

3rd English Language Teachers' Congress 2018

“Pragmatic Classrooms Designs and Best Practices”

Bangkok, Thailand

28 July 2018



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Book of Abstracts

www.gentefl.org

What is GEN TEFL?

Global Educators Network - Teachers of English as a Foreign Language (GEN TEFL) is a non-profit network of 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: to innovate, connect, and mentor.
- * Conduct seminars, training, and workshops.
- * Organize international conferences.
- * Publish quality research papers.
- * Strengthen and expand partnerships with other institutions/organizations.

Members/Staff/Advisors

As of June 2018, GEN TEFL has 320 Full and Associate members from 40 countries. We have 20 volunteer staff, and 8 volunteer advisors.

How to join?

All English language teachers, English tutors, administrators, researchers, authors and students (as observers) are welcome to join. GEN TEFL Membership is annual. Membership is renewed on the anniversary of the date your application was approved. Your option to renew each year is indefinite.

Starting September 2018, a minimal membership fee of 500 ThB will be collected for the ID Card. Paying members will be classified as FULL members and enjoy the privileges/benefits. Members who wish not to pay will still be classified as associate members with limited privileges.

Benefits of being a member:

- 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 a wide range of publications
 - * GEN TEFL Book of Abstracts
 - * GEN TEFL Journal
- Sponsorship to attend (affiliates) international conference to qualified applicants (terms and conditions applies).

GEN TEFL Journal

The GEN TEFL Journal is a refereed journal with an editorial board of scholars in various field with ISSN 2520 – 209X (Online) and ISSN 2520 – 6648 (print), issues are published annually (every 2nd week of Dember).



Venue: Novotel Bali, Indonesia

Dates: 18 -19 May 2019

We welcome proposals on all aspects of TEFL, with special emphasis on the new technological solution facing EFL. 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.

Modes of Presentation:

- 1) Paper Presentation (research, theory, concept, and practice based papers) - 20 minutes
- 2) Workshop/ Demonstration (interactive sessions) – 30 minutes
- 3) Poster Session – 1 hour
- 4) Virtual Presentation – 20 minutes

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 bio-statement of about 100 words. Include full name and affiliation.
- Each participant is allowed to present one (1) paper only.
- All proposals shall be reviewed. Authors will be informed by email if their abstracts have been selected for presentation.
- Submit your abstracts to: abstracts@gentefl.org
- All accepted abstracts will be considered for the GEN TEFL Journal Vol. 3 No. 1 publication. Submit your full paper by 15 June 2019 for a doubled blind review and editorial board review.

Important Dates

- Deadline for abstract submission: 30 December 2018
- Early bird Registration: until 15 January 2019
- Regular Registration: 1 February 2019 – 30 April 2019
- Conference Date: 18 May 2019
- Excursion Trip: 19 May 2019 (Check Tour Packages)
- Full Paper Submission deadline: 15 June 2019

WELCOME MESSAGE

Sawadee and welcome to the 3rd GEN TEFL ELT Congress.

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

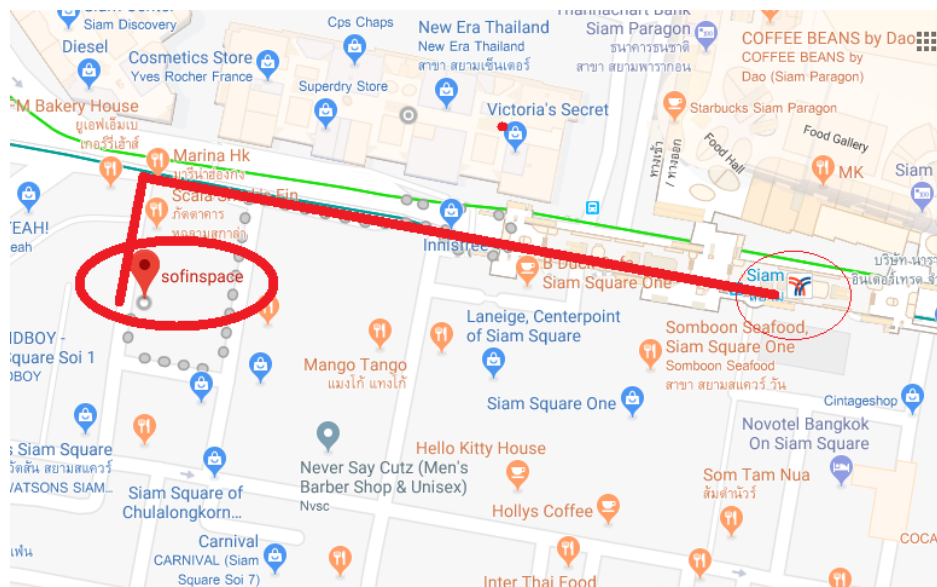
The Venue

SO FIN Space, 3rd Floor, Siam Square Soi 1, Bangkok, Thailand

To get there, alight from BTS Siam Station, walk along Rama 1 Road, then turn left to Siam Square Soi 1, SO FIN Space is on the 2nd and 3rd floor of the second building.



219/10-12, 220 2nd-3rd Siam Square Soi 1 Rama 1 Road, Pathumwan, Pathumwan Bangkok 10330



Time Table

09:00 – 9:30	Registration
09:30 – 10:00	ELT in the Underserved Area: The Untold Story from the Far North of Thailand Paksiri Tongsen
10:00 – 10:30	Break
10:30 – 11:00	Western-published ELT Textbook: Teachers' Perception and Use in Thai Classrooms Mark Ulla
11:00 – 11:30	How do the cognitive-oriented approaches solve some problems of English education in Japan? Dr. Kazuyuki Yamaguchi
11:30 – 12:00	What is Ipsative Assessment and Why it should be used in Language Learning? Roel Pascual
12:00 – 13:00	Lunch
13:00 – 13:30	How to Differentiate Instruction in Flipped Learning Kenje Gunda
13:30 – 14:00	A Grammatical Analysis of Online Writing by Thais Sukanda Kongkaew
14:00 – 14:30	Noun You Know: Bringing Noun to Life in the Classroom Theresia Pratiwi
14:30 – 15:00	Collaborative Writing Cherrylyn Mahipos
15:00 – 15:30	Break
15:30 – 16:00	Linguistic and Cultural Studies as a Source of Developing a Dialogue of Cultures and Students' Motivation for Learning Foreign Languages Aleksei Nekhaev
16:00 – 16:30	Integrating ICT in Language Learning and Teaching: Ice Breaker, Practice, and Assessment Priskila Pratiwi and Kiki Juli Anggoro
16:30 – 17:00	A Case Study on English Teaching as a Foreign Language affecting Chinese Cultural Tourism Asst. Prof. Onsiri Wimontham
17:00 – 17:45	Round Table: "Pragmatic Classroom Designs and Best Practices"
17:45 – 18:00	Closing

ELT Congress 2018 Speakers

Western-published ELT Textbooks: Teacher Perceptions and Use in Thai Classrooms

Mark B. Ulla

Walailak University Language Institute

Textbooks are an important tool in the English teaching and learning process. However, many textbooks are not locally produced. This study explores non-native English speaker-teachers' perceptions about the use of western-published textbooks in Thai EFL classrooms, identifies how they are used, and the challenges teachers face. The methods used were a questionnaire, interview and classroom observation. Findings revealed that teachers had positive perceptions towards the use of western-published ELT textbooks. Teachers use these textbooks as their primary teaching material as they save lesson planning and preparation time, provide good language models and give teachers confidence. Challenges reported include the difficulty of explaining some western concepts, limited number of authentic language reinforcement activities, and inappropriate language level for the students. The implications from the study are that teachers should try to develop and utilize culturally appropriate supplementary language materials that cater to the needs of their learners.

About the speaker

Mark Ulla gained his Master of Arts in English language teaching from Mindanao State University, Marawi City, Philippines, where he also obtained his Bachelor of Arts in English. He is now a Lecturer at Walailak University Language Institute, Walailak University, Nakhon Si Thammarat, Thailand.

How do the cognitive-oriented approaches solve some problems of English education in Japan

Dr. Kazuyuki Yamaguchi

Nippon Sport Science University

Abstract

English education in Japan has been criticized repeatedly, and as many have indicated, one of the reasons for this has been concerning its content; in many cases, people in Japan study English by (reading) the texts which focus on abstract themes such as politics, culture, thoughts, or literature. This is nothing wrong, but as many cognitively-oriented linguistic researchers argues, acquisition of abstract concepts (linguistic meanings) should be based on concrete ones. It seems fair to say that most people are bad at talking about everyday things such as our physical movements, which seems to have very much to do with the reputation that Japanese are very bad at communication in English. If the claim that the basics of our communication is based on our physical experience is correct, then we need to first learn things concerning our physical experience such as our physical movements. The aim of my presentation is to argue this point and then that we can metaphorically express our abstract world mentioned above on the basis of our physical world.

About the Speaker

The author is professor at Nippon Sport Science University in Japan, teaching English and linguistic related subjects such as cognitive semantics. His specialty among linguistic subfields are Cognitive (applied) Linguistics, and got Ph.D. in University of New Mexico.

“Pragmatic Classrooms Designs and Best Practices”

Differentiated Instruction in Flipped Learning

Kenje Baris Gunda

Lecturer, Naresuan University Language Centre

In any given class, there are students who learn differently and who struggle to keep up with their peers. Without the support that they need, these students are left out and often times will get frustrated and give up. As teachers, it can't be denied that this situation can make us feel as though we are ineffective. The goal of differentiated instruction (DI) is to include all types of learners and refrain them from becoming unmotivated and frustrated. It could also help teachers to feel successful when they are able to differentiate their instructions and thus involve all types of learners. Jon Bergmann (2018), the pioneer and founder of Flipped Learning Global Initiative, made a big announcement in June of this year that the focus of Flipped Learning (FL) has changed to Reaching Every Student. FL makes it possible for teachers and students to build relationships since it allows more time and opportunities for learners and teachers to interact inside the class. It makes learning personalized and empowers the learner to be independent and self-directed (McClaskey, 2018). This makes differentiated instruction as the most important technique in a flipped classroom. By employing DI, the teachers should gauge each student on who they are as learners. The challenge is how teachers can empower each student in a class and make it learner-centered. This involves a three-step process: first, include the learners in setting learning goals; second, incorporate techniques that will adapt to each learner's level; third, formative assessment and continued differentiation to meet each learner's goals. By adopting this meta-strategy, teachers can be assured that no student will be left behind.

Keywords: Flipped learning, Flipped classroom, Differentiated Instruction, Formative assessment

Mr. Kenje Gunda graduated with a degree of BS in Nursing from Far Eastern University in Manila, Philippines. He was awarded a scholarship and is taking up his online MA Education from University of South Wales in the U.K. Kenje has been teaching in Thailand for five years. Mr. Gunda is currently a lecturer at Naresuan University Language Center in Phitsanulok, Thailand where he is teaching special English courses to undergraduate and graduate university students as well as to professionals. He was given the distinction as one of the Top 40 Flipped Learning leaders in higher education in the world (2017) by Flipped Learning Global Initiative. Kenje likes travelling and meeting new people. He gets inspiration from the stories that he get from them. When he is not busy, Kenje enjoys playing with his two cats or watching films on Netflix.

A Grammatical Analysis of Online Writing by Thais

Sukanda Kongkaew

True to Life Foundation (Fiftyfold)

When Thai authors write their work in English, they tend to produce various kinds of errors whose percentages of their occurrences are generally different. The purposes of this study were to examine errors of English writing produced by Thais on the tourist destinations on the Tourism Authority of Thailand (TAT) Website and to suggest revisions to each error found. The information on tourist attractions in Phitsanulok, Sukhothai, Phetchabun, Uttaradit, and Tak, was collected from the TAT website. The data that were gathered consisted of 230 pieces of the information and they contained 2,559 sentences. The framework of Dulay, Burt, & Krashen's surface structure taxonomy (1982) was applied in data analysis. In this study, it was found that there were the errors needed revising even though the frequency of their occurrences was not high. The research findings and suggestions are going to be presented at the congress.

About the speaker:

The speaker holds an MA in English from Naresuan University. She's the present head of Thailand Project True to Life Foundation (Fiftyfold) in Chiang Rai and the manager at Pattanaporn Language School in Phitsanulok.

Noun You Know: Bringing Noun to Life in the Classroom

Teresia Pratiwi, Walailak University Language Institute

Nouns can be not only daunting to teach but also tedious. Meanwhile, as the most open lexical category in the English lexicon, nouns are used in high frequency and diversity due to variations in registers, styles, and rhetoric purposes. This workshop offers and calls for discussion on strategies to revitalize noun teaching in the classroom. Included in the workshop are (1) practicing an identification of nouns and noun bias, (2) nouns: association and collocation, and (3) practicing nominalization v. verbification a la popular culture.

About the Speaker

Theresia Pratiwi holds an MA in Applied Linguistics from Old Dominion University, where she was a Fulbright grantee, and an MFA in Creative Writing from the University of Maryland, where she was an awardee of the College of Arts and Humanities Dean's Fellowship. She has taught in Indonesia, the US, and Thailand and has published fiction and non-fiction work in English and Indonesian.

Collaborative Writing

Cherrylyn Mahipos, AUA Language Center

Collaborative writing is an opportunity of a language instructor to help students to form habits in mind and practice that contributes their abilities to work with others and assume responsibilities. Generating a coherent product from multiple student voices (and at times multiple academic disciplines) may be demanding. Price & Warner (2005) write: “Our challenge is to find ways to help our students render the layers visible, so that we can offer them guidance as detailed and complex as their processes of composing warrant. This may mean letting go of values such as “coherence” and inviting the potential benefits of mess.” This workshop/activity emphasizes the importance of effective group communication as the foundation of successful writing experience and minimizes the pressure of individual writing, at the same time gives the students the chance to perform and deliver their skills. This will highlights the students’ confidence and creativity in writing using the second language in a group.

About the Speaker:

Cherrylyn used to be a Lecturer in English for Academic Purposes before she moved as a Language Instructor at the American University Alumni Language Center in Bangkok. She holds a TESOL Certificate from Concordia International College, Canada and a Bachelors’ Degree in Elementary Education from Saint Francis Xavier.

Linguistic and Cultural Studies as a Source of Developing a Dialogue of Cultures and Students’ Motivation for Learning Foreign Languages

Aleksei Nekhaev

Rajamangala University of Technology Lanna

The modern situation in the world, when contacts between the countries are expanding, as well as due to globalization and integration, demands from a person to understand not only their native culture, but also the cultures of other nations. That is why it is thought that the Linguistic and Cultural studies is a very resourceful and helping tool in that understanding. This study was aimed to examine the subject “Linguistic and Cultural Studies”, its objectives, tasks, content and methodology, and the way it is able to motivate students for studying foreign languages. Moreover, the ways of developing the dialogue of cultures through using the Linguistic and Cultural studies with the students in class are investigated. Linguistic and Cultural Studies provide the solution for complex tasks in studying the national stereotypes of behavior, forms of thinking, value systems, interpreting features of ethical and aesthetic values, unique features of political culture and state and legal system. All that makes it necessary to develop the complete model of the subject about the modern person and democratic society.

About the speaker:

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. Aleksei is a TESOL specialist at RMUTL, Tak.

Integrating ICT in Language Teaching and Learning: Ice Breaker, Practice, and Assessment

Priskila Pratiwi, Walailak University Language Institute

This study is aimed to investigate students' feedbacks of Information and Communication Technology (ICT) integration in terms of implementing Kahoot for ice breaker activity, Google form for practicing at home and Socrative for assessment. Integrating ICT in language teaching and learning helps learners to gain control of their own learning and it can help teachers individualize teaching. Learners can increase their competencies and opportunities for communication which enables them to learn autonomously. For teachers, they can manage teaching based on the proficiency levels and different purposes. In doing ice breaker, teachers can use Kahoot platform to attract students' attention to the topic discussed. Google form can be used as a tool for practicing the material at home and Socrative is for assessing students' ability. The primary data of this study is questionnaire result from the students which is supported by comparing pre-test and post-test. The result shows that students give positive feedback to the teacher which is followed by the improvement score from students' pretest to post-test.

About the speaker:

PRISKILA DAMAR ISTI PRATIWI completed a Bachelor and a Master of Education in English language teaching in Semarang State University, Indonesia. Her research interest is on English language teaching technique and methodology. Her paper about Mind Mapping Strategy in IELTS Preparation Class was published by Lambert Academic Publishing Germany in 2017. She has worked in teaching EFL since 2007. Now, she is working as an English lecturer in Walailak University, Thailand.

Driving Out Students' Eagerness to Learn Language through ICT

Mary Rose Ducusin Sino Cruz, Teacher III- Senior High School

President Elpidio Quirino National High School

San Agustin East, Agoo, La Union, Philippines

Students nowadays were so much hooked to their gadgets that language teaching sometimes found to be a very difficult task for language teachers, accordingly. Sometimes students put technology first before education. Since this is the main problem, it is best then to implement ICT as the central to language teaching and learning. With these, ESL teachers will now find a way to enhance the delivery of instruction while meeting the needs of the millennial.

ICT can actually endow teachers and students to encourage change and nurture the development but information to support these views are still inadequate. According to research, it is debatable that ICT can actually have a great impact on the students' achievement. Some still argues that traditional teaching is still the most effective way and contradicts the theory of constructivism. Many were still into the improvement of traditional teaching rather than looking at the positive side of gaging new processes to improve knowledge using ICT to promote it. As for me, ICT is good as long as it will be used appropriately by the assistance of the language teachers of course.

Computer Aided Instruction (CAI) has actually developed students' performances. Science and Mathematics subjects have actually embraced the use of ICT. ICT were actually used in delivering reports. It has a great impact too in affecting the genders of the students. Placing computers in language classrooms will engross students to higher order skills. And with these, some experts in the ICT has developed language related intervention materials to divert the drives and means of language learners.

Storybird is a website which is free to all and can be used by language teachers in language classrooms. Students can simply access it without creating a new account. Teachers can create accounts and invite their students to join providing them their passwords.

Storybird is open to all ages as long as there will be the proper care and assistance by the teacher. It is actually great in literature class. Students can create their own visual stories in few, simple steps. It is a big library where students can create their own books – storybooks. Using the Storybird, students can make their own virtual stories. It also allows interactions among students by commenting on one's work.

The Storybird allows the students in applying his/her imagination, creativity, art, narrating, improving use of English – grammar, punctuation marks, capitalization and more. Storybird features hundreds of art work all over the world where students can access and read a wide selection of books written by others and choose their own to create their own fascinating storybooks. Students can share their own storybooks too and distribute it to others. Aside from being able to create their own storybooks, they can also find and read more books written by other students for pleasure. If students get hooked into it, they can put hearts, comments and even buy those books. Students can also publish their works online. Storybird is such a very interesting global hub for readers, writers, artists of all ages. It is the goal of the Storybird to make striking and art-inspired stories in seconds.

Storybird is one way in making a language classroom become interesting in writing and reading for the K to 12 Curriculum. If you're interested to use Storybird in ESL classrooms, here's how to do it:

Steps in Creating Storybird Account:

1. Go to www.storybird.com website. Find the page. Afterwards, click the blue sign-up button in the middle of the bowser. As you click it, it will take you to a new page.
2. Decide how you're going to use Storybird. Choose the educator/teacher option.

3. Fill out the sign up form. Choose your age group and create a username, fill out your email and create a strong password.
4. Upload your profile picture. Profile pictures serves as your identity. You can upload a picture in your files. You can easily navigate it and you can also make your avatar.

Navigating the Storybird

1. Create a bookshelf. This is where all the books you wish to read will go. You can find plenty of featured art books and see the read button on the middle, top of the browser. From there you will see thousands of featured storybooks. On the tags below, you can explore popular books, choose your favorite categories, choose the age group, etc. Your bookshelf is located when you click on the button and the drop-down menu appears. Then click on the bookshelf button to go to all the stories you've bookmarked.
2. Follow other users. You can follow friends, authors and artist to see their newest books and illustrations come up in your notifications. You can follow other users by going to their profile and clicking the follow button in the right corner of your browser.
3. View your stuff. Your stuff button is located on the drop-down menu of the "button. Here is where your books are located (unpublished and published).
4. Create a class. Create a class and you can have the names of students listed in it and it will automatically give you individual passwords for your students. In it, you can give your directions to allow your students to know what their tasks are. If they are not yet finish with what you have required the class to submit, they can simply "don't publish" it.
5. Creating an activity for the class. You can go to Assignment button and place your assignment for the whole class. Students can choose form the long form style, picture book or poetry type books.
6. Setting deadline. As the teacher, you can set your own deadlines. You can also view when and how many times your student opened their accounts.
7. Comments and grades. You can make your personal comments about the students output or publish it to the whole class to make others view it. Grades can be done numerically or alphabetically. As students submit their assignments, you will always receive notifications.

Storybird is easier than creating Facebook accounts. It allows the students and teachers use ICT and at the same time get connected with one another.

Storybird connects people, families, teens, teachers and students. In my Oral Communication in Context class, I get to know more my students using the Storybird and I get to let them love my subject.

Storybird Rubrics Digital Story Telling

CATEGORY	4	3	2	1
Images (15%)	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
Economy (15%)	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat or need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
Voice - Conversational Style (15%)	Uses a conversational style throughout.	Uses a conversational style the majority (85-95%) of the time	Uses a conversational style most (70-84%) of the time.	Presentation style is primarily monologue.
Point of View - Awareness of Audience (15%)	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Content (10%)	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Clarity and Neatness (10%)	Storyboard is easy to read and all elements are so clearly written, labelled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labelled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Attractiveness (10%)	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Organization (5%)	Content is well organized.	Content is organized but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Rough Draft (5%)	Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback.	Rough draft brought on due date. Student shares with peer and makes edits.	Provides feedback and/or edits for peer, but own rough draft was not ready for editing.	Rough draft not ready for editing and did not participate in reviewing draft of peer.

NOTES