Teaching English as a Second Language (TESL) in Classrooms—a Roundtable by Experts Sharing Their Teaching Experiences

1:30-4:30 PM, Thursday 28 April 2016
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**NB:** Please take notes and write down your questions as all the questions will be answered towards end of the roundtable at 4:00pm.
Ms. (Rosa) Jin Qiu is a visiting scholar, currently a Chinese program coordinator at CIT. From the province of Hubei, Ms. Qiu is an associate professor of the English language at Wuhan Railway Vocational College of Technology (WRVCT). She received her B.A. M.Ed. degrees in 1987 and 2007 respectively majoring in English Language and its Education. She had the opportunities for a research and study tour in Canada in 1999 and in Australia in 2009. She has been charge of teaching English for different purposes such as Fundamental English, Simulated English Tour Guide, Tourism Operation and Railway English at her home college. She is also doing research on English language teaching. She now takes the responsibility as a Chinese program coordinator at Confucius Institute at Troy University, Montgomery campus.

Teaching Professional English—General Railway English
As a railway vocational college, General Railway English has been designed for special use at different working posts to students enrolled. Teaching students to be able to understand common railway terms in English and technical instructions in English so as to fit them for the requirements of their jobs with the help of the equipment in the training facilities is the main target of General Railway English. In this brief presentation, the speaker will demonstrate how General Railway English is taught to second language learners in an introductory course to students majoring in railway studies.

Keywords: general railway English, HSR post, railway term, operation management
Mr. (Frank) Yanbing Wang is an associate professor of English at Pingdingshan University, Henan Province, central China. He received his Bachelor of Arts degree, majoring in English in Information and Engineering University, PLA, in 2002. And his Master of Arts degree, majoring in English in Henan University was conferred in 2008. His research area is English language teaching. He currently works as coordinator and instructor at Confucius Institute at Troy University, Dothan campus.

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Application of Task-based Approach in College English Intensive Reading Instruction

Task-based approach, as a major thrust of the communicative language teaching (CLT) model, is generally considered more applicable in the listening and speaking courses rather than in the reading course. The author of this paper aims to present the applicability of the task-based approach in the intensive reading instruction by means of a sample lesson plan, and arrives at the conclusion that incorporating task-based approach into the conventional teaching model will prompt students to develop their communicative ability more effectively.

Keywords: Task-based Approach, College English, Intensive Reading

Ms. Tingting Xiong is an associate professor of English at Southwest University of Science and Technology (SWUST), currently a visiting scholar of the Confucius Institute at Troy University. She earned her Bachelor of Arts and Master of Arts degrees in 1994 and 2005 respectively, majoring in English Language Education, English Language and Literature. From Jan. 2010 to Jan. 2011, she won the support of China Scholarship Council and became a visiting academic at the Centre for Translation and Inter-cultural studies at the University of Manchester, UK, where she furthered her own studies in western translation theories. At SWUST She supervises MTI (Master of Translation and Interpretation) students. Her main research interests are translation theories and practice, theatre translation studies.

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**The Training of STM in Interpreting**

In the process of the training of interpreters, we need to equip the learners with many interpreting skills, among which memory training, in particular, the short-term memory training is a key element in the learning process. In today’s mini-lecture of interpreting class, I will first discuss the characteristics of short and long term memories, introduce some techniques of improving one’s short-term memory, and train the learners how to improve their short-term memory, hence improve their performances in interpreting in the real world.

**Keywords:** interpretation, short-term and long-term memory, interpreting, consecutive interpretation, mnemonics

Ms. (Alice) Wanjun Lu comes from Jiangxi Province, China. She is an instructor of English in Jiangxi University of Science and Technology (JUST). She earned her Bachelor's Degree in 2005, majoring in English Language Education, and her Master's degree on English language and linguistics in 2012. Since 2009, she has been in charge of students’ affairs at the Department of Information Technology and Engineering in JUST. Until now she has accumulated 9 years of English teaching experiences and 2 years of oversea Chinese language teaching experiences, currently working as a coordinator and instructor at Confucius Institute at Troy University, Troy campus.

**Effective English Teaching Materials and Methods for Sino-Foreign Cooperative Students**

With the development of Sino-foreign cooperative education, more and more universities and colleges in China have established or are establishing all kinds of cooperative programs with their foreign partners. In order to help those students to pass English language standards so that they can study abroad and have a high quality education and life experiences when they study abroad, English teachers are confronted with lots of new changes and challenges, and should come up with
more goal-specific, task-based and major-oriented English teaching materials and more effective English teaching methods, meanwhile combining with different major requirements for English language learning and teaching. In her presentation, Ms. Wanjun Lu would introduce the popular MOOC and flipped classroom methods for Sino-foreign cooperative students who major in software engineering at school of software in Jiangxi University of Science and Technology.

**Keywords:** software engineering students, MOOC, flipped classroom

Ms. (Lola) Qunying Yuan came from Qufu Normal University. In 2005, Ms. Yuan graduated from Shanghai International Studies University with a Master’s degree in English language and literature. Her area of study was cross-cultural studies. Since then, she had been working in Qufu Normal University, teaching college English. Her students were non-English majors whose primary goal of learning English was to pass CET 4 and 6 tests, the most popular and by far the most recognized English proficiency tests within China among college students. In 2015, Ms. Yuan came to Troy University, working on Dothan campus for Confucius Institute at Troy University.

**Practical Skills for Improvement of Listening Comprehension**

Non-English major Chinese university students’ goal of learning English is still exam-oriented. Their primary demand is to pass the College English Test Band 4 (CET 4) and for some, the higher demand is to pass CET 6, the most popular and most recognized English proficiency tests in China. With that in mind, besides the regular training of basic reading, writing, listening, speaking and translating, my teaching also focused on the training of basic problem-solving skills required for the above mentioned tests. A prevailing problem most non-English major Chinese college students faced was listening. Due to various reasons, Chinese students usually are comparatively doing better in reading and writing than in listening and speaking. However, since 2006, the new CET 4 and 6 placed more emphasis on listening than before, uplifted the proportion of listening test from 15% to 35%. Thus, how to help students improve their listening skills became one of my
priorities in teaching. Along with other activities, the exercise I frequently used was dictation, which requires them to take down as much as possible the script of the listening material. While doing so, the students are trained in taking notes, quickly and efficiently, when listening. Meanwhile, because of the notes they have taken, the chances of misunderstanding was greatly decreased.

**Keywords:** College English, CET, problem solving skills, listening, speaking, dictation

Ms. (Karen) Kaituo Yu is an instructor from Hebei Normal University of Science and Technology. She earned her Bachelor’s Degree at Northeastern University, a 211 and 985 higher education institution, and she is now on a post-graduate program at University of International Business and Economics, Beijing, majoring in Business Translation. Currently, she works for Confucius Institute at Troy University as a photographer and takes charge of HSK exams. Ms. Yu has been teaching for 12 years, including 9 years teaching College English in HNUST and 3 years teaching Chinese as a foreign language at Confucius Institute at Troy University. During those years, she has accumulated great expertise and experiences in how to teach and how to manage classrooms.

**Effective Teaching Methods Applied in Teaching a Foreign Language**

As part of the development of the teaching methods and strategies, more teachers and theorists have focused on how to be effective in classroom managements, and how to be an effective teacher. Despite all the theories that have been introduced, there are still a great distance from the ideal effect. How to best utilize those theories and best use the experiences from others and experiences accumulated by oneself still need to be further discussed. What are the priorities in a foreign language class? In this roundtable, Ms. Yu is going to discuss the most effective strategies she uses in her teaching own career.

**Keywords:** effective strategy, classroom management, teaching theories
Ms. Wei Yu is from Beijing, China. She is a visiting scholar at Confucius Institute at Troy University and a lecturer of English at Beijing Institute of Economics Management (BIEM). She earned her Bachelor of Arts in 1983, majoring in Japanese Language and Literature at Beijing Normal University, and Master of Arts degree in 2003, in TESOL at New South Wales University, Australia. Her main research focuses on teaching activities in translation and writing practice. Ms Yu is working on Montgomery campus, promoting cultural events related to Chinese language and culture. She is in charge of adult education programs, news editing of MGM Events, and Chinese Bridge contests.

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**The Steps for Training Translation in Business English**

A program in Business English Translation covers three main parts: individual work on presentation and class discussion on translating the same word or sentence; the practicing in the class focusing on finishing the work on time, and a comparison report for an assignment. For report writing three steps are needed: read the text three times before translating, followed by two translated drafts for double-checking, and compare with a reference sample to improve on one’s own work. Mistakes are highlighted in order to find out the reason, why and how, and a report is finally summarized as a result.

**Keywords:** Practical Business English translation; translation training; presentation for training, quick task practice; comparison report writing

Ms. Jing Zhang is a lecturer from Foreign Language School of Southwest University of Political Science and Law. She earned her Master’s Degree in English Language and Literature in June, 2006. After that, she has been teaching English at SWUPL for ten years. The past decade have been heady times for her, spent as a university teacher in a venerated institution in her work unit where she has been teaching both compulsory and optional courses ranging
Ms. Yinxiao Zhang is a lecturer of English at Guangdong AIB Polytechnic College, and visiting scholar at Confucius Institute at Troy University Montgomery campus. She earned her Bachelor of Arts degree in 2006, majoring in Business English and Master of Arts degree in 2008, majoring in Foreign Language and Applied Linguistics. She currently works as an instructor and coordinator at Confucius Institute at Troy University, in charge of Confucius Classroom at Pike Road School and news in English on Montgomery campus regarding CIT.

An Exploration of Dynamic College English Teaching Model in Transitional Periods

College English teaching in China has made remarkable progress in the past several rounds of reform, in which ESP and EAP both are listed as the teaching objectives in the future development. Virtually at present, only those students from “985-project” and “211-project” universities in China are capable enough to adopt such an approach. Based on the ultimate goal of foreign language education in China, aiming to specify a more concrete and systematic teaching objective and to develop students’ critical thinking skills, a two-year effort was made to build a dynamic, diversified and individualized mode among law majors at our university. Through a two-year teaching experiment, the model is proved to be efficient in ladder-type teaching objectives, flexible curriculum, diversified teaching methods, dynamic assessment reform and autonomous learning atmosphere, with the expectation of promoting College English teaching.

Keywords: College English teaching; ladder-type teaching objectives; critical thinking skills; English for Specific Purposes
My Practice in Teaching College English Audio-Visual Course Shared

The main purpose of a College English Audio-Visual Course is to help students develop oral English proficiency and improve listening comprehension ability. An output-oriented approach, based on the output-driven hypothesis is adopted into practice, which is a combination of audio-visual input, students’ oral output and teacher’s evaluation. The teacher supplies input materials, designs output oral tasks with clear and specific requirements, offers proper guidance or help in students’ completion of tasks and then gives pointed comments, while students receive tasks individually or in pairs or groups before or after an audio-visual input, prepared for the task in a limited period of time and present their outcome only to the teacher. Practice shows that this approach enhanced students’ classroom participation, promotes their intake of the input materials, and helped to raise their confidence in speaking English.

Keywords: output oriented approach, audio-visual input, oral output, evaluation

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Time: 1:30-4:30 p.m., April 28, 2016
Place: Room 111, Jack Hawkins Hall
Everyone welcome
Q&A
Finger Food provided
Come early, seating limited to 50

Map of China
Locations of provinces, autonomous regions and municipalities.

Lecturer Yu, HNUST
Lecturer Yuan, QFNU
Associate Pro. Wang, PSU
Associate Pro. Qiu, WUVC
Lecturer Li, JUST

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