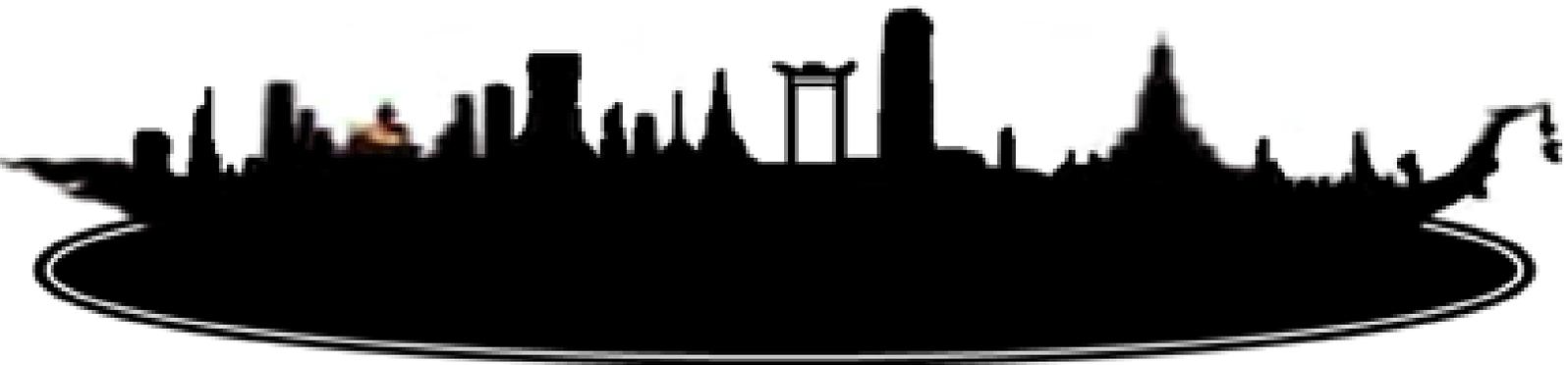


# 1st GEN TEFL International Conference 2016

“ELT: STRATEGIES, PEDAGOGIES,  
AND TECHNOLOGIES”



*Presentation Abstracts*

**Global Educators Network**

Teaching English as a Foreign Language

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PRESENTATION ABSTRACTS



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# CONFERENCE ABSTRACTS



## KEYNOTE ADDRESS

### **Strategies Promoting Active Class Engagement (SPACE)**

**Assoc. Prof. Dr. Leah S. Corpuz**  
**University of the Cordilleras, Philippines**

Active class engagement is of optimum importance if learning is to take place in a language class. There are factors that cause students to either tune-in or tune-out during classroom activities. The first factor is space, which refers to the arrangement of seats in the classroom contributing to close contact, assessment, re-engagement, visibility, and equality. The second factor is modes of response which helps ensure that all the students are given equal opportunity to recite and participate in the activities. There are specific strategies to help ensure that modes of response are clear, consistent, and concentric. Finally, rehearsal, involvement, and processing strategies must be employed in the language class. Rehearsal pertains to the time given and manner of preparation for students to think of and give their responses. Involvement strategies are the different manners that students can use to respond to teacher's questions that maximize the use of time and promote collaboration. Processing strategies are used by teachers to encourage students to listen to and react to each others' answers, and for the teacher to deal with incorrect answers of students.



## PLENARY TALK

### **Implications for implementation and use of the CEFR (Common European Framework of Reference) language policy**

**Asst. Prof. Dr. Jirada Wudthayagorn  
Chulalongkorn University Language Institute, Thailand**

In 2014, the Ministry of Education introduced the CEFR language policy into language education in Thailand. It is expected that school administrators and teachers will be used the CEFR as a guideline for teaching, learning, and assessment. Key messages of this policy include suggested performance levels of students' proficiency for certain grade levels. That is to say, grade 6 students should perform at least at A1 level, grade 9 at least at A2 level, and grade 12 at least at B1 level.

Many questions arise. Is the core curriculum still alive? To what extent that the core curriculum and the CEFR match? How is the CEFR applicable to teaching and assessment? How can we implement this policy successfully?

My presentation aims to answer these questions. First, I will review key concepts of the core curriculum aimed for grade 6, 9, and 12 students. In parallel to this, I will also explain the CEFR can-do statements. Then, I will explain how the key concepts in the core curriculum can be matched with the CEFR. I will also demonstrate how teachers can apply the CEFR into their own teaching and assessment. Last but not least, I will share some tips and techniques of how administrators as well as teachers can implement this policy successfully.



## PLENARY TALK

### LANGUAGE IMPROVEMENT THROUGH CRITICAL THINKING ACTIVITIES IN JAPANESE ELL CLASSROOMS

**Prof. Hiroshi Nakagawa**  
Tokai University, Japan

In Japan, the English language learner (ELL) education community has regularly discussed the development of EFL learners' thinking skills, and these are often used to help ELL learners to analyze arguments, make inferences using inductive or deductive reasoning, judge or evaluate and make decisions or solve problems. In Japan, the ELL education community, especially in university contexts, has regularly discussed the development of EFL learners' thinking skills. Recently, many teachers of ELL offer classrooms where critical thought is taught, practiced, and required. The purpose of his presentation is to describe examples of exemplary practice with visual aides in critical thinking in ELL instruction. First, the presenter will provide examples of explicit instructions in critical thinking, and examine how to use cooperative or collaborative learning methods and constructivist approaches that place students at the center of the learning process. In addition, the explanation of how visual aides and critical thinking approach is implemented in a Japanese university ELL classroom will be presented. The presenter's perspectives on critical thinking pedagogy including challenges to promoting more successful learning, benefits of employing critical thinking skills, and opportunities for improvement in teaching content-based subjects in university level classrooms will also be covered.



## **My Teacher Has a Heavy Accent**

**Peter Galong**

New Mexico State University, USA

There are many challenges to learning using a medium of instruction that is not your primary or a language you use everyday. These issues may include socio-economic factors, physical, cognitive or emotional impairments, classroom management, the teacher, classroom environment and the list goes on.

While access to the learning material can be made more difficult when English is foreign to the students, this can be further complicated when English is not the teacher's primary language as well?

How can learning be made more effective among English language learners when presented with other challenges such as those that are teacher-related? What is more important: understanding critical concepts or knowing correct English? The same question goes for the educator. Is it more critical to make sure that students access the curriculum or to make sure the concept is delivered in proper English? Can this be done both without sacrificing the other?

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## **Let Us ESCAPE: In-Class Student's Participation towards the Uptake of "ESCAPE" in Teaching Speaking**

**Ismail Anas & Andi Musdariah**

State Polytechnic of Ujung Pandang, Indonesia

In a traditional teaching context, the domination of Teacher Talking Time (TTT) brought negative impact on Student Talking Time (STT) where the students got a little time to practice speaking. This pilot study investigated the student's participation in speaking activities using an ESCAPE (Engage, Study, Create, Activate, Practice, and Evaluate) model. The investigation involved forty-four (44) Polytechnic students of two speaking classes taught by pre-equipped EFL teachers using an ESCAPE-based lesson plan. In the process of data collection, this study employed a series of classroom observation and standardized open-ended interviews. The result shows that the students participated actively in the lesson and promoted the student's interest in speaking activities. Further development of this strategy expects to contribute to the merit of the teaching of speaking within the interdisciplinary courses in the vocational higher education context.



## **Improving Speaking Confidence and Spoken Output Performance through Extensive Reading**

**Brian Wojtowicz**

Kwansei Gakuin University, Japan

Extensive Reading (ER) can result in language acquisition (Krashen, 1982) and most literature supporting the benefits of ER focuses on vocabulary and grammar development (Brown et al., 2008; Cho and Krashen, 1994; Tudor and Hafiz, 1989), reading comprehension and speed (Bell, 2001; Elley and Mangubhai, 1983), and even writing skill improvements (Elley, 1991; Lai, 1993); however, the effectiveness of using ER to strengthen communicative competence and increase spoken output quality and quantity has been mostly neglected as a research field. This workshop will explain insightful and proven ways to use ER for speaking activities that focus primarily on developing spoken output performance and speaking confidence. Firstly, academic literature regarding the validity of ER in L2 acquisition, and the significance of the relationship between communicative competence, speaking confidence, and spoken fluency will be examined. Then, the presenter will explain how oral book reports and individual feedback reports were used to encourage progressive reading techniques and continuous improved spoken output fluency. Post semester student questionnaire results will be discussed to support claims about the success of oral book reports. Attendees will learn new practical classroom ideas and receive materials ideas that are useful with ESL/EFL learners of any proficiency levels.

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## **Factors Impacting on English Bilinguals' Knowledge of Nativelike Selections in a Semi-Naturalistic Setting**

**Dr. Hamid Gomari**

De La Salle University, Metro Manila, Philippines

Formulaic expressions are multi-word sequences stored in memory which can be retrieved holistically from memory to be used in certain situations. According to Pawley and Syder (1983), formulaic expressions can be discussed in terms of nativelike selection (NLS) which refers to “the ability of the native speaker routinely to convey his meaning by an expression that is not only grammatical but also nativelike” (p. 191). The current study investigated the impacts of language contact (LC), language attitude (LA) language motivation: integrative (Int.M) and instrumental (Inst.M), age of L2 onset (AoO), and length of exposure to target language (LoE) on English bilinguals' (EBs) knowledge of NLS. The participants were 281 high school students of mixed gender and ethnicity from an international school in the Philippines. Pearson's correlation coefficients and direct multiple regression were used to analyze the data. The results of the correlational and regression analyses indicated that the variables of LC, LoE, Int.M, and AoA were significantly related to EBs' knowledge of NLS. Besides, the variables of LC, LA, and Int.M predicted EBs' knowledge of NLS. The findings provided some pedagogical implications for those involved in EFL/ESL teaching.



## **The Promotion of a Positive Classroom Management in ELL classrooms**

**Hisae Nakagawa, Hiroshi Nakagawa, and Yusei Ando**  
Tokai University, Japan

Classroom management is a topic of enduring concern for ELL teachers, and many ELL teachers integrate theories of motivation and group dynamics. Creative methodology, including cooperative and hands-on activities, is a successful strategy for lowering the affective filter and engaging students in active learning. This presentation provides ELL teachers and language educators with a comprehensive, practical description of current positive classroom management research and methodology. First, the author will present how to create a productive learning environment and enhance the conditions for personal growth in ELL students in Japanese University context. With the examples and specific details of own classroom management techniques, and its relationship to students' personal and academic needs, the author will present a hierarchical model, which represents classroom motivations and learner autonomy. Next, the author will discuss the interpersonal relations and classroom interactions as key factors influencing students' behavior and achievement. In addition, teachers' roles in promoting learning platforms, scaffolding through in-class activities and motivating students to enhance their English proficiency will be highlighted. The author will conclude with a reflection and a discussion of the relationship between productive group formation and autonomous learning.

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## **Teaching Visual Literacy**

**Dr. Leah Corpuz**  
University of the Cordilleras, Philippines

Considering that the 21st century student is exposed to images from mass media and the social networking sites, visual literacy has become more important than ever. There are subliminal messages in movies, advertisements and other promotional materials, pop culture, and even in visual arts such as painting, sculpture, and architecture. Teaching visual literacy through objects and images is necessary for the language students to have connection with culture and environment, active engagement in the classroom, reinforcement of learning, and enhancement of sensory intelligence. The specific visual literacy skills that can be integrated in the teaching of the other language skills (listening, speaking, reading, and writing) are abstraction, framing and gaze, interpretation, construction, translation, and application. This paper presentation would showcase actual teaching strategies for each of the mentioned visual literacy skills with suggestions on how they can be used as springboard in the teaching of listening, speaking, reading, and writing.



## **EFL Teacher's Teaching Challenges**

**Vilma Badua- Liwan**

Kabinwittaya Secondary School, Chachoengsao, Thailand

This descriptive method of research aimed to find out the profile of the teachers of English as a Foreign Language (EFL) at Kabinwittaya Secondary School in terms of their age, years of teaching experience, years of formal study in the English Language, nationality and educational attainment. It also included their perceptions on their teaching challenges and strategies and whether there are significant differences in their perceptions when they are grouped according to their profile. The study was conducted at Kabinwittaya Secondary School in Kabinburi, Thailand. The respondents of the study were 12 EFL teachers. A teacher-made questionnaire on the challenges and strategies in teaching the four-macro skills: writing, speaking, reading and listening was used. Statistical tools that were used for descriptive data were the mean, frequency count and percentage to determine the profile, teachers' teaching challenges and strategies. For inferential data analysis, t-test and ANOVA were used with the level of significance set at .05 alpha.

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## **Improving the English Storytelling performance Task through Video-based Lessons**

**Aprellene B. Marquez**

Baccuit Elementary School,  
La Union, Philippines

**Bryan F. Marquez**

National Grid Corp. of the Philippines

This study determined the English storytelling performance task of the Grade Four Students of Baccuit Elementary School through video-based lessons. Descriptive method of research was used and rubrics were used as data gathering tools.

Findings revealed most of the Grade Four learners are confident and they put the audience at ease. The learners knew the story well and used appropriate pacing and facial expressions.

Findings showed that the Grade Four Marquez learners performed Very Good in the preparation and structure of the story, relevance of content, creativity and excitement, system understanding, and oral presentation. Based on the findings, video-based lessons is effective in teaching performance task.



## **Student-Centered Motivation Approach: Teaching Literature Effectively to Non-English Majors in HEIs**

**Cherubim Ganay**

University of the Cordilleras, Philippines

Literature has always been an indispensable component in learning. As soon as children develop the competence to read literature is utilized as a tool for the learning of grammar and vocabulary. The structure of a text itself is considered literature in its technical sense, and the essence of texts is that knowledge is almost entirely presented in its written form. More than any other basic discipline, literature is the application of language acquisition. Beyond a story's lesson and delving into the text on the other hand requires an application called Literary Criticism; the products of which touch on the wisdom of the text. In most English language or literature classes, teachers notice that students tend to neglect language form for the sake of meaning or literary values for the sake of learning the language. This scenario is especially true in the cases of non-English major degrees. The aims of this research are: (1) to draw learners' attention to language form and literary value by encouraging them to express a learner's literariness through writing and creative presentations of the texts being studied and (2) to change the traditional approaches in teaching literature into a more dynamic, interactive, and most of all a practical method of teaching.

## **Translingual Crossings: An Insatiable Metamorphosis for Cultural Timeliness**

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**Dr. Kathleen Solon- Villaneza**

University of Southern Philippines Foundation, Cebu City, Philippines

The great literatures of the world e.g. The Iliad, The Odyssey, The Aeneid, The Bible, and The Divine Comedy have stood the test of time primarily because they have been passed on from one generation to the next in various forms of translation. Each generation needs to produce translators so that what is done to the great literatures may be replicated to a country's struggling regional literatures. By doing so, the aim of preserving cultural heritage is attained. Translation is the communication between and among one culture to multi-cultures. However, there is always a need to consider the receiver of the translation, the generation whose task it is to carry on the culture. This descriptive research promotes the fundamental role of translingual crossings as means to not only carry across one linguistic message to another, but also to transport one people's zeitgeist to another ad infinitum. As such, this paper selects regional literatures and the various translations of said literatures over time and illustrates how translation mediates understanding between and among differing cultural timelines. It also attempts to take an untranslated literature i.e. Cebuano Visayan text and translingually process the text to select generations of readers. Hermeneutics which is the art and theory of understanding and interpretation of linguistic and non-linguistic expressions, and Phenomenology which is the study of structures of consciousness as experienced from the first-person point of view, alongside related literatures on Applied Linguistics by Cook (2003), Semantics by Cowie (2009), and Translation by House (2013) are tapped to elucidate and solidify the objective of the research.



## **Using Multiple Reading to Enhance Students Communication Skills**

**Andy Noces Cubalit**

Naresuan University, Phitsanulok, Thailand

In the classroom, we meet students with different needs, experiences, abilities, language proficiency, background knowledge, readiness to learn and learning styles. Thus, not all students learn in the same way. Some are dependent, others are independent. But regardless of Individual differences, learners are expected to understand the same concepts, principles and skills. To cope up with the different students learning style, teachers must have various teaching strategies and methods. One strategy to enhance learners reading, writing, listening and speaking comprehension is Multiple Reading Program (MRP). The program includes students learning styles, emotional intelligence and personality assessment integrated with reading skills.

## **Reflection and Journals Writing: A Case Study of EFL Learners**

**Dr. Maneerat Chuaychoowong**

Mae Fah Luang University, Chiang Rai, Thailand

`Reflection` has been emphasized as a means to enhance students' learning, and writing journals is regarded as essential tool in fostering reflective skills. However, little is known whether writing activities could be suitable for different types of learners, particularly ones who study English as a foreign language (or EFL learners). Thus, this case study was set out to focus on five EFL learners with two purposes: to explore learners' levels of reflection and to identify inhibitors and promoters of reflective writings. The main research questions include: `What are inhibitors or promoters of quality reflective journals?`, `What are these learners' levels of reflection?`, and `do these learners prefer certain ways in reflecting themselves?` The main instruments were semi-structured interviews, and students' reflective journals. Twenty entries of journals were analyzed for student levels of reflections. It was revealed that the learners' journals were categorized as reflectors and non-reflectors whereas none was critical reflector. Also, previous trainings in reflective writing and the teacher's and peers' feedback for individual student tended to promote learners to write quality journals, but lack of English writing skills, absence of reflective writing training, the same guided questions, and unclear guideline did not encourage them to write well.



## **Enhancing Classroom Management and Promoting Learning Strategies with Student Nameplates**

**Dimoski Blagoja**

Tamagawa University, Japan

Success in the language classroom is dependent on a host of factors, not least of which is a teacher's ability to manage a class and learners' ability to manage their own learning effectively. The presenter will demonstrate a comprehensive classroom management system based on student nameplates which goes beyond the concepts proposed by Kamibeppu, Kelly, and Fryckman (2003) and McLean (2012) and thus serves a greater variety of purposes. The student nameplate designed by the presenter consists of an A-3 size sheet of paper which, when folded, fits in the palm of one's hand and contains the following components: 1) My Name and Photo; 2) My Attendance; 3) My Homework; 4) Our Class Rules; 5) My Student/Teacher's Information; 6) About Us (Me/My Classmates/My Teacher); 7) My English Skills (Start/Mid/End-of term/Goal); 8) My Assessment; 9) My Study Checklist (i.e., Learning strategies); 10) My Study Plan (Start/Mid/End-of-term); and 11) My Journey (i.e., Ongoing student reflections). The presenter will also provide real examples of nameplates from former students and discuss how they not only enabled him to better manage his classes and his students to better manage their own learning, but also how the system as a whole can achieve much more.

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## **Evaluating the English Curriculum through Needs Analysis: A Study of Engineering Students at KMUTT- Ratchaburi, Thailand**

**Mark Ulla**

King Mongkut's University of Technology Thonburi-Ratchaburi Campus, Thailand

Learners are considered to be focal in today's modern language teaching. For them to become successful language learners, their learning preference, styles, and needs should always be highlighted when planning a curriculum and adapting classroom activities. Hence, this present study was made to evaluate the existing Technical English curriculum of KMUTT-Ratchaburi in order to fit the language needs of the engineering students. Through the use of a modified questionnaire (Bada and Okan, 2000 and Boroujeni and Fard, 2013), interview, and classroom observation, the data revealed that learning the language from watching television, and films; listening to audio cd files, songs, and radio; using pictures and posters in the class; doing role play, language games; and learning in small group activities are some of the learning activities that the respondents wanted to do in their English class. The findings also revealed that students wanted to learn and improve their speaking and listening skills as they want to be successful engineers in the future. However, the existing curriculum does not cater to their needs thus, a revised technical English curriculum is suggested.



## **(De) Construction of Myths: The Transmigration of Postmodern AGTA, SIGBIN, and Manananggal**

**Dr. Kathleen Solon-Villaneza**

University of Southern Philippines Foundation, Cebu City, Philippines

This paper argues how the dreaded mythological creatures of old which include the giant tree demon agta, the blood-sucking goat-kangaroo hybrid and nauseatingly odored sigbin, and the hideous vampire-like creature that detaches its upper torso to hunt for prey manananggal leapt out of the pages of Philippine literature to live and exist among the urbanized people in the postmodern society; how they are found relaxing in coffee shops, socializing in bars, and working in industries. The continued construction of buildings and rapid development of the urban area invites more rural people to move and join the new culture: children of farmers do not want to farm; climate change changes the livelihood climate of farmers anyway, thus, rural residents find greener pastures in the postmodern jungle, the city--- an inevitable irony of survival. Utilizing the lens of Ethnolinguistics which looks into the relationship between the way of life of an entire community and language; Semiotics which looks into meaning-making, processes and meaningful communication and incidentally linked to some anthropological and logical dimensions that sees every cultural phenomenon as communication and observes how organisms predict and adapt to their semiotic niche in the world; and, Deconstruction which critically looks at the relationship between text and meaning, this multidisciplinary paper myopically juxtaposes the [non]metaphorical beings of the real with that of the literary world. In the process of zooming out, the apparent transmigration taking place in literature vis-à-vis reality brings back the old question: Is literature mirroring life or is it the other way around? Additionally, it attempts to answer the question: Is the postmodernist take on transmigration a [de]construction of myths?

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## **Using Games to Engage English-Language Learners**

**Cherrylyn Mahipos**

Naresuan University, Thailand

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.



## **A Case Study on the Efficacy of Several Instructional Strategies in Teaching Reading and Writing**

**May Minglana**

Chalermkwansatree School, Thailand

Reading and writing are basic skills essential for knowledge acquisition and retention. However, there are still learners who fail to reach a sufficient level of literacy to be able to function and cope with the demands present in the academic world. With the enormous increase and influx of information and the rapid change of time, literacy skills are unknowingly or sometimes intentionally compromised.

As such, educators are challenged to continuously raise the bar in search of varied and effective instructional strategies that best facilitate and reinforce students' needs in literacy education. The combined use of these instructional techniques must not only help promote cognitive skills among learners but also encourage life-long skills necessary to survive and contribute in the real world. This study aims to seek and explore optimal teaching practices that strongly elevate learners reading and writing skills as implemented in the curriculum.

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## **EFL Students' Attitude Towards Learning English: A Comparative Study of Rural and Urban Schools in Thailand**

**Unice Cubalit**

Kamphangphet Rajabhat University, Thailand

**Ruth Leah Cubalit**

Chalermkwansatree School, Thailand

The ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language (Gardner and Lambert 1972). Attitude is considered as an essential factor influencing language performance (Visser, 2008). This study investigated Thai rural and urban EFL students' attitudes towards learning English in terms of behavioral, cognitive and emotional aspects. The measuring instrument used in this study was based on Albidin et. al.'s attitude questionnaire. A total of 82 students were selected to participate in this study. Recommendations are presented based on the result findings.



## **Inner, Outer, and Expanding Circle Labeling: Implications in ELT**

**Nathan Thomas**

King Mongkot University of Technology Thonburi, Thailand

Partially influenced by a plenary talk by Paksiri Tongsen at the GEN TEFL Congress 2016, and presented as a work-in-progress, 'Inner, Outer, and Expanding Circle Labeling: Implications in ELT' attempts to challenge the ideologies presented by Kachru's model and propose a set of new terms to help empower speakers in the Outer and Expanding Circles. Rather than reinforce ingroup-outgroup dichotomies and perpetuate the debate over which side provides a better model for students, we should acknowledge that the native and non-native labeling, as well as ownership of English is irrelevant. Teachers should work together as Successful Users of English (SUE). Moreover, local teachers should recognize themselves as potentially ideal teachers, offering insights that native speakers cannot (Yoo, 2014). This perspective comes from a native English speaking student, teacher, and researcher, which is rare voice in an argument that is typically ruled by nonnative speakers.

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## **Sofia the First and how it affects Language Development of Female Children**

**Julie Calvez**

University of the Cordilleras, Philippines

Sofia the First is a television cartoon series shown in Disney Junior channel where a little girl is portrayed as a princess who is kind, loving, honest and admirable. We evaluated the listening and speaking skills of children who watched the series regularly and those who seldom did or not have any interest with the show at all. Participants were 100 little female children three to six years of age. All participants have watched Sofia the first and were observed after ten episodes. They were asked questions to gauge both their listening and speaking abilities after the series were watched. Those who have seen seven to ten episodes responded well and were able to express themselves alone without asking their parents to help them recall and answer. Those who have viewed less were quiet, had minimal words in answering questions and sought approval from their parents if their answers were satisfactory. The results provide that the children who were exposed in the show felt that they see a reflection of themselves and were encouraged to mimic the language and manner on how dialogues were spoken.



## **Code Switching in the Malaysian ESL Classroom**

**Ooi Li Hsien**

Wawasan Open University, Malaysia

Though there is no absolute consensus that bans code switching while teaching English in Malaysia, there is a general view that the use of English should be maximised within the English language classroom to enable students to master the language effectively (Lee, 2010). As teachers are the main contenders on this issue, this study aimed to obtain the teachers' perspective on code switching within the English language classroom in Malaysia. Questionnaires were received from four different states located in West Malaysia namely Johor, Penang, Perlis and Selangor. Findings suggest that English language teachers in Malaysia do have a positive attitude towards code switching and use it to explain vocabulary and grammar as they find it facilitates students' understanding of the lesson as well as saving time on explanations which minimises interruptions, allowing the lesson to proceed more quickly. Code switching also allows students to learn in a comfortable, relaxed and secure environment which enhances their ability to learn the target language and improves their understanding of the lesson. However, it should be cautiously applied in order not to jeopardise target language acquisition. Results from the study would allow practicing teachers, teacher trainers and teacher trainees to make well informed decisions when deciding to participate in code switching in their language classrooms.

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## **A Review of Flipped Learning in EFL Classes**

**Kenje Gunda**

Naresuan University Language Center, Thailand

'Flipped Learning' as popularized by Jonathan Bergmann and Aaron Sams in 2007, is a growing pedagogical trend that is widely and globally adopted by educators to further enhance their teaching practices. Simply put, flipped learning is a strategy which deviates from the traditional classroom timing and environment where recorded video lectures are provided to students in advance while classroom exercises such as class discussions, debates, formative tests and the like are done under close supervision of the teacher. This study aims to seek and investigate related researches proving flipped learning strategy's adaptability and address evidences demonstrating satisfactory outcomes of classes --particularly EFL classes-- which have implemented this teaching technique.



## **Language and Culture in EFL Teaching**

**Nigel P. Bragg and Kevin M. Roehl**  
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The close relationship between language and culture in teaching university level students has greatly interested researchers in the field of language teaching. The relationship between the sounds, words, and syntax of a language and the ways in which speakers experience the world and behave appears to be widely accepted by socio-linguistic scholars (Wardhaugh 1998: 405). English is the primary language of international communication. It appears to be important for language learners to understand something of the culture of first language speakers. In the case of English, the language is widely used as a second language and it is the first language in many countries. It therefore becomes a question of which form of the language should be taught and which cultural norms need, likewise, to be focused upon. To focus on native language and culture, classes need to emphasize “cultural fluency.” This emphasis helps students to build the communication skills and self-confidence necessary for social, travel and business situations in a variety of cultural and linguistic settings. In this study, the researchers developed a questionnaire covering two broad areas: 1) the teaching learning situation and 2) aspects of foreign culture that the students thought that they understood. The data collected from the questionnaire was analysed using the arithmetic mean and the standard deviation. This paper is the first part of a broader project involving several related studies as well as a comparison study between university students in Taiwan and Thailand, as well as a deeper analysis of the relationship amongst variables in the two areas.

## **What Makes a Successful Language Learner: A Case Study**

**Napat Jitpaisarnwattana**  
Silpakorn University, Thailand

Since the emergence of SLA research, researchers have been interested in the factors contributing to success in second language acquisition. This study thoroughly researches a successful language learner who achieves a high English proficiency. The study utilizes in-depth interview as a principle research method. The interview is conducted both face-to-face and online. The results reveal that although there are many factors contributing to the participant’s success in English acquisition, learning motivation, intrinsic motivation in particular, appears to be the key to his success. Plus, the role of attention to language code seems to play a part in the participant’s success as well.



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