

Phitsanulok, Thailand

ELT Congress
I-EdCon
2019

4th English Language Teachers Congress 1st International Educators Conference

“Arming 21st Century Educators for Digital Citizens”

Topland Plaza Hotel and Convention Centre, Phitsanulok, Thailand
15 - 18 July 2019





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Conference Handbook and Book of Abstracts

www.gentefl.org



MESSAGE FROM THE COMMITTEE

Dear Delegates,

Sawadee and welcome to the 4th GEN TEFL ELT Congress and 1st I-EdCon.

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,

The I-EdCon and ELT Congress Committee 2019

MESSAGE FROM THE CONVENER

Dear Speakers and Participants,

Welcome to the 1st International Educators Conference (iEdCon) and 4th English Language Teachers (ELT) Congress!

As one of the convenors of this event, I am warmly welcoming you to the place where GEN TEFL started: Phitsanulok, Thailand.

A few years ago, I have attended GEN TEFL's 1st ELT Congress here in the same venue, Topland Plaza Hotel. I was a new member of this organization and I was relatively new in the field of TEFL. My dear colleague, Dr. Andy Cubalit, invited me to join and I was as eager and excited as can be. Even though I was only an attendee, I gained valuable knowledge on English teaching pedagogies and strategies which I was able to apply in my lessons. The speakers inspired me to be a better teacher and ignited my interest in research. Eventually, I became more involved in GEN TEFL's activities by becoming a presenter in an international conference in Bangkok, being a guest speaker at a seminar in Naresuan University Demonstration School, hosting a seminar at Naresuan University, and convening the recently concluded international conference in Bali. All of these events were organized and/or sponsored by GEN TEFL.

GEN TEFL opened a door of possibilities for me, both personally and professionally. It didn't just enhance my public speaking skills and get published in an international journal, but it also allowed me to meet like-minded intellectuals and experts in ELT and TEFL. Without Dr. Andy's invitation, I wouldn't be able to realize that I can achieve all of the things that I was able to do, and for that I am forever grateful.

This year, we are holding the 1st iEdCon which aims to include not only ELT and TEFL professionals but also educators and researchers who are passionate in their respective fields be it in Sciences, Maths, Health, Arts, Social Sciences, etc. We are expanding our reach to those people who would like to get published and contribute to their area of expertise. Our goal is to create a platform for a wider demographic in order to get their work published.

It is our pleasure that you will learn something new and will be able to share and apply in your teachings the things that you will gain from this event. My aspiration is that you will be inspired to discover your potentials just like how GEN TEFL has inspired me.

Thank you for coming and being with us and I hope that you will enjoy your stay here in Phitsanulok.

Sincerely,



Kenje Baris Gunda, RN
Lecturer - Faculty of Nursing, Naresuan University
Vice President (External), GEN TEFL
Flipped Learning Certified – Level 1, Flipped Learning Global Initiative



Republic of the Philippines
Province of Cebu
City of Talisay
TALISAY CITY COLLEGE
Poblacion, Talisay City, Cebu



July 12, 2019

Dear Delegates:

Greetings!

As the Research Director and Associate Dean of Talisay City College representing the President, I take great pride in welcoming all the attendees of the 4th English Language Teachers Congress and 1st International Educators Conference. Our voice may seem small, but your presence has an immense impact on the people in this generation and age. Since this conference covers very global aspects on the English language and education as a whole from very fundamental issue to practical application of the principle of teaching, anyone interested in future progress of education should not miss.

We're looking forward to an excellent meeting with great scholars and educators from different countries around the world and sharing new and exciting things.

I welcome you to Phitsanulok, Thailand and wish you a successful conference.

HELMER B. MONTEJO, Ed.D

MESSAGE FROM JCI - BFB

Greetings!

I take great pride in welcoming great researchers, academicians, professionals and students from all over the world to the GEN TEFL 4th English Language Teaching Congress and 1st International Educational Conference.

The following days will be dedicated to cover a wide spectrum of themes related to “Arming 21st Century Educators for Digital Citizens” which shares an insight into the recent trends and cutting-edge technologies that affects today’s education system.

The 4th English Language Teaching Congress and 1st International Educational Conference, compose of various sessions, tackle important information and topics on the different fields. I am sure that each of the delegates will enjoy, enlighten, learn and benefit from many enriching discussions.

On behalf of JCI Bauang Fruit Basket, a Junior Chamber International (JCI) local organization in the Philippines, that supports United Nations Sustainable Development Goal # 4 – Quality Education, I wish you abundant inspiring and successful learning!



APRELLENE B. MARQUEZ
Founder/Charter President
JCI Bauang Fruit Basket

What is GEN TEFL?

Global Educators Network - Teachers of English as a Foreign Language (GEN TEFL) is a 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 2019, GEN TEFL has 350 Full and Associate members from 42 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 every 30th of September. Your option to renew each year is indefinite.

Membership options: Full membership, Associate Member, and Junior Member (undergraduate students).

Benefits of being a member (depending on membership scheme):

- 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 December).

GEN TEFL Reflection

The official bulletin of the organization

Time Table

Nakhonsawan Room, Topland Plaza Hotel and Convention Centre

16 July 2019

8:00 – 9:00 Registration

9:00 – 10:00 Opening Program

10:00 – 10:30 Morning Break

10:30 – 11:30 Round Table Talk

Leadership Styles of Public Secondary School Head and Teachers' Performance
Dr. Araceli Calixton

Revitalizing Critical Thinking and Writing Skills through Metafiction
Dr. Andy Noces Cubalit

11:30 – 13:00 Lunch

13:00 – 13:25 How to Differentiate Class Instruction
Kenje Baris Gunda, RN

13:25 – 13:50 Generation Diversity and Interpersonal Values of Teachers in Lake Sebu East District 1
Mrs. Kristine Calixton

13:50 – 14:15 Implementing Consciousness-Raising Tasks in Teaching English Grammar to Promote Grammatical Use of Grade Seven Students
Miss Kanyarat Kaennok

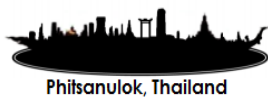
14:15 – 14:40 Student's Perception on the Use of Virtual Learning Environment Materials in Fundamental English Course
Mr. Pawarit Wongpornprateep

14:40 – 15:05 Instructional Materials, Methods, Styles, and Strategies in English Language Teaching
Mr. Jonathan Porley

15:05 – 15:20 Break

15:20 – 16:00 Open Forum

Announcements



17 July 2019

8:30 – 9:00 Registration

9:00 – 10:00 Round Table Talk

Perceived Classroom Assessment Skills of Teachers: Its Implication on Professional Development on Classroom Assessment Skills

Mrs. Lily Rose Rafaila

Predictors of Educational and Nutritional Outcomes of Pantawid Pamilyang Pilipino Program (4PS): An Implementation Model

Dr. Melvin Calixton

10:00 - 10:20 Morning Break

10:20 - 10:45 Pythagorean Theorem and Students' Learning Styles: A Quasi-Experimental Study

Mr. John Paul Quia-ot

10:45 – 11:10 Learner's Level of Science Process Skills: Basis for 21st Century Scientific Skills Enrichment Program

Mr. Agustin Pandoma

11:10 – 11:35 The CEFR Level of Undergraduate Students of a University in Northern Thailand for the Academic Year 2017

Prospero Igupen, LI.B.

11:35 -12:05 **Virtual Presentation**

The Battlecry of the Bagobo- Tagabawa Tribe in Preserving Their Culture

Ms. Luzminda Pacaoncis

The Metaphorical Expressions Denoted of Intellection in English and Vietnamese: A Cognitive Approach

Dr. Thi Thuy Oanh Tran

12:05 – 13:30 Lunch

13:30 – 13:55 Modified Methods of Delivering a Lecture to EFL Students

Miss Unice Moreno Cubalit

13:55 – 14:20 What We Need to Know About the Psyche for Effective Teaching and Learning

Mr. Aleksei Nekhaev

14:20 – 14:45 How to Improve your Classroom with Gamification

Miss Daisy Gonzales

14: 45 – 15:05 **Break**

15:05 – 16:00 Awarding of Best Presenters, Distribution of Certificates, and Closing

Abstracts

Leadership Styles of Public Secondary School Head and Teachers' Performance

Dr. Araceli Calixton

Department of Education, Philippines

Abstract:

School leadership is itself often part of larger leadership units. The conditions of teachers' working life are influenced by the administration and leadership provided by the school heads. It is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students. School heads confront challenges because of rising expectation for schools characterized by rapid progression, globalization and changing demands. As the schools wish to change the educational system to equip the next generation with the knowledge and skills required in this evolving world, the role of the school heads and related expectations have changed profoundly. They are no longer perceived as school managers. Effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes. This study aimed to find out the leadership styles of the public secondary school heads and the level of teachers' performance in Lake Sebu East District, Division of South Cotabato during the School Year 2017 – 2018. Employing the descriptive research design, the study examined the leadership styles of the school heads. Results showed that the school heads often employ the autocratic, democratic, laissez-faire and transformational styles of leadership. However, leadership styles of the school heads varied from one school to another and oftentimes, teachers perceived their school heads to employ transformational leadership. Also, generation diversity, leadership philosophies and AuRA were found not significantly influencing the leadership styles of the school heads. Majority of the teachers obtained very satisfactory performance and when correlated to the leadership styles of the school heads, results revealed that the leadership styles significantly influenced the teachers' performance. Based on the findings of the study, a leadership contingency program was proposed to help the school heads approach the challenges and problems they may encounter in the field.

About the Speaker

A Principal I in Lake Sebu National High School, South Cotabato, Region XII, Philippines. She finished her doctorate in Educational Leadership and Management in the University of the Visayas, master's degree in Educational Management from Quezon Colleges of Southern Philippines and bachelor's degree in Southern Baptist College. She was awarded as an Outstanding Values Educator of the Philippines in 2014 and a regional qualifier for Metro-Bank Outstanding Teacher in 2013.



Revitalizing Critical Thinking and Writing Skills through Metafiction

Dr. Andy Noces Cubalit

King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand

Abstract:

Writing is thinking made manifest, it is tangible evidence of critical thinking. Writing is a helpful indicator of how students construct knowledge out of information. It is a common observation for students in today's educational system to dislike and/or avoid the writing process. Engaging students to think critically and write creatively seems challenging. This Session looks at how teachers can motivate students to interact with printed text promoting literacy engagement by creating metafiction works using Bloom's taxonomy. The speaker will present effective strategy to deal with critical thinking and writing skills that can be used in the classrooms. Participant's complete challenges to get them think, talk, create, and take home ideas relevant to the session.

About the Speaker

He has been in the academe for more than 15 years. He is currently working as an English Lecturer at King Mongkut Institute of Technology Ladkrabang, Bangkok, Thailand. His interests include traditions and cultures, curriculum design, and language teaching development. He is the founder of Global Educators Network (GEN TEFL), an association of teachers of English as a foreign language. He loves traveling, he has been to many parts of Asia, Europe, the UK, and the USA attending International Conferences.

The Metaphorical Expressions Denoted of Intellection in English and Vietnamese: A Cognitive Approach

Dr. Thi Thuy Oanh Tran

University of Foreign Languages, The University of Danang, Vietnam

Abstract:

It can be said that a person's everyday tasks are most dependent on his/her intellection. Intellectual abilities are considered a multidimensional construct belonging to each individual. The intellectual activities include 'understanding', 'thinking', 'discovering', 'finding', 'checking', 'being aware of', 'observing' and 'recognizing' which are in experiencers' minds through senses (vision, hearing, touching, smelling and tasting). The major objectives of the study were to investigate metaphorical expressions denoted of intellection in English and Vietnamese in the light of cognitive linguistic (CL) views. In this study, for the sake of comparative and contrastive analysis of metaphorical expressions in English and Vietnamese, descriptive method, qualitative and quantitative approaches are chosen as supporting methods of the study. The research supplemented metaphorical expressions based on senses denoting of intellection in English to contribute a new look at the frameworks of CL. The study also performed finding the equivalents in Vietnamese that would help language users of English and Vietnamese in different meanings. The author made some suggestions for teaching and translating English for EFL students and people who learn to express and understand ideas related to conceptual metaphors on the basic of inter-language pragmatics.

About the Speaker

A senior lecturer at University of Foreign Language Studies – The University of Danang, Vietnam. She has a Ph.D's degree in English Linguistics from The University of Danang, Vietnam, where she earned her Master of English linguistics and had spent a researching course at University of Nice Sophia Antipolis, French Republic. She currently teaches English at Faculty of English for Special Purpose, University of Foreign Language Studies – The University of Da Nang, Viet Nam. She published the latest book, " Conceptual Metaphors based on the Senses in English and Vietnamese by Ha Noi National University Press in 2019. Her current research fields are linguistics, CL-based pedagogy and education.

How to Differentiate Class Instruction

Kenje Baris Gunda, RN

Naresuan University, Phitsanulok, Thailand

Abstract:

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 cannot 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. 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.

About the Speaker

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 English in Thailand for five years. He is currently a lecturer at the Faculty of Nursing, Naresuan University in Phitsanulok, Thailand where he is teaching English courses to undergraduate and graduate university students as well as to professionals. He was distinguished as one of the Top 40 Flipped Learning leaders in higher education in the world (2017) by Flipped Learning Global Initiative. He participated as a presenter, guest speaker, host, and convener with GEN TEFL and is actively serving as its Vice President. Kenje likes travelling and meeting new people which inspires him. When he is not busy, Kenje enjoys playing with his five cats or watching Netflix.

Generation Diversity and Interpersonal Values of Teachers in Lake Sebu East District 1

Mrs. Kristine Calixton

Department of Education, Philippines

Abstract

Today's workplace involves interrelations of people from different generations with different values and beliefs, thus, poses significant problem and concerns for the leaders. This study aimed to identify and find out the relationship between the generation diversity and the interpersonal values of teachers in Lake Sebu East District 1 during the school year 2018 – 2019. The study sought the involvement of 91 elementary teachers. The researcher adapted the survey questionnaires from the studies of Fletcher, et.al., Pradhan, et.al, Esparagoza, and Johnson. Frequency, percentage and chi-square were utilized to identify, analyze and interpret the data gathered. Passionate teachers dominates among those generations, however, X and Y teachers were more respectful than being truthful and tolerant while upholding their work ethics least. Further, interpersonal values were not influenced in any manner by their varying age groups, thus, null hypothesis was accepted. This study leads to suggest that DepEd administrators should consider the differences due to generation diversity of their teachers for they may have varying needs to address and behaviors and attitudes to be responded. Their interpersonal values should be heightened by creating a development program focusing on work ethics, tolerance and truthfulness, whereby, harmonious and healthy companionship shall foster.

About the Speaker

Kristine Laurea-Calixton is a public school teacher assigned at Lake Sebu Central Elementary School, province of South Cotabato, Philippines. She received a bachelor's degree in Mindanao State University and a master's degree in Educational Management from Rizal Memorial Colleges. Teaching enjoys her but she also wishes to lead a school.



Implementing Consciousness-Raising Tasks in Teaching English Grammar to Promote Grammatical Use of Grade Seven Students

Miss Kanyarat Kaennok

Faculty of Humanities and Social Sciences,

Nakhon Ratchasima Rajabhat University, Nakhonratchasima, Thailand

Asst. Prof. Dr. Prayad Bhoomkhorrak

Faculty of Humanities and Social Sciences,

Nakhon Ratchasima Rajabhat University, Nakhonratchasima, Thailand

Abstract

The objectives of this study were: 1) to examine the effects of Consciousness-Raising Task (CRT) in teaching English grammar on the grammatical use of grade seven students, and 2) to compare the post-test mean score of teaching English grammar through Consciousness-Raising Task with the criterion score of 70 %. The samples were 31 of grade seven students at Assumption College Nakhonratchasima, Muang district, Nakhonratchasima province. They were selected by cluster random sampling. The instruments used were the lesson plans which using CRT approach and the English grammatical use in context test. The data was analyzed using mean (\bar{x}), standard deviation (S.D.), t-test for dependent and t- test for one sample. The findings of this study revealed that the post-test mean score of English grammatical use in context of grade seven students was significantly higher than the pre-test mean score at the .05 level, but grade seven students' English grammatical use in context post-test mean was not significantly higher than the criterion score of 70%. So, it was concluded that grade seven students' English grammatical use in context was improved after learning English through Consciousness-Raising Task, although the mean score was not higher than the criterion score of 70 %.

About the Speaker

Kanyarat Kaennok is currently teaching a fundamental English subject of grade seven students at Assumption College Nakhonratchasima. Her professional interest focuses on the Educational Development. In addition, she is studying in a Master Degree of Arts in Teaching English as a Foreign Language at Nakhon Ratchasima Rajabhat University.

Student's Perception on the Use of Virtual Learning Environment Materials in Fundamental English Course

Mr. Pawarit Wongpornprateep

King Mongkut's University of Technology Thonburi, Bangkok, Thailand

Asst. Prof. Atipat Boonmoh, Ph.D.

School of Liberal Arts

King Mongkut's University of Technology Thonburi, Bangkok, Thailand

Abstract

Computer assisted language learning (CALL) plays a dominant role in the field of education. It also has been used as a teaching aid in language learning for the past few years. One of the examples of CALL integration in language teaching is web-based learning. This study therefore aims to investigate Thai university students' perceptions towards the use of web-based learning in their fundamental English course. These websites came as complimentary materials of the main textbook called Smart Choice by Oxford University Press. The web-based learning materials included "Smart Choice Online Practice", and "Smart Choice On the Move". "Smart Choice Online Practice" was designed to be compatible with computers, while "Smart Choice On the Move" was designed to be compatible with smart phones. The data was obtained by implementing semi-structured interview to 24 Thai university students who were taking a fundamental English course in academic year 2018. The interview data was transcribed and classified into themes. The findings shows the students perceived both similarities and differences aspects of both of the web-based learning websites. Reasons behind the students' perspective will be discussed in this paper. On the basis of these findings, the pedagogical implications and suggestions are included in this paper.

About the Speakers

Pawarit is a second-year applied linguistics in ELT at King Mongkut's University of Technology Thonburi (KMUTT) of School of Liberal Arts. He received a bachelor's degree in English from Khon Kaen University. He is interested in English teaching and technology integration in language classrooms.

Atipat Boonmoh is an assistant professor at School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand. He received his Ph.D. in Applied Linguistics and English Language Teaching from University of Warwick, UK. His research interests include lexicography, language learning, and use of ICT in classrooms.



Perceived Classroom Assessment Skills of Teachers: Its Implication on Professional Development on Classroom Assessment Skills

Mrs. Lily Rose Rafaila

Department of Education, Philippines

ABSTRACT

Classroom assessment provides teachers with information which is very crucial in classroom instruction and in determining learners' progress in every competency that they need to master. With this, teachers' assessment skill needs to be reviewed and evaluated in order to provide necessary assistance if needed. This study aimed at investigating teachers' perceived classroom assessment skills. Participants of the study were 77 elementary and secondary public school teachers of Norala. A 20-item Perceived Classroom Assessment Skills Questionnaire adapted from the study of Alkharusi (2011) was used in the study. Results indicated that there were statistically significant differences on the perceived classroom assessment skills when respondents were grouped according to gender, subject taught, grade level taught, years in teaching experience and in-service training attended on classroom assessment. Furthermore, the results of the teachers' perceived classroom assessment skills showed that professional development through in-service training that focus on classroom assessment skills is needed both by elementary and secondary teachers. Implications for professional development on classroom assessment as well as recommendation for future research are discussed.

About the Speaker

A Science and Senior High School Research Teacher at San Miguel National High School, Department of Education, South Cotabato Division.

Predictors of Educational and Nutritional Outcomes of Pantawid Pamilyang Pilipino Program (4PS): An Implementation Model

Dr. Melvin Calixton

Phannawudthajarn School, Thailand

ABSTRACT

It has been more than a decade that the Pantawid Pamilyang Pilipino Program was launched in the country primarily to break the impeding cycle of poverty over the years. In fact, the program received both supports and criticisms from various sectors of the society. Some support for program's mechanism to foster social inclusion and eventually eliminate poverty. However, others believed that the program is a dole out and needs to be reassessed. Nevertheless, the program has been steadfast and was able to reach the poorest Filipino families in the country. This study determined that the household-beneficiaries have greater number of children which is over and above provision of the program and at the same time have number of members which is large enough to share with the cash grants received by the household beneficiaries. Accordingly, 4Ps was very highly implemented as evaluated by the parent-beneficiaries. Their adherence to the program was relatively very high which enabled them to maintain their eligibility for the program. Moreover, results further revealed that learner-beneficiaries performed satisfactorily in their academics incurring outstanding attendance rate; and had generally normal nutritional status. Regular attendance to school affected the academic performance of the learner-beneficiaries. Meanwhile, attendance rate is influenced by attendance of parents to family development sessions and deworming pills did not significantly predict but have significant impact to learner-beneficiaries nutritional status. Also, major problems in the program implementation fell on non-compliant members whom some of them compromised to pawn their ATM cards to some of the loan sharks. Teacher-implementers were apprehensive of the poor participation of the parent beneficiaries in school programs and activities and claimed that they were not oriented of their role and tasks. Finally, program implementers voiced their concern about the program IT system enhancement and asserted the risks in the selection process of the program beneficiaries. Based on the findings, an enhanced implementation model was proposed which highlighted the aggressive evaluation and monitoring to measure, evaluate and monitor the implementation, results and effectiveness of program systematically to help the implementers and program managers determine exactly if the program is on track and back up whether adjustment may be needed.

About the Speaker

He was a Teacher - III in Romana C. Acharon Central Elementary School and had served the Department of Education for eight (8) years. Currently, he is a Mathematics teacher in Sakolrajwittayanukul School in Sakon Nakhon. He finished his doctorate in the University of the Visayas in Educational Leadership and Management, Complete Academic Requirements (CAR) for Ph.D. in Educational Management at Sultan Kudarat State University, and earned both his master's and bachelor's degrees (major in Mathematics) from Mindanao State University - General Santos City.

Pythagorean Theorem and Students' Learning Styles: A Quasi-Experimental Study

Mr. John Paul Quia-ot

Phannawudthajarn School, Thailand

Abstract:

A series of observations in Math discussions revealed that not all students find the subject as an easy one. Indeed, some of the students are having a hard time to understand mathematical concepts given only a certain amount of time. Others may learn a concept instantly yet others take time to appreciate and understand it. This led the researcher to create a Mathematical instructional aid and investigate if it actually gives ease and help the students to understand Math concept easily.

On this study, the researcher considered the learning preference of the students and whether the Math instructional aid has significant impact on understanding and learning Pythagorean Theorem. Consequently, this study addressed four research questions:

- Q1. What is the profile of the learning styles of the Mattayom 2 students?
- Q2. What is the performance of the students before the project was introduced?
- Q3. What is the performance of the students after the project was introduced?
- Q4. Is there a significant difference between the performance of the students before and after the project was introduced to them?

A survey questionnaire was administered to find out the learning styles of the mattayom 2 students. After learning that most of the students are visual learners (29 out of 30), the researcher had come up with a Math instructional aid that would help the students to understand Pythagorean Theorem better.

Results revealed that before the project was introduced, students perform satisfactorily with 81.25 mean percentage score. Astoundingly, after the Math instructional aid was introduced to them, they performed better with 93.56 mean percentage score which is described as “outstanding.” Though there were many interesting findings revealed, one has stood out: there is significant difference ($p < .05$; $df = 28$) in the performance of the mattayom 2 students as the results of the pretest and post test were evaluated. This only suggests that the instructional aid has significant impact on learning the concept.

While no Math instructional aid has been proven effective to really understand the Pythagorean Theorem better, it is of interest to the researcher that the results have revealed promising discoveries. He hopes that further research can be done to answer the new questions that were posed as a result of this study.

About the Speaker

He was a public school teacher in the Philippines for 6 years before he moved to Thailand. He became an English teacher for Mattayom in a Phannawudthajarn School in 2018 until now under EP/MEP program. Moreover, he has wide interest in doing action research especially with respect to classroom-based instruction.

Learner's Level of Science Process Skills: Basis for 21st Century Scientific Skills Enrichment Program

Mr. Agustin Pandoma

Department of Education, Philippines

Abstract:

This study determined the level of Science Process Skills of Nicolas B. Barreras National High School Students. The respondents of the study were forty (40) randomly selected students of school year 2017-2018. The descriptive research study evaluated the process skills of the students in terms of observing, measuring, predicting and describing. Weighted mean, and one way ANOVA were the statistical tools used in the study. The study yielded the following salient findings: First, the randomly selected Nicolas B. Barreras National High School students had an average level of proficiency in the skills test. Second, there is no significant difference in the proficiency level of process skills among students. And lastly, an enrichment program should be developed to maximize student's potentials particularly on their science process skills.

About the Speaker

Agustin Pandoma is Teacher III and a Senior High School Teacher in Physics, Earth Science and Research.

The Battlecry of the Bagobo- Tagabawa Tribe in Preserving Their Culture

Ms. Luzminda Pacaoncis

Department of Education, Philippines

Abstract:

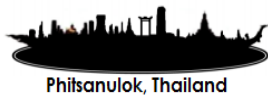
In the Philippines, approximately there are about 14- 17 million Indigenous Peoples (IP's) belonging to 110 ethno- linguistic groups. One of these are the Bagobo- Tagabawa tribe concentrated in the province of North Cotabato, Mindanao. These group are unique from the rest because of their own way of portraying their beliefs, traditions and culture. But all throughout the years they have been encountered some problems in preserving their culture as a group such as lack of support from the government in terms of cultural preservation, influence of new generation, and the fear of being ridiculed.

Hence, the proponent conducted a thorough investigation and study to answer the problems being encountered by the tribe. And the following are the result of the investigation and study.

- a. The government should help in the preservation of the culture of the tribe by putting up cultural heritage centers so people and particularly the new generation will understand the culture of the Bagobo- Tagabawa; and
- b. Develop in the schools and community the sense of harmony despite of cultural diversity.

About the Speaker

I am Luzminda Montales Pacaoncis a Senior High School Teacher of Malasila National Vocational and Technological High School. I graduated my tertiary education at Mindanao State University, Marawi City, Mindanao, Philippines as a working student. To develop more my field of expertise, I enrolled Master of Arts Teaching Social Studies at Sultan Kudarat State University and fortunately I successfully defended my Master's thesis just this May 9, 2019. I am married to Mr. Allan B. Pacaoncis, a security guard of DOLE- Stanfilco, North Cotabato Zone, Makilala, North Cotabato. I also one of the presenters in the 2nd International Seminar- Workshop cum Research Forum with the theme " Building the Future" held at Agua Frio Garden and Restaurant, Koronadal City, Mindanao , Philippines last February 8- 10, 2019.



Modified Methods of Delivering a Lecture to EFL Students

Miss Unice Moreno Cubalit

Chalermkwansatree School, Phitsanulok, Thailand

Abstract:

Teaching English as a Foreign Language is a challenging task. One of the challenges faced by many EFL teachers is how to keep students engaged and interested during class lecture or class discussion. This workshop aims to provide an overview and the significance of a modified lecture. It will not, however, intend to present reasons against traditional lecture, but also aims to present some ways on how to conduct a topic or lecture in class.

About the speaker

Unice Moreno Cubalit is working as an English Teacher at Chalermkwansatree School in Phitsanulok, Thailand. She has been in the teaching field for more than a decade. She holds a Bachelor's Degree in Elementary Education and a Diploma in TESOL. She is currently taking up MA in Educational Management at Pangasinan State University in the Philippines.

What We Need to Know About the Psyche for Effective Teaching and Learning

Mr. Aleksei Nekhaev

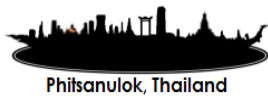
Sarasas Witaed Suvarnabhumi, Bangkok, Thailand

Many teachers, especially with lots of experience, are asking a question these days, “What has changed in the environment that it is more difficult to teach?” It seems that the process of education has not changed much since the XVII century, when John Amos Comenius founded it – the same schools, the same subjects, the same students (gender, age, etc.) But if we compare the XVII century with life nowadays, we can see that in the past there was less available information, as well as the means to deliver that information. Due to that fact, the psyche of a human being those days had much more resources to perceive that information, comparing to what the environment had to offer – limited number of books, not many newspapers or any other mass media that we have these days. The loads of information in the modern society make our psyche limited to perceive it – we as educators have to keep that in mind and to help our students to filter the incoming information, process it and to see what information is just some “trash”, and what information is really valuable.

In my workshop I am going to look at the most important cognitive processes of our psyche, such as Attention span, Memory, Perception, and Cogitation, and give to the audience the practical pieces of advice on how to use those in their everyday lives and in their educational process, no matter where they are teaching.

About the Speaker

Aleksei Nekhaev graduated from Kuibyshev Branch of Novosibirsk State Teacher Training University in Russia and has 24 years of teaching experience. He has worked both at secondary schools and at higher educational establishments. Aleksei is a teacher, a teacher trainer and a researcher. For the last 5 and a half years he has been living and working in Thailand. Despite the university degree, Aleksei was doing research at Scientific Institute of Pedagogy and Psychology of Vocational Education in Kazan, Russia, and the topic of his research was “Peculiarities and Content of Linguistic and Cultural Studies as Part of Establishing the Dialogue of Cultures”. His research interests are problems in teaching pronunciation, using literature in ELT classroom, teaching life skills, psychology in ELT, and cultural studies in teaching English.



Gamification: How to Gamify Your ESL Classroom Efficiently

Miss Daisy Gonzales

Naresuan University, Phitsanulok, Thailand

Abstract

Many ESL classrooms today face major issues around student motivation and engagement. Gamification, or the use of game elements in non-game contexts, offers a chance to help ESL teachers to diversify their teaching techniques. However, we must better understand how gamification works and its advantages and pitfalls. This presentation aims to address these questions while providing ways to efficiently gamify ESL classrooms.

About the Speaker

Daisy J. Gonzales is a lecturer at the International Relations Section, Faculty of Medicine, Naresuan University, Phitsanulok, Thailand

Instructional Materials, Methods, Styles, and Strategies in English Language Teaching

Mr. Jonathan Porley

Teeratada School, Phitsanulok, Thailand

Abstract

There are many reasons why English language teachers may choose to construct their own teaching materials, despite the availability of commercially produced materials. This paper presents some of these reasons by examining advantages and disadvantages of teacher-produced materials. The author also suggest factors that teachers should take into account when designing or adapting materials for diverse learners, and present a set of guidelines for designing effective materials for teaching and learning English.

About the Speaker

Mr. Jonathan M. Porley gained his Bachelor of Business Teacher Education Major in Business Technology at Polytechic University of the Philippines Unisan Branch Unisan Quezon Province Philippines. Former Elementary Department Head and School Coordinator at Miriams Academy of Valenzuela Valenzuela City Philippines. From 2013 up to present - English Language Teacher at Teeratada Phitsanulok School, Phitsanulok Province Thailand. He has a lot of seminars and conferences attended related to teaching.

The CEFR Level of Undergraduate Students of a University in Northern Thailand for the Academic Year 2017

Prospero Igupen, LI.B.

Naresuan University, Thailand

Komsan Wongkethgarn

Naresuan University, Thailand

Abstract

This study aims to gauge and compare the levels of English reading and listening of undergraduate students of a university in northern Thailand in accordance with the Common European Framework of Reference (CEFR). Comparisons were made on the levels scored by gender, cluster and faculty. The study was conducted on 7500 respondents from 17 faculties. The respondents composed of 2115 males and 5385 females who were students of Naresuan University Academic Year of 2017. It utilized the Cambridge English Placement Test, which is an online CEFR Test developed and administered by Cambridge English. The findings of the study recorded respondents scoring from below A1 to C1 or above where only 0.2% scored C1 or above. The majority of male and female students scored A1 to A2. It is recommended that CEFR books such as Cambridge KET, Cambridge Preliminary and Cambridge First Books should be used to assist teachers and students. The second suggestion is to use CEFR tests to monitor the progress of students and continually gauge their level of English. This process acts as a checker or reminder to promote greater levels of English in higher education.

About the Speaker

Prospero Igupen is a GE Lecturer at Naresuan University Phitsanulok, Thailand. He is a dynamic ESL teacher with over 13 years of experience teaching different nationalities such as Koreans, Chinese, Taiwanese, Japanese, and Thais. He also has more than 4 years of university experience as an energetic lecturer, effective coordinator and knowledgeable trainer. Highly organized freelancer with over 5 years of experience providing English tutoring, proofreading, writing, web content and design. He graduated with Bachelor of Laws and Letters in 2010 and Bachelor of Secondary Education in 2004.



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NOTES

Call for Abstracts:



Place: Ho Chi Minh, Vietnam

Dates: 13 – 14 April 2020

The 5th GEN TEFL International Conference will be held in Ho Chi Minh, Vietnam for the first time. We welcome proposals on all aspects of TEFL, 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) – 20 minutes
- 3) Virtual Presentation – 20 minutes
- 4) Poster Session – 1 hour

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 within two to three weeks after submission.
- Submit your abstracts to: abstracts@gentefl.org
- All accepted abstracts will be considered for the GEN TEFL Journal Vol. 4 No. 1 publication. Submit your full paper by 30 May 2019 for a doubled blind review and editorial board review.

Important Dates

- Deadline for abstract submission: 30 January 2020
- Early bird Registration: until 28 February 2020
- Regular Registration: 1 March 2020 – 13 April 2020
- Conference Date: 13 April 2020
- School Visit and City Tour: 14 April 2020
- Full Paper Submission deadline: 30 May 2020