



Global Educators Network
Teaching English as a Foreign Language



ELT CONGRESS 2016

1st English Language Teachers' Congress

“Interdisciplinary Approaches: ELT
Classroom Methodologies”

Congress Program

22 May 2016

Topland Hotel, Phitsanulok, Thailand

www.gentefl.org

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Conference Program

GEN TEFL

Acknowledgements





What is GEN TEFL?

Global Educators Network - Association of Teachers of English as a Foreign Language (GEN TEFL) is a non-profit network for native and non-native educators in the field of language teaching. We envision GEN-TEFL to be a premier network of transformative educators in the field of language teaching in Asia. Our mission is to enrich the lives of educators, administrators, researchers, and students through research, conference meetings, seminars and workshops.

Our goals:

- * Create an atmosphere of camaraderie
- * Conduct seminars, trainings and workshops.
- * Organize international conference.
- * Publish quality research papers.
- * Strengthen and expand partnership with other organizations.

What are the members' benefits:

- The chance to join Special Interest Groups
- Attend and enjoy discounts and privileges to international conference and seminars
- Learn, share and explore your professional interests and expertise
- Meet international colleagues in the academe
- Research support group
- Access to wide range of publications
 - * GEN TEFL International Conference Proceedings
 - * Publications from affiliates
- Sponsorship to attend (affiliates) international conference to qualified applicants

How to join?

Native and Non-native English language teachers, English tutors, administrators, researchers, authors and students (as observers) are welcome to join. Membership for this year is free. Visit www.genteftl.org to join.

Affiliates

GEN TEFL is an associate of IATEFL (International Association of Teaching English as a Foreign Language) based in the United Kingdom. We are also in partnership through MOU with several schools and universities

Interdisciplinary Approaches: ELT Classroom Methodologies

in the Philippines and in Thailand and still expanding our affiliation and partnership with different organizations.



<http://gentefl.org>

22 May 2016
Topland Plaza Hotel, Phitsanulok

English Language Teachers' Congress 2016

“Interdisciplinary Approaches: English Language Teaching Classroom Methodologies”

Plenary Speakers: * Paksiri Tongsen, Maejo University
 * Analiza Perez-Amorao, Mahidol University International College

Global Educators Network TEFL cordially invites you to join the ELT Congress 2016, you may wish to:

- * **Attend as a presenter** – submit your abstracts at gentefl15@gmail.com on or before 15 April for demonstration, workshop, or oral presentation. Abstracts previously presented elsewhere are welcome.
- * **Attend as an audience** and learn from our speakers.

The congress aims to highlight pragmatic classroom designs that derive from teachers' carefully-honed principles of language learning and teaching.

Important Dates:

Abstract submission due date: 15 April 2016

Notification of Acceptance: 30 April 2016

Limited discounted tickets are only sold ONLINE

<https://www.eventbrite.com/e/1st-english-language-teachers-congress-tickets-20984706823>

End of early registration and payment for presenters and audience (1,000 THB) ---> 3 May 2016

ON- SITE Payments (22 May 2016)

* **On-site registration and payment - 1,500 THB --> (cash payments only)**

* **Student Teachers/Practice Teachers/University students -750 THB (cash payments only)**

Interdisciplinary Approaches: ELT Classroom Methodologies

For more information about the ELT Congress: <http://seminars-at-gentefl.weebly.com>

For more information about GEN TEFL: www.gentefl.org

Contact Andy at 0801210087 or email us at gentefl15@gmail.com for your queries.

WELCOME MESSAGE

Hello Congress Attendees!

It is with great pleasure to welcome you to the launch of the 1st English Language Teachers' Congress on Sunday 22 May 2016. The Congress will be marked by the theme "Interdisciplinary Approaches: English language Teaching Classroom Methodologies." There are various sessions for attendees, including researched-based and practice-based presentations,

GEN TEFL aims to provide an avenue for educators to learn, share and discuss ideas, strategies, techniques, methods used in ELT. The congress aims to highlight pragmatic classroom designs that derive from teachers' carefully-honed principles of language learning and teaching.

Enjoy the congress, meet new friends, and share your knowledge and experience!

Sawadee Khrub,

GEN TEFL Committee

ELT Congress Schedule

8:00 – 8:30	Registration
8:30 – 9:00	Warm- Up: Classroom Activities Icebreakers, Games and Songs
9:00 – 9:15	Opening Ceremony Dr. Tinnakorn Tatrakul Vice President, Rajamangala University of Technology Lanna
9:15 – 10:30	Plenary 1 Mr. Paksiri Tongsen Lecturer, Maejo University Chair, Thailand TESOL Upper Northern Affiliate
10:30 – 10:45	Coffee Break
10:45 – 12:00	Plenary 2 Analiza Perez- Amurao, PHD Candidate Senior Lecturer and Assistant Program Director for English Studies Humanities and Language Division, Mahidol University International College
12:00 – 13:00	LUNCH
	Presentations
13:00 – 15:00	Session 1: Research Presentation
15:00 – 15:15	Coffee Break
15:15 – 16:15	Session 2: Concept/Practical Presentation
16:15 – 16:30	Closing

Plenary Speaker 1

Non-native teachers of English: Another step forward

by: **Paksiri Tongsen**

English in Thailand has long been taught as a foreign language (EFL), targeting native-like proficiency. It also belongs to an Expanding Circle according to Kachruvian Three Concentric Circles of World Englishes. Native speakers of English, nonetheless, have been outnumbered by non-native speakers, resulting from global expansion of English. It is, consequently, observed that there has been an increasing influx of non-native teachers of English from the Outer Circle in schools, colleges, and universities in Thailand. This research aims to shed light on how non-native teachers are perceived by English major students. The English major students from a provincial university in Thailand are selected to participate in this project as they are aspiring users of English in their future careers. They are, then, requested to complete a questionnaire comprising Likert scales 1-5 to elicit attitudes towards non-native teachers of English according to their experiences in school and university. The preliminary results of this study will provide pedagogical recommendations for English language policy and planning in Thailand, particularly recruitments of non-native teachers.

Keywords: EFL English Major Students, Attitudes, Non-Native Teachers



Paksiri Tongsen is a native of Phitsanulok, and a full-time lecturer in English language at Maejo University in Chiang Mai. He received his Bachelor of Education in English, with minor in Linguistics from Naresuan University. He pursued his Master of Arts in Language and Literature at Central Luzon State University in the Philippines. Currently, he is a Chair of Thailand TESOL Upper Northern Affiliate and an executive committee member of Thailand TESOL. His research interests include English as a Lingua Franca, World Englishes, and teaching English pronunciation.

Plenary Speaker 2

The Value of Feedback and Conferencing in the Process Approach to Writing for Filipino and Thai Students in Higher Education: A Comparative Analysis

by: **Analiza Perez-Amurao**

Using two groups of university students who enrolled in English 102, one from the Philippines and one from Thailand, this study looked into the role feedback and conferencing played in the process writing approach of the respondents. This study used a descriptive-qualitative causal design, adopting Dana Ferris' 1995 research in multiple-draft composition classrooms done at the California State University in Sacramento. To suit the specific needs of this study, Ferris' questionnaire was modified. Survey results were tabulated and questions placed under ordinal categories were averaged using SPSS. Results were analyzed using Categorical Data Analysis (CDA).

Other questions were dealt with using a qualitative survey data analysis, a process of systematically searching for and arranging the answers to open-ended questions. This study underscores four major findings. First, students both the quantitative and qualitative forms of assessment of their essays. Second, students preferred the process approach to writing, relying on the benefits the model promised them. Third, earlier drafts were found to have had positive influence on the succeeding drafts and the final copy. Lastly, this study demonstrates that revision is central in the improvement of every essay.

Keywords: Feedback, Conferencing, Process approach to writing



Analiza Perez-Amurao serves as a Senior Lecturer and Assistant Program Director for English Studies in the Humanities and Language Division of Mahidol University International College in Nakhon Pathom, Thailand. She holds AB-BSE in English from Philippine Normal University, MA in English Language and Literature Teaching at the Ateneo de Manila University Loyola Heights, Quezon City and obtained a Postgraduate Diploma in TESOL from SAMEO - RELC, Singapore. She is currently a candidate for PhD in Multicultural Studies at the Research Institute for Languages and Cultures of Asia (RILCA), Mahidol University.

She is a published writer, researcher, presenter and has received major awards and recognitions for her work and other causes.

Session Speakers

SESSION 1: Research Presentation	
13:00 – 13:30	Mark B. Ulla Nondirective Teaching in an EFL Classroom: Promoting Learners' Learning Independence
13:30 – 14:00	Jade Oliver Narca Dabon CTBLS Model: A New Way of SL/FL Teaching and Learning
14:00 – 14:30	Eunice Barbara Novio The Filipino Teachers' Strategies in Teaching EFL and its Perceived Effects to the Students Gender Mainstreaming in EFL Learning : The Case of Vongchavalitkul University
14:30 – 15:00	Aleksie Nekhiev Using literature in ELT as the source of motivation and expanding the students' skills and knowledge.
15:00 – 15:15 BREAK	
SESSION 2: Concept/Practical Presentation	
15:15 – 15:45	May Japson Minglana Unraveling the Intricacies of Curricula towards an Effective Teaching Instruction
15:45 – 16:15	Cherrylyn Mahipos and Claudine Malis Using Games to Engage English-Language Learners
16:15 – 16:30 Closing	

Presenters and Abstracts

Nondirective Teaching in an EFL Classroom: Promoting Learners' Learning Independence

By: Mark B. Ulla

Learners' independence to learn on their own has become one of the most important topics especially in language education. In fact, previous researches concentrated mainly on language learning and instruction autonomy and teacher-learner autonomy, and a lot of language education practitioners viewed it as a movement towards better learning. Thus, this presentation will focus on how nondirective teaching is used to promote learners' learning independence in an EFL classroom setting with selected Masters' students who were in the EfECT Project class of the British Council in Yangon University of Education, Myanmar as subjects of the study. With the use of the 4 stage-model to review the lessons, learners become more independent and are able to assess their own learning more accurately. The implication is for the policy makers and language educational teachers to help students take charge of their own learning ability thereby making them autonomous learners.

Keywords: autonomous learning; ESL classroom; language learning; learners' independence; nondirective teaching

Mark B. Ulla was a teacher-trainer at Yangon University of Education, Yangon, Myanmar as part of the English for Education College Trainers (EfECT) project of the British Council before he joined the Faculty of Engineering as a Research Fellow and English Lecturer in King Mongkut's University of Technology Thonburi, Ratchaburi Campus. He has been teaching for ten years now and has presented papers in both local and international conferences. He serves as the associate editor of the Linguistics Journal, a production editor of Asian EFL Journal, and is a reviewer of the TESOL International Journal.

CTBLS Model: A New Way of SL/FL Teaching and Learning

By: Jade Oliver Narca Dabon

Cooperative Task-Based Learning Speaking Model (CTBLS Model) is a mixed methodological model of two student-centered approaches of language teaching, namely, Task-based Learning and Cooperative Language Learning. It was designed to aid and develop the students' English speaking skills of SL and FL. It promotes an interactive manipulation of the target language and enhances affective skills in dealing with group work and real-world task. It also develops the students' self-esteem and sense of responsibility to achieve a desired shared goal. The CTBLS Model Structural Framework was originally patterned from TBLT, CLL and English speaking activities. It is designed to develop the three domains of learning, namely: cognitive, affective and psychomotor, as well as, to develop the fluency, accuracy, and comprehensibility of the target language.

There are two types of assessments involve prior to and after the CTBLS phases, the Pre-assessment and Post-assessment. These assessments are essential in determining the improvements of every group members in each topic discussed. The pre-assessment can be a form of a short-interview. This allows the teacher to know the strengths and weaknesses of the students and to classify students according to their level of achievements. The post-assessment is used to determine progress or deterioration of the students' learning capabilities. Both assessments can also be an aid to any research endeavors.

Keywords: Cooperative Language Learning, Task-based Learning, English Speaking activities

Jade Oliver N. Dabon works as an English teacher at Phitsanulok Pittayakom School, Thailand. He holds a Bachelor's degree in Secondary Education major in English from Cebu Normal University. He is currently taking Master of Arts in Applied Linguistics at Pibulsongkram Rajabhat University, Thailand. His research focuses on English language teaching.

The Filipino Teachers' Strategies in Teaching EFL and its Perceived Effects to the Students

By: Eunice Barbara C. Novio and Josemari V. Cordova

The main goal of the English courses on offer is to develop students' communicative competence in both academic and non-academic English. In doing so, language learners are expected to be able to efficiently express themselves in the target language and successfully communicate in real-life situations (Lightbown & Spada, 1999).

There are approximately 16,203 Filipinos in Thailand according to the stock estimate of the Commission on Filipinos Overseas as of December 2012. POEA data shows that the Philippines deployed 8,659 overseas Filipino workers to Thailand in 2013, mostly teachers, engineers, production and related workers, composers, musicians, and singers. In most job networking sites like Ajarn.com, Filipinos are preferred because they speak better English, and received much lower salaries compared to the so-called Native English Speakers. Filipino teachers in Thailand do not teach English anymore, they also teach Mathematics, Science and even Social Studies. Some who are inclined to arts are also teaching Anuban.

Filipino teachers are in prestigious universities and in the deepest villages in Thailand. In spite of the cultural differences, the Filipinos are able to adapt well in the country.

There are four learning areas wherein the problems are identified in teaching EFL. These are: listening, speaking, writing and reading. As an EFL teacher, what are the problems you encountered in the identified areas of learning? What are the strategies employed by the Filipino teachers in these areas? What are the perceived effects of the strategies to the students?

The study used quantitative and qualitative data to analyze the methods of the Filipino teachers in teaching English and other subjects to their students in all levels.

Keywords: teachers, Filipinos, teaching strategies, foreign workers, EFL

Eunice Barbara C. Novio is from the Philippines and presently residing in Thailand. She teaches English and Psychology at Vongchavalitkul University in Nakhon Ratchasima. She taught at Naresuan University in Phitsanulok for 2 ½ years. She is a graduate of the University of the Philippines Diliman, MA in Women and Development under the Women Leadership Scholarship of Seattle United States. She has written various researches and scholarly articles about women published in several international journals. In the Philippines, she was active advocate of women and gender issues. In Thailand she is now focusing her advocacy on migrants. a Aside from teaching, she is also a regular contributor of feature stories about the Filipinos in diaspora at the Global Pinoy section of the Philippine Daily Inquirer, the most popular newspaper in the Philippines. She has also published poems in various anthologies and at the Philippine Graphics one of the oldest magazine in the Philippines. She just recently published a book of poetry entitled: Maps of Dreams and Memories. It is published by Aquirelle and marketed by Lulu.com and Amazon.com. Her first poetry book is currently garnering good sales. She is married with three kids. She has also four cats and a dog.

Using literature in ELT as the source of motivation and expanding the students' skills and knowledge

by: Aleksei Nekhaev

Literature has been a subject of study in many countries at a secondary or tertiary level, but until recently has not been given much emphasis in the ELT classroom. It has only been since the 1980s that this area has attracted more interest among EFL teachers. Many authors, critics and linguists have puzzled over what literature is. One broader explanation of literature says that literary texts are products that reflect different aspects of society. They are cultural documents which offer a deeper understanding of a country or countries (Basnet & Mounfold 1993). Other linguists say that there is no inherent quality to a literary text that makes a literary text, rather it is the interpretation that the reader gives to the text (Eagleton 1983). This brings us back to the above definition in the sense that literature is only literature if it is considered as art.

Using the literature in the classroom helps us to solve a lot of tasks in achieving our goals. First of all, the texts are the good authentic material, providing us with the source of unmodified language, as well as the tool to enrich the learners' vocabulary. Secondly, literature encourages interaction - literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions. Thirdly, literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom. Moreover, literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books.

Aleksei Nekhaev graduated from Novosibirsk Teacher Training University in Russia and has 21 years of teaching experience. He has worked both at secondary schools and at higher educational establishments. Now Aleksei is a TESOL specialist at RMUTL, Tak, where he has been working for almost 3 years. Despite the university degree, Aleksei was doing a research at Scientific Institute of Pedagogics and Psychology in Vocational Education in the laboratory Studies of Foreign Education Systems. The topic of his research was "Peculiarities and Content of Linguistic and Cultural Studies as a part of Establishing the Dialogue of Cultures". In 2009 Aleksey passed successfully TKT exam (University of Cambridge ESOL Examination syndicate). In 2013 he completed 120 hours of TEFL/ TESOL course at UniTEFL International center in Chiang Mai. His research interests are problems in teaching Pronunciation, using literature in ELT classroom and cultural studies in teaching English.

Unraveling the Intricacies of Curricula towards an Effective Teaching Instruction

By: May Japson Minglana

With the uniqueness of cultures, the constant emergence of new technologies and the rapid modernization of people's way of life, are schools and educators equipped with the right resources to address the ever-changing and ever-demanding needs of today's learners? A deeper knowledge and expertise of educators on the pedagogies of teaching and learning and the vigilance and commitment of school administrators guarantee, if not ultimately lead to an effective instruction and a meaningful learning process.

The demise of learners oftentimes mirror the failure of schools and educators to adjust teaching methodologies, administer grade-level appropriate assessment tools and streamline their standards to learner's academic needs. To alleviate the gap, schools and educators must always evolve in establishing academic content, choosing instructional materials and executing academic benchmarks. The end-goal of any curriculum must not only be driven by college readiness and labor market requirements but also promote reflective learning and provide opportunities for the stakeholders, primarily the students to function beyond the walls of curricular disciplines and standards. This presentation will discuss the key concepts surrounding a curriculum and curriculum design namely scope, sequence, instruction, assessment and personalization and relevance.

Keywords: assessment tools, curriculum, curriculum design, instructional materials, stakeholders, standards/benchmarks

May Japson Minglana is currently serving her fourth year as a Senior High School Teacher at the Foreign Language Department of Chalermkwansatree School Phitsanulok, Thailand. She holds a Bachelor's Degree in Secondary Education major in English and Literature at the University of Baguio, Baguio City Philippines.

She has started and spent most of her teaching years as an ESL teacher in English-Korean-Japanese language schools in Baguio City and later on appointed as an Assistant Head Teacher and Trainer-Coordinator at the Baguio English Communication Institute for six solid years. She has also served as an English Language and Literature Teacher and a Curriculum Developer/Planner at Al Noor International School in the Kingdom of Saudi Arabia for two exciting years.

She is also an eclectic enthusiast of food, literature, film, and rock & techno music.

Interdisciplinary Approaches: ELT Classroom Methodologies

Using Games to Engage English-Language Learners

by: Cherrylyn Mahipos and Claudine Malis

Getting students to participate in class discussions and produce expected outcomes cannot be achieved using the lecture method alone. In teaching English as a second language, task-oriented and purposeful games play an important role in engaging the students to the lesson as well as helping them become at-ease with speaking the target language. Carefully designed language games, if employed properly, can encourage students to remember key vocabularies and grammar concepts they need. The goal of this presentation is to share a collection of games fellow teachers can reflect upon as well as provide insights into the games' application inside the classroom.

Claudine Malis teaches English-language to students of Naresuan University. Her lessons center on helping the freshmen and sophomore students become comfortable with speaking English. Within the university's language center, NULC (Naresuan University Language Center), she works with a diverse team of teachers preparing teaching materials and designing assessment tools. She has been in the business of teaching English as a Second Language since 2009.

Ms. Malis holds a bachelor's degree in Secondary Education from Benguet State University. She majored in English. She became the editor-in-chief of Mountain Collegian in 2008, the official student publication of the said university. During this time, she facilitated the organizing of the first literary awards of the publication called *Pintig at Pantig*. Most of her articles dealt with culture and development communication. Ms. Malis' greatest goal in life is to become a billionaire.

Cherrylyn Mahipos, 27, from Cebu Philippines and graduated from Saint Francis Xavier College in Palawan with a bachelor's degree in Elementary Education major in General Education. She got her first job as an ESL-Teacher in Prachasongkrowittaya in Bangrakam teaching High School students for a year. She was accepted in American University Alumni Language Center Phitsanulok Branch in Rhajaphat University and work as a part-time Elementary Teacher at Saint Nicholas School English Program teaching Math, Science and English for 2 years and 3 months. In the present, she's working in Naresuan University Language Center and in AUALC-Phitsanulok as well.

Invitation to:

GEN TEFL 2016

THE 1ST GEN TEFL INTERNATIONAL CONFERENCE

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**English Language Teaching:
Strategies, Pedagogies and Technologies**

29 – 31 July 2016

Topland Plaza Hotel and Convention Center
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