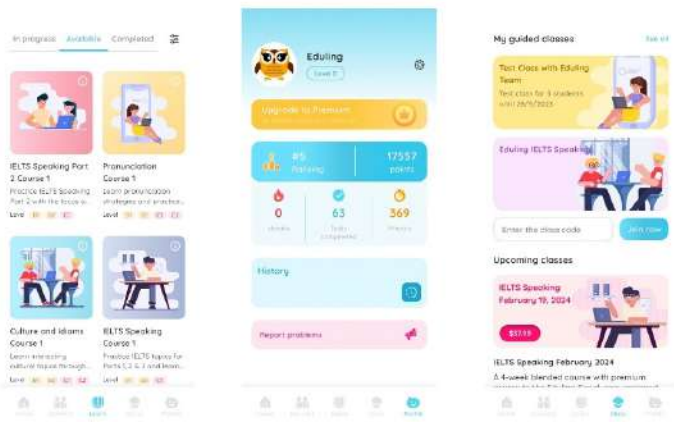
ELSA

ELSA - English Language Speech Assistant

Ranked among the **top 5 AI** apps, **ELSA Speak** is an **English communication app** with over **54 million downloads** globally in **+ 190 countries**.

CORE OFFERINGS	PREMIUM OFFERING	EXCLUSIVE CONTENT OFFERING

ELSA APP — Mobile learning. Anytime. Anywhere

DASHBOARD — Live progress updates of each learner and the whole organization

SPEECH ANALYZER — Speech Analyzer is an AI-powered English speech web app that listens to unscripted/ scripted speech and provides instant feedback.

OXFORD BUSINESS RESULT

HARPER COLLINS

HOW ELSA SUPPORTS ENGLISH LANGUAGE TEACHING CENTERS & SCHOOLS

- ☑ Predicting scores of English Speaking test (IELTS, TOEIC, TOEFL, CEFR, PTE)
- ☑ Save cost & time for teachers
- ☑ Give detailed feedback on pronunciation, grammar, vocabulary
- ☑ Access to ELSA lesson library with over 29,000 exercises
- ☑ Co-branding - Open new market

EDUCATION PARTNERS

Book a demo:

📱 Hotline: **1900 633 413**

✉ Email: **b2bsupport@elsanow.io**

ELT BUZZ

EVERYTHING IN ENGLISH LANGUAGE TEACHING

ABOUT ELT BUZZ

ELT Buzz grew out of the former EFL Classroom, a huge online portal serving teachers from 2005 - 2018.

The changing landscape of how English language teachers interact online led to the creation of ELT Buzz in 2018. We provide teachers with a directory for ELT and updated news and events. Also, a professional lesson library, print and digital. Lastly, a video platform with the best videos for teaching English.

Our LinkedIn community serves 88,000 teachers daily. We also provide individual lesson resources through TpTs.

ELT buzz — Everything In English language teaching

Linked **in**

OUR MISSION STATEMENT

ELT Buzz aims to provide English language teachers around the world with essential information about the profession and inspiration for their own classroom teaching and professional development.

ELT BUZZ

- Daily Updated News Feed
- Directory Of ELT services, books, tools etc ...
- Weekly News Report

ELT BUZZ TEACHING RESOURCES

- Digital and Print. Free and Paid Lesson Library.
- Lesson Materials added daily.
- Weekly Members Newsletter

ELT BUZZ VIDEO

- The Netflix Of English Language Teaching
- 1,000s of the best videos for teaching English
- Video Lesson Materials for all videos.

ELT buzz — Teaching Resources

The Netflix Of Teaching

ELT Buzz Video Lessons

![IEC GROUP logo]

International Education Consultants And Distribution

WHO WE ARE

IEC GROUP specialises in optimal foreign language teaching and learning solutions, hand-selected for the Vietnamese market. As an energetic and innovative organisation, we aim high in leveraging our decades of combined experience and diverse connections. With a history of working with 'lighthouse accounts' across the industry, we help innovate new systems and materials, elevating the industry through enhancing teaching and learning quality.

WHAT WE DO

We provide software, books and learning equipment for students, and are dedicated to ongoing improvement in teaching quality. In addition, our experts work directly with clients to advise on financial and operational strategies to maximise their business success. Every initiative we undertake keeps building our stellar reputation for providing the best service to education providers, and best-in-class support to the students to reach their learning outcomes. We help schools find materials and content that values ease of use and convenience to your organisation, while also ensuring it is suitable for the students, teachers, and the school at large. With our deep understanding of education in Vietnam, we can help you build models that integrate everything together in the process.

OUR HIGHLIGHT PRODUCTS

McGraw Hill — Achieve3000

Accelerate Learning with Achieve3000 Literacy - Success for Every Student Guaranteed!

Achieve3000 Literacy | Actively Learn

350+ New Lessons Addressing Global Cultures, History, and Traditions

One out of every five articles next year will be culturally responsive.

VOICES — PUBLISHED IN 2022! — NATIONAL GEOGRAPHIC LEARNING

Emily Bryson; Gary Pathare; Chia Suan Chong; Lewis Lansford; Christien Lee; Daniel Barber; Marek Kiczkowiak

PROUD PARTNER OF

NATIONAL GEOGRAPHIC LEARNING · ELSA · macmillan education · SCHOLASTIC · OXFORD UNIVERSITY PRESS · iCEV · McGraw Hill · Achieve3000 · studycat

CONTACT US

IEC GROUP
- 6/21 DO SON STREET, WARD 4, TAN BINH DISTRICT, HO CHI MINH CITY
- 028 224 77 686
- info@iecgroup.vn
- www.iecgroupstore.com

---

iTEP®

Your Stepping Stone to Success

Elevate Language Learning

English exams recognized globally by thousands of institutions

- Available 24/7 online anytime, anywhere
- Backed by ESL Professionals
- Results in 24 hours

Convenient, Versatile, Accurate

LEARN MORE

- info@iteponline.com
- www.itepexam.com

ABOUT NAM PHUONG CENTER

Nam Phuong English (NPC) was established in 2015, as an educational institution specializing in providing high-quality language teaching programs for students of all levels. With the core values of **"heart - mind - prestige"**, NPC is proud of its professional staff and teachers, working towards sustainable development with the philosophy of *"happy learning experiences could only be created by happy teachers"*.

COURSES

NPC offers English courses for learners from children to teenagers, students, workers, certificate courses, exam preparation (VSTEP, IELTS, TOEIC, Cambridge YLE, ...) and English for Business.

MISSION

Create happy learning experience boundlessly.

LEARNING ENVIRONMENT

The working environment is youthful, enthusiastic, dynamic and friendly. The staff are **qualified**, **highly creative** and **open-minded**. Support and create conditions for staff to improve their language and professional skills. Always listen to feedback and opinions from staff.

CONTACT INFORMATION

📍 53 Nam Cao, Ninh Kieu District, Can Tho City.

📞 **Hotline:** 02923 828 959
Zalo: 0839 042 517

ZALO   FACEBOOK

---

the TEFL Development Hub

A global community for ELT professionals to connect, share and develop

Webinars

Join us in our webinars every other Thursday, covering a variety of different topics.

Live chat events

Coffee Breaks
Focused Forums
Monthly Management Meet Up
Trainer Talking Time
Speakers' Corner

Wednesday Questions

Weekly Wednesday Questions to help you reflect on your practice and to share your experiences

JOIN US!

f /groups/thetefldevelopmenthub   in /company/the-tefl-development-hub/

🌐 thetefldevelopmenthub.com

TRIFECTA EDUCATION

Get your school ready for AI with

ENGAGED
Future-proof Education

written by
Dr. Christina Agvent
Available NOW on Amazon!

We help schools effectively and ethically integrate technology to prepare learners for an **AI-driven world.**

What are we offering?

Professional Development
Customizable content & hands-on learning experiences result in strategies that can be immediately applied in the classroom. Our embedded PD model provides on-going support and increases success rates.

Presentations, Author Talks & Keynote Addresses
We believe that learning should be a fun experience, and that's why we've put a lot of thought and effort into making our presentations engaging. Our interactive format and collaborative approach keep participants involved and interested from start to finish!

Why choose us?

01 Research-based

02 Experienced educators

03 Relevant & Up-to-date

04 Engaging & Collaborative

🌐 www.TrifectaEducation.com

✉ Christina@TrifectaEducation.com

📞 FOR MORE INFORMATION
203-414-0888

---

pro.ed
EDUCATION SOLUTIONS

elt.camp

1 focal theme

Unique format

✓ 01 Keynote presentation

✓ 03 Camps

✓ 1:1 Talks with Experts

Real-life practice

Limited seats

Certificates

Interested in bringing ELT.Camp to your school or community?

Contact us at www.proed.com.vn

ELT.Camp is a true collaborative learning experience that puts **YOU** at the center. ELT.Camp awaits your active participation — because your voice, your experience, and your passion for teaching matter.

Calling for contribution!!

Be part of the EduVerse Newsletter and share your expertise with our vibrant community of educators. We're looking for insightful contributions, innovative teaching techniques, and inspiring classroom activities to empower teachers and ignite curiosity in students.

Whether you have a unique perspective to offer, a success story to share, or practical tips and tricks, your voice can make a difference in shaping the future of education. Join us in unlocking the infinite possibilities of learning!

Interested in contributing? Click **Contribute** or scan the QR code to send us your contribution.
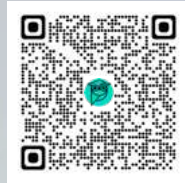
📞 +84 938 505 093

✉ info@proed.com.vn

🌐 https://proed.com.vn

f www.facebook.com/groups/eduverse

in www.linkedin.com/company/proed-edu