



ELT Congress and International Seminar-Workshop 2017

Book of Abstracts

Agoo Academy, Agoo, La Union, Philippines
30 January – 1 February 2017



Global Educators Network
Teachers of English as a Foreign Language
www.gentefl.org

WELCOME MESSAGE

Dear Colleagues,

It is with great pleasure to welcome you to the ELT Congress and International Seminar-Workshop 2017. This event is marked by the theme “Teaching Strategies, Pedagogies, and Technology”. There are various sessions prepared for you, including talks, seminar-workshop, open forum, researched-based, and practice-based presentations.

In partnership with the Department of Education, Division of La union, this seminar-workshop and ELT Congress aims to provide opportunity for participants to build networks, discuss and share ideas, experiences and expertise on different subject matter; promote and disseminate current trends and research and provide a forum for educators, researchers, administrators and those working in various fields to discuss ways of addressing the challenges of teaching in Asia.

Enjoy the seminar-workshop, meet new friends, and share your knowledge and experiences!

Mabuhay,

GEN TEFL Committee

Acknowledgements

IATEFL IUA RMUTL VU USPF DepEd-La Union GEN TEFL Staff Dr. Rowena Banzon Dr. Emiliana M. Boac Ms. Lodivina Bayani Mr. Virgilio Boado Engr. & Mrs. Bryan Marquez Mr. and Mrs. Jig Paradero Ms. Ruth Leah Cubalit Ms. Unice Moreno Cubalit Dr. Jirada Wudthayagorn Ms. Belen Aquino Ms. Lodivina Bayani Mr. German Flora Ms. Valerie V. Lim Click Art Mr. and Mrs. Espique and Family Baccuit Elementary School All participants – Thank you!

May God bless you all!



MEMORANDUM

TO : All Public School District Supervisors
Elementary / Secondary Heads/Principals, OIC's & TIC's
All Concerned

FROM : **DR. ROWENA C. BANZON, CESO V**
Schools Division Superintendent

DATE : January 5, 2017

SUBJECT : **ELT INTERNATIONAL SEMINAR- WORKSHOP FOR
ELEMENTARY AND INTERESTED SECONDARY ENGLISH
TEACHERS**

PARTICULARS

Please be informed that there will be a three (3) day International Seminar -Workshop for Elementary English teachers and all interested Secondary English teachers to be conducted by the Global Educators Network Association of Teachers of English (Foreign Language- GEN TEFL) based in Thailand on January 30, 31, and February 1, 2017 at Agoon Academy, Agoon, La Union.

A registration fee of P 2,300.00 to cover meals, snacks, honoraria of speakers, venue rentals and other operational expenses shall be charged from each participant, and chargeable against school/local funds subject for proper auditing rules and procedures.

For your information and guidance.


ROWENA C. BANZON, CESO V
Schools Division Superintendent

ELT Congress and International Seminar – Workshop Schedule

Day 1: 30 January 2017

08:00 – 08:30	Registration
08:30 – 09:30	Opening Ceremony
09:30 – 10:30	Inspirational Talk: Jamille De-Andra Chin Southwest Jiaotong University, Peoples Republic of China
10:30 – 10:45	Break
10:45 – 12:00	Team Building Activities/ Classroom Warm-up Exercises
12:00 – 13:00	Lunch Break
13:00 – 13:30	Language Anxiety and Performance In Conversational English Of High School Students by: Cherubim C. Ganay (paper presentation)
13:30 – 14:00	Best Practices: The Whole Brain Teaching Approach by Aprellene B. Marquez (workshop presentation)
14:00 – 17:00	Workshop 1: Gamification in the Classroom By: Andy Cubalit (GEN TEFL)

Day 2: 1 February 2017

08:00 – 08:30	Registration
08:30 – 09:00	Rhetorical Moves, Patterns and Strategies in the Introductory Paragraphs of Expository Essays by Ilocano and Ifugao College Students by: Jeaneth Bango (paper presentation)
09:00 – 09:25	Gender Difference in Giving Corrective Feedback in the Written Compositions of ESL Students by Michael Stephen R. Gracias (paper presentation)
09:25 – 09:50	Iloko Language Reading Competence of the Grade III Learners of Bauang North District, Division of La Union by Eloisa A. Rivera (paper presentation)
09:50 – 10:10	Break
10:00 – 11:00	Inspirational Talk: Randy Christoph A. Berner National Director, REBAP
11:00 - 12:00	Workshop 2: Revitalizing Critical Thinking and Writing Skills
12:00 – 13:00	Lunch Break
13:00 – 13:30	OPEN FORUM <i>K12: Thailand and the Philippines</i> <i>Similarities and Differences</i>
13:30 – 14:30	BEST PRACTICES: RESEARCH Sir Virgilio C. Boado Assistant Schools Division Superintendent, Department of Education, Division of La Union
14:30 – 15:00	Strategic Plan for Multigrade Teaching in the Division of La Union by Dr. Genny Haboc Alay-ay (paper presentation)
15:00 – 15:20	Break
15:20 – 16:45	Disaster Risk Reduction Management of Pugo Elementary School, Bauang North District Division of La Union: An Action Research by Eloisa Rivera, Sande Alvaro, and Armela Madayag (paper presentation)
16:45 – 17:05	Easy or Difficult: An Application of Item Analysis to Statistics Examination by: Ella Joyce S. Paragas (paper presentation)

Day 3: 2 February 2017

08:00 – 08:30	Registration
08:30 – 10:00	Workshop 3 Tackling English Pronunciation in the Classroom (GEN TEFL)
10:00 – 10:20	Break
10:20 – 12:00	Workshop 3 Tackling English Pronunciation in the Classroom (GEN TEFL)
12:00 – 13:00	Lunch Break
13:00 – 15:00	Group Work Preparation
15:00 – 15:20	Break
15:20 – 16:30	Group Work Presentation
16:30 – 17:00	Closing Ceremony Awarding of Certificates

Join the 2nd GEN TEFL
International Conference 2016
“Rethinking ELT in the age of Ubiquitous Technology”

Novotel Bangkok on Siam Square, Bangkok, Thailand
2 - 3 July 2016

2nd International Congress 2017
Agoo Academy, Agoo, La Union, Philippines
30 January – 1 February 2017

Abstracts for Presentation

LANGUAGE ANXIETY AND PERFORMANCE IN CONVERSATIONAL ENGLISH OF HIGH SCHOOL
STUDENTS by: Cherubim C. Ganay
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Abstract

The issue of language anxiety is being studied with increasing frequency in recent years because of the influence it has on second language learning performance but there is a limited number of studies involving students in the high school level in the Philippines. This study will be of considerable interest to language educators and students because of the potentially negative impact of foreign language anxiety, not only on the various domains of language performance but also on students' attitudes and perceptions of language learning in general. It is also significant with respect to its implication for second language pedagogy, particularly in the context where learners come from a wide range of linguistic, cultural and ethnic backgrounds. The present study looks to answer four research questions: 1) What is the level of language anxiety of the high school students? 2) What is the students' level of conversational English performance? 3) What is the relationship between language anxiety and performance of students in conversational English? and 4) What strategic intervention materials can be developed to lessen students' level of anxiety and improve their level of performance? To complete the research, 34 ninth graders in a local private high school will be asked to complete the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope, 1986), as well as answering questions through an interview.

RHETORICAL MOVES, PATTERNS AND STRATEGIES IN THE INTRODUCTORY PARAGRAPHS OF
EXPOSITORY ESSAYS BY ILOCANO AND IFUGAO COLLEGE STUDENTS

by: Jeaneth Bango

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Abstract

The study employed a contrastive analysis to explore and identify the rhetorical moves, patterns and strategies manifested in the introductory paragraphs of expository essays written by 10 Ilocano and 10 Ifugao junior college students enrolled in an Intensive English Course. The framework of analysis is adapted from the Topic-Restriction-Illustration pattern of organization. The results prove no distinct differences in the moves, patterns, and strategies between the two ethnic groups. However, introductory moves, particularly the use of personal anecdote connected to the topic were found to be frequently used by both groups of students. Also, topic sentences are presented as counterclaims or “pivots” to the introductory statements. Topic sentences or main ideas prove to be delayed and usually postponed at the latter part of introductions and are usually fused and implied with restriction statements. Cultural attributions to Filipino and Asian writings were used to explain such findings, though results affirm the need to attribute multifarious factors that influence the writing differences among cultures and languages.

Gender Difference in Giving Corrective Feedback in the Written Compositions of ESL Students

By: Michael Stephen R. Gracias

Master of Arts in Language Teaching

Don Mariano Marcos Memorial State University South La Union Campus

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Abstract

Much research has been made on teacher assessment and correction of written compositions of ESL students but no research has so far examined gender difference in giving corrective feedback. To help augment research in this unexplored area of correcting errors, this descriptive study, which used both qualitative and quantitative methods of research, analyzed 180 written compositions corrected by ten male teachers and ten female teachers. This study yielded the following findings: 1) Both groups of teachers commonly corrected content, conventions, syntax, and vocabulary; 2) They used both the direct and indirect strategies in correcting errors; 3) The male teachers' comments focused on content and form while the female teachers' comments were in the nature of personal comments and imperatives; 4) Both groups of teachers used analytic and rubric and none used holistic scoring; and, 5) There was no significant difference between male and female teachers in giving corrective feedback.

ILOKO LANGUAGE READING COMPETENCE OF THE GRADE III LEARNERS OF BAUANG NORTH
DISTRICT, DIVISION OF LA UNION

by: Eloisa Rivera Teacher III,
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Abstract

The study aimed to determine the Iloko Language Reading Competence of the Grade III learners of Bauang North District, Division of La Union. In particular, this study looked into the PHIL-IRI reading profile of the respondents along Frustration, Instructional and Independent level as well as the level of Iloko Language Reading Competence along Phonics, Phonemic Awareness, Vocabulary, Fluency and Reading Comprehension. It also looked into the correlation of PHIL-IRI reading profile and Iloko Language Reading Competence of the Grade III learners. This study also identified the strengths and weaknesses of the learners in Reading which paved a way to develop an enhanced interactive technology-based reading material in Mother Tongue. The descriptive method of research was used in this study, and documentary analysis was utilized in gathering the needed data for the reading profile of the respondents. The study determined the level of competence of the respondents with a validated and reliable competence test which was constructed by the researcher. The competence test was based on the basic reading skills in Grade III Mother Tongue subject as culled from DepEd standards. The 40-item test was divided into 5 reading areas namely: Phonics, Phonemic Awareness, Vocabulary, Fluency and Reading Comprehension. The results of the Competence Test were used as a basis to develop an enhanced interactive technology-based reading material in Mother Tongue.

DISASTER RISK REDUCTION MANAGEMENT OF PUGO ELEMENTARY SCHOOL, BAUANG NORTH
DISTRICT DIVISION OF LA UNION: AN ACTION RESEARCH

By: Eloisa A. Rivera Teacher III, Pugo Elementary School
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Sande N. Alvaro Master Teacher II, Pugo Elementary School
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Armela F. Madayag Head Teacher III, Pugo Elementary School
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Abstract

This study focused on the extent of implementation of the Disaster Risk Reduction Management of Pugo Elementary School as basis for a 3 year quality mechanism strategic plan. The study looked into the level of realization of the safety mechanisms of the school which includes Earthquake drill, Fire drill , First aid trainings, Civil defense mechanisms for kids, Life Saving and Climate Change Adaptation though the 3rs- Reduce, Reuse and Recycle. The descriptive method and qualitative method of research were used in this study. The study determined the extent of implementation of Disaster Risk Reduction Management of the school through observations and evaluations by the Barangay and Municipal Disaster Risk Reduction Management Council. Documentary analysis of the past 3 year implementation of Pugo Elementary School and interview from the learners, PTA and stakeholders were also used in the study for data gathering. The given comments and suggestions by the identified evaluators were used as basis to develop a 3 year quality mechanism strategic plan for Disaster Risk Reduction Management of Pugo Elementary School. Based on the data gathered, the following were the salient findings of the study. Pugo Elementary School needs improvement in the implementation of Disaster Risk Reduction Management. Drills like earthquake drill, fire drill and first Aid trainings have High implementation. Civil defense mechanism for kids and Life saving have moderate implementation. On the other hand, Climate Change Adaptation through Reduce, Reuse, and Recycle were discovered of Low implementation. A 3-year quality mechanism strategic plan for Disaster Risk Reduction management was developed to address the problem.

Strategic Plan for Multigrade Teaching in the Division of La Union
by: Genny Haboc Alay-ay PhD. In Technological Education Management
Don Mariano Marcos Memorial State University, Mid La Union Campus

Abstract

A 3-Year Strategic Plan for multigrade schools of Division of La Union was the output of the methodical assessment of the status of 37 multigrade schools. The descriptive evaluative method of research was utilized with the questionnaire as a primary tool in gathering data. Respondents were internal and external stakeholders. Five experienced multigrade teachers who served as pool of experts evaluated the prepared strategic plan. Total enumeration was used. Frequency count, percentage, and weighted mean were utilized for analysis of data. Findings showed that multigrade schools have varied characteristics based on performance indicators. Multigrade teachers and administrators were aware of the objectives in multigrade teaching, used variety of instructional strategies and have good community relations. Classroom management techniques are “highly managed” and planning for the curriculum is moderate. However, they lack instructional materials. The proposed “Three Year Strategic Plan for Multigrade Teaching in Division of La Union” was “very highly acceptable”.

Easy or Difficult: An Application of Item Analysis to Statistics Examination
by: Ella Joyce S. Paragas, M.Sc. Central Luzon State University
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Abstract

In evaluating the students' performance, most studies focus on factors such as students' sociodemographic characteristics, teacher's strategies, and peer contributions. The less explored area is the evaluation of tests. Written works such as examinations and quizzes are the teachers' most frequently used method in evaluating the students' performance. However, the students' score during a test can also be attributed to the simplicity or complexity of every question in the test. Hence teachers must be cognizant whether the given test achieved its main purpose: evaluating students' learning. Item analysis is a method of measuring the quality of a test by looking at its parts. In this study, it was used to evaluate the questions in the final examinations in a Basic Statistics class. The examination consists of 40 multiple-choice questions. This study focused on analysing and interpreting the item difficulty, item discrimination, and distractors. Results show that most of the items are rated as moderately easy to moderately difficult (57.50%). Test items about Descriptive statistics are rated as easy while Probability, Probability Distribution, Normal Distribution and Hypothesis Testing are rated as moderate to difficult. Many distractors are misleading while others are obviously incorrect, thus the exam can be revised. It is concluded that item analysis can provide insight whether the students performed well and whether the test is valid to a particular class.



Invited Speakers:

Timothy Ralph Woodhouse - Tim was awarded 1st prize for his ground-breaking solution in Northern Thailand's regional Teaching Innovative Technique Competition arranged by the Office of the Basic Education Commission (OBEC) in August 2016.

Kathleen B. Solon-Villaneza - is a University administrator, professor and researcher. She is the director for alumni and external relations as well as the head and editor-in-chief of publications at the University of Southern Philippines Foundation (USPF) in Cebu City, Philippines.

Rationale:

We are pleased to announce the 2nd GEN TEFL International Conference with theme "Rethinking ELT in the age of Ubiquitous Technology" in Bangkok, Thailand on July 2 – 3, 2017. GEN TEFL aims to provide an avenue for educators to learn, share and discuss ideas, strategies, techniques, methods used in ELT. With your participation in this conference, we will not only present a range of studies exploring English language teaching approaches, methodologies, technologies and common practices but work together and develop sustainable professional networks focused on the long term advancement of ELT related research and knowledge.

We welcome proposals on all aspects of TEFL, with special emphasis on the new technological solution to face TEFL. All presented papers will be considered for publishing on our GEN TEFL Journal 2017 with ISSN 2520 -209X

Modes of Presentation:

- 1) Paper Presentation (research, theory, concept, and practice-based papers) - 20 minutes
- 2) Workshop/ Demonstration (interactive sessions) – 40 minutes
- 3) Poster Session – 1 hour
- 4) Virtual Presentation

Abstract submission

- Abstracts should be no longer than 200 words. Please clearly summarise important findings of the paper, and include objectives, methods and major results. Please add two to three keywords.
- Submit also a biography of about 100 words. Include full name and affiliation.
- Each participant is allowed to present one (1) paper only.
- All proposals shall undergo double-blind review by the GEN TEFL Panel of Reviewers.
- Authors will be informed by email if their abstracts have been selected for presentation two weeks from submission date.
- You may submit your abstracts to: <http://linguistlist.org/easyabs/gentefl2017Bangkok>

See you in Bangkok!