

REFLECTION



Global Education Network

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*GEN TEFL Global Educators Network Teachers of English
as a Foreign Language*

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GEN TEFL 2019 Conference in Bali, Indonesia

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From the Editor

Welcome to *REFLECTION*.

To start, let me say that I am delighted to have had the chance to work with GEN TEFL. As an editor, I really believe that no matter whether an organizational bulletin is delivered to you in person or to your computer, in print or as an e-publication, it is still the work of an editorial team for an audience the team wants to reach the most. In this case, I want to reach you, proud members of GEN TEFL, some of the most forward-thinking education practitioners and experts I've met.

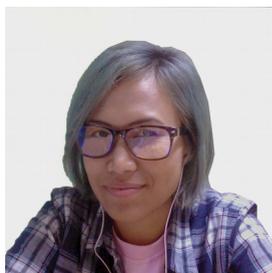
As a teacher, I've been privileged to meet and work with fellow teachers who are not only dedicated, but also are they wholeheartedly professional in their calling. I admire them; I admire *you*. It was with such admiration

that I accepted GEN TEFL's offer to be the guest editor for this inaugural edition of *REFLECTION*. There's nothing I hope more than being able to share with you what GEN TEFL has been working on so far.

Keyword: so far.

In all, I look forward to better, more fruitful engagement and partnership among GEN TEFL members and, in that sense, among readers of *REFLECTION*. In particular, I too look forward to welcoming dynamic partnership between us in the editorial team and you readers.

Stay with us and expect more.



Theresia Pratiwi
GEN TEFL Editor at Large
REFLECTION Acting Editor-in-Chief

About GEN TEFL

The Global Educators Network of Teachers of English as a Foreign Language (GEN TEFL) was introduced in December 2014 in Thailand. It is a network of native and non-native educators in the field of language teaching worldwide. Its mission is to enrich the lives of educators, administrators, researchers, and students. Our goal is to create an atmosphere of camaraderie: to innovate, connect, and mentor; conduct seminars, training, and workshops, organize international conferences; publish quality research papers; and strengthen and expand partnerships with other institutions and organizations.

As of March 2019, GEN TEFL has 340 members from 38 countries. It has 25 volunteer staff, and 9 volunteer advisors. The organization has conducted several seminars, workshops, and trainings in Thailand, Malaysia, and the Philippines. It holds an annual International Conference which aims to provide an avenue for members and other interested educators to learn, share and discuss ideas, strategies, techniques and methods used in ELT. The conference assembles a wide range of sessions including researched-based, practice-

based presentations, workshops, and demonstrations. *GEN TEFL Journal* is a refereed journal with an editorial board of scholars in various fields with ISSN 2520-209X (Online) and ISSN 2520-6648 (print) and are published annually.

GEN TEFL is a proud associate of IATEFL (the International Association of Teaching English as a Foreign Language), based in the United Kingdom. It is also featured in the Yearbook of the Union of International Associations (UIA) based in Belgium.

GEN TEFL is still growing and expanding its affiliations and partnerships, and we warmly welcome members from all sectors.



Andy N. Cubalit, Ed.D
GEN TEFL President

GEN TEFL 4th International Conference

A lovely Saturday morning on 17 May 2019 saw GEN TEFL 4th International Conference staff, presenters, and participants gathered at Novotel Ngurah Rai, Bali. Keeping its promise to reach its members in ASEAN countries, earlier this year GEN TEFL held its annual international conference in Indonesia, its second outside-of-Thailand venue after Kuala Lumpur.



Erina Hunt and GEN TEFL Vice President for External Affairs Kenje Gunda

After the event was convened by GEN TEFL Vice President (External) Kenje Gunda, GEN TEFL President Dr. Andy Cubalit gave the opening remarks. It was then followed by the round table talk by speakers from the Philippines. Dr. Chinebeth Borja who talked about the attitudes towards English of technical college students in Thailand. Next, Dr. Helmer Montejo relayed a reading comprehension program for English major students, and Ms. Rosemarie Rillera discussed a phonetic approach in reading comprehension for grade-schoolers. Finally, the round table talk was succeeded by the key note speech by University of Otago and TESOLANZ's Editor Erina Hunt. She gave a very compelling talk about the Peace Project that she initiated with her students. Through this, she was able to incorporate English teaching in a project-based approach.



An advisor of GEN TEFL, Dr. Kathleen Solon-Villaneza from USPF, gave reminders on upcoming conferences. The day went on with virtual presentations and parallel sessions in three rooms, and poster presentations in the hallway. Familiar and new attendees came from 16 countries such as Japan, Malaysia, Australia, Iran, USA,



Round Table Talk with Rosemarie Rillera, Dr. Helmer Montero, and Dr. Chinebeth Borja.

the Philippines, and Indonesia, to name a few. Post-conference, GEN TEFL staff and presenters took a tour at

temples and scenic places in Bali to see the famed Island of the Gods themselves.



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GEN TEFL 4th English Language Teachers Congress and 1st International Educators Conference

On a two-day public holiday in Thailand (16-17 July 2019), GEN TEFL held its two-in-one 4th English Language Teachers Congress and 1st International Educators Conference (I-EdCon) at Topland Plaza Hotel, Phitsanulok. Coincidentally, this was the same venue when GEN TEFL held its 1st ELT Congress back in 2016.

The first day of the congress-conference began with a prayer led by Dr. Araceli Calixton, followed by the Philippines and Thailand national anthems. After, attendees were welcomed by Kenje Gunda, Vice President of GEN TEFL, and Daisy Gonzales, former Vice President of GEN TEFL. Then, GEN TEFL President Dr. Andy Cubalit reminisced how GEN TEFL started, shared its vision and mission, and shared the background of the first I-EdCon.

The first round of presentation started with a roundtable talk by Dr. Araceli Calixton. Coming from Lake Sebu, Philippines, Dr Calixton discussed the leadership styles of public secondary school administrators and teachers in her district. Dr. Cubalit then presented his paper on the use of metafiction in teaching English writing and revitalizing critical thinking.

After the lunch break, the participants proceeded to join the workshop, demonstration, virtual and paper presentation sessions. Gunda led workshop on differentiating class instructions with flipped learning. Kristine Calixton discussed the generation diversity and interpersonal values of teachers in Lake Sebu East district, Philippines. Then, Pawarit Wongpornprateep talked about student's perception on the use of VLE materials in Fundamental English courses. Jonathan Porley continued with presentation on instructional materials, methods, styles, and strategies in ELT.

After a coffee break, Aleksei Nekhaev talked about the application of psychology in ELT. The last session of the day was delivered by Luzviminda Pacaoncis , who gave a virtual presentation on the battle cry of the Bagobo-Tagabawa tribe in preserving their culture.

The second day commenced with welcome remarks and reminders, followed by another roundtable talk. Speakers Lily Rose Rafaila and Dr. Melvin Calixton were interviewed by the conveners on stage first before proceeding with Rafaila as the first speaker. She presented her research on perceived classroom assessment skills of teachers as well as a computerized tool to easily mark and analyze students' test results.

Dr. Calixton followed with his presentation on an implementation model of the predictors of education and nutritional outcomes on the conditional cash transfer or 4Ps in the Philippines. After a short break, Dr. Thi Thuy Oanh Tran gave a virtual presentation on the metaphorical expressions denoted of intellection in English and Vietnamese.

John Paul Quia-ot then delivered a talk on Pythagorean theorem and student's learning styles, followed by Agustín Pandoma with presentation about learner's level of science process skills, which makes the basis for a skills enrichment program that he led. After, Prospero Igupen discussed the CEFR level of undergraduate university students in Northern Thailand. Unice Cubalit

demonstrated how to deliver lectures to EFL students with modified methods.

After lunch at the hotel restaurant, Gonzales led workshop on how to improve one's class with gamification. Wrapping up the series of presentation, Dr. Cubalit called on each speaker and participant to receive their certificates and awarded best presenter to Pandoma.

The two-day event culminated with a sight-seeing tour at Sukothai Historical Park, one of the ancient capitals of Thailand. Then, GEN TEFL sent out a survey by email to all attendees and received back positive responses. As of writing, three-fourth of the attendees enjoyed the event and benefited a lot from the information they gathered, while the rest said that the event was excellent, extremely organized, and distributed the information they needed. One of the attendees wrote he liked the fun and informative activities the most. In addition, he praised the accommodating and reliable speakers and GEN TEFL staff. Another thanked the event for opening doors to many professional opportunities and personal development.

On behalf of all GEN TEFL staff, I'd like to express our deepest appreciation for all the feedback and suggestions given to us, and we will make sure to improve our service in future events. Our sincerest thanks to all presenters, participants, and staff who had joined us for this event.

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Kenje B. Gunda graduated with a degree of BS in Nursing from Far Eastern University in Manila, Philippines. In 2017, he was distinguished as one of the Top 40 Flipped Learning leaders in higher education in the world (2017) by the Flipped Learning Global

Initiative. He teaches at the Faculty of Nursing, Naresuan University, Thailand and is currently undertaking a distant MA in Education degree from the University of South Wales, UK on a scholarship.

Special Feature

Backchannels in Language Learning:

Present and Future

Odd as it may sound, one of my best teachers growing up was this gentle middle-aged lady who kept a tally of how many times I nodded during conversation with her. “It’s not only your nods, actually,” she’d told me when I asked her. “Nods, smiles, your uh-huh, they all told me whether you’re on the same page with me.” Even when a listener is silent, she’s never really silent. Communication, after all, is made from more than words, from nonverbal expressions. Expressions that now are commonly referred to as backchannels play a great role in our communication.

Through the years, the idea of focusing on backchannels in language teaching has progressed and developed. Backchannels were proven to be a great asset that helped in police interrogation, artificial intelligence development, and language teaching. From the days of Malinowski (1952) that referred to verbal, nonverbal, and both verbal and nonverbal responses by a listener in

communication as phatic communication to Yngve's seminal study (1970) that coined the term backchannels, educators have paid special attention to backchannels in classroom as an indicator of students' continuous engagement in the learning process (Fries, 1952; Dittmann and Llewellyn, 1968).

In the present, computer-assisted learning has given backchannels a greater role to benefits students and instructors in both face-to-face and digital interaction. Interactive features in course management platforms, for example, make it easier for instructors to keep in touch with their students in inclement weather. In such cases, online meetings and post-lesson surveys can also still be conducted to accommodate distant students.

From Bangladesh, Dr. Snehangshu Shekhar Chanda shared that computer-assisted backchannels did not have to be the only means of communication among class



Dr. Snehangshu Shekhar Chanda
Sylhet Agricultural University,
Bangladesh

residents. As the director of student of counseling at the university he worked, he frequently met students in his office hours, during which he focused on his students' mental wellbeing and learned of what they

were interested in outside classrooms that could be incorporated in his lessons. However, he also acknowledged that technology-assisted backchannels could be disruptive or unhelpful to students' learning if there were a lack of supervising. As such, Dr. Chanda supported a more rigorous teacher or instructor presence in facilitating the learning process.

Another challenge that backchannels help address is related to how the way we communicate is tied to our cultural background and identity. Various research have explored the challenges, as well as broken myths, of second language learning in which the learners appeared to be disinterested, hesitant, or feeling culturally demotivated to be an active participant in discussion. For example, if you can count with one hand the number of students who raise their hands when you ask your class to ask you a question, it might not be because the rest of them don't know the answer. It might be because it's culturally uncommon for students to ask their teacher a question. Backchannels then helped educators to facilitate such students by reducing the invisible barriers of power relation and formality.

Fajer Al Shammari, an instructor at the Australian College of Kuwait, made use of backchannel chatrooms to support her classes. Using WhatsApp, Todaysmeet, Google Doc, and the official school chat room helped preparing her students for academic discussion, brainstorming, and foster a healthy learning environment for students. She also used Kahoots and Prezi as a means to providing direct backchannels in her in-class activities. “I’m using Kahoot for my mini practice quizzes,” Al Shammari said. “I could review the lessons with my students, and it was an excellent way of knowing that type of skills or explanation that my students lacked. Thus, it allowed me to focus on their needs.”

From meeting students in their extracurricular activities to asking students to tweet their responses to a lecture or presentation, educators have been making full use of backchannels to aid their students. For language teachers in particular, there are a plethora of possibilities in researching the use of backchannels in relation to



our students' background, community, and preferred method of learning. Having said that, it also opens the door to more research on backchannel in our classroom.

Doesn't the future look fruitful and promising that way, fellow teachers?

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***Theresia Pratiwi** holds an MA in Applied Linguistic from Old Dominion University, USA and MFA in Creative Writing from the University of Maryland, USA. She was an awardee of the Fulbright Program and the University of Maryland ARHU Dean's First Year Scholarship. A language specialist of many interests, she has published three books of fiction, and her other creative endeavors have appeared in Asian Cha, Jakarta Book Gallery, Seoul Beats, and Inkstick.*

Three Free Online Tools to Improve Your Lessons

In this era of technology, everyone is familiar with smartphones and social media. They have influenced the way people of different ages communicate and entertain themselves. It's safe to say that most people, especially our youth, nowadays are adept at navigating them.

As a teacher, realizing that my students most often can't part from their phones unless I make it mandatory, I have to do activities that are beneficial to their learning with their phones. It's not new, of course. I'm sure many of you've done it before. Therefore, let's see if I can add some more to your repertoire of using technology to benefit the learning process in your class.

The first platform is Kahoot. In their own words, Kahoot is a "game-based learning platform, free for teachers of awesome and classroom superheroes." Who wouldn't want to be superheroes! Kahoot is a great start to your integration of online learning tools in class, as it is easy to use and hosting thousand of quizzes that you can choose from and adapt. You can even create your own

quiz on Kahoot. My students are crazy for Kahoot. The sound effects, animations, and colors, to name a few, are reasons why a Kahoot quiz can stimulate your students' engagement and help decrease learning anxiety in class.

I'd like to suggest Socrative next. Socrative claims itself to be "your classroom app for fun, effective engagement and on-the-fly assessments." To some extent, Socrative is similar to Kahoot. Both are online platforms to create and launch quizzes, but Socrative is considerably less interactive and less entertaining compared to Kahoot. However, my students believe that it is the most effective platform for taking a quiz. See it this way: while Kahoot is more fun-oriented, Socrative can provide a more conducive environment for a formal test or quiz. Socrative does not come with merry sound effects and animations like Kahoot does, but you can randomize questions that will pop on the students' phone screens so you can worry less about cheating.

The last one is Peardeck. This platform is completely different from Kahoot and Socrative. It's my select alternative for Powerpoint. Peardeck is a platform that will make your lesson or presentation more engaging and fun, enabling us to present traditional Powerpoint slides

with some twists. You can ask your students to answer questions, draw pictures, take surveys, express how they feel and many more on their phones during your presentation. Believe me, when you have mastered Peardeck, you can transform your class into an active learning zone.

All three platforms I've mentioned are free to use to some extent. The pro version, however, can charge you a couple of bucks. Peardeck's pro version is free for 30 days. You can explore, operate this version, and decide later whether you're invested enough to continue the subscription or not. Good luck and have fun trying these smart online tools!

~*~



Kiki Juli Anggoro teaches at Walailak University, Thailand. A proud Sumatra-born Indonesian, he holds a B.Ed from Yogyakarta State University, Indonesia and M.Ed from Naresuan University, Thailand. His research focuses on the utilization of ICT tools in ELT.

Storybird: Driving Students' Eagerness to Learn Language through ICT

Students nowadays were so much hooked to their gadgets that teaching sometimes can be rather challenging, especially for ESL teachers. Having said that, in my class I always try my best then to implement ICT as 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 endow teachers and students to encourage change and nurture the development.

This is not to say that ICT implementation is null of criticism. Some still argue that traditional teaching is still the most effective way. Many were still into the improvement of traditional teaching rather than looking at the positive side of engaging new processes to improve knowledge using ICT. As for me, ICT is beneficial as long as it is used wisely by informed teachers. For example, Computer Aided Instruction (CAI) has proven vital in developing students' performances in

math. ICT is also largely used in delivering reports and addressing gender imbalance in class.

One of my favorite ICT platforms is Storybird, a website which is free to all. Teachers can create accounts and invite their students to join providing them their passwords. Students can simply access it without creating an account. It's been a tremendous help in literature classes.

With Storybird, students can create their own virtual stories in few, simple steps. It also allows interactions among students by enabling them to comment on one another's work. Storybird allows students to expand their imagination, creativity, art, narrating and improve their use of English. It also features hundreds of art work that students can access. As well, they can read a wide selection of books written by others and share their own storybooks, too. There's even an option to publish their work online.

Storybird makes an interesting global hub for readers, writers, and artists of all ages. Storybird is one way in making a language classroom become interesting in writing and reading.

As shared by my students, Storybird connects people, families, teens, teachers and students alike. I get to know more about my students by looking at their showcase in Storybird, and I get to let them love my class.

-.-.-

Mary Rose Ducusin Sino Cruz is a Teacher III-level at Senior High School President Elpidio Quirino National High School San Agustin East, Agoo, La Union, Philippines.

Overheard in the Classroom

“I am, aren’t I?”

An English teacher asked one of her beginner level students to read aloud a short paragraph from the reading in the textbook. The student, partly nervous and partly shy, rushed his reading and stumbled over his pronunciation.

“Slow down a bit,” the teacher said. “You are too fast. I *am* confused.”

Said the student, “OK teacher. I *am* Student.”

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REFLECTION Announcement

GEN TEFL takes pride in the generous amount of its members' volunteered time, energy, and ideas. As a community, we thrive in and encourage progress and growth of all our members.

This is your chance to join our dynamic editorial team at *REFLECTION*. As a new publication, our philosophy is that we are building the airplane as we are flying it. Specifically, we are looking for an Editor-in-Chief, two (2) copy editors, and a graphic designer. Work experience in each respective position will be favorable, but not mandatory.

If you're interested, please send a cover letter and your latest CV to our acting Editor-in-Chief, Theresia Pratiwi (tpratiwi@gentefl.org). Of course, if you're interested but not really sure of what each position will entail, also feel free to shoot us an email.

Do help grow our community!



Call for Abstracts

5th GEN TEFL International Conference
Ho Chi Minh City, Vietnam
1 - 2 May 2020

English Language Teaching as an Instrument for Cross-disciplinary Studies

The 5th GEN TEFL International Conference will be held in Ho Chi Minh City, Vietnam. We welcome proposals on all aspects of TEFL with special emphasis on ELT as an instrument for cross-disciplinary studies. We are hoping not only to present a range of studies exploring English language teaching approaches, methodologies, technologies, and common practices, but also to work

together and develop sustainable professional networks focused on the long term advancement of ELT related research and knowledge.

Important Dates:

- Deadline for abstract submission: 30 January 2020
- Early bird Registration: until 28 February 2020
- Regular Registration: 1 March 2020 – 1 May 2020
- Reception Dinner: 1 May 2020
- Conference Date: 2 May 2020
- Full Paper Submission deadline: 15 June 2020

Modes of Presentation:

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

Notes of Importance:

- Abstracts should be no longer than 250 words. Please clearly summarize important findings of the paper, and include the 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 are selected for presentation within two to three weeks after submission.
- All accepted abstracts will be considered for the *GEN TEFL Journal* Vol. 5 publication. Submit your full paper by 30 May 2020 for a double blind review and editorial board review.

Abstract Submission:
conferences@gentefl.org

GEN TEFL Membership Information



Attach 1 2X2
or passport
size photo
here

Membership Registration FORM

New application Membership renewal Current GEN TEFL membership number (if any): _____

Please complete this form in English [BLOCK CAPITALS]

Title	First Name	Middle Name	Last Name
Mr./Miss/Ms./Mrs./Dr. Others: (specify) _____			
Date of Birth (mo/dd/yy)	Gender [] Male [] Female	Nationality: Citizenship:	Country of Residence:
Affiliation/Organization:			
Mailing Address:			
Telephone: Office () ()		Mobile: () ()	
Personal Email:			
Membership: [] Basic Membership/Junior Membership (Free)		[] 1 year FULL Membership (500 THB)	
[] 3 years FULL Membership (1,300 THB)		[] Lifetime Membership (5,000 THB)	
Signature			Date

GEN TEFL Membership Benefits

Basic Member	Junior Members (College Students)	Full members	Lifetime members
<ul style="list-style-type: none"> * Opportunity to join our Special Interest Groups * Meet international colleagues in the academe 	<ul style="list-style-type: none"> * Opportunity to join our Junior Support group * Student discount attendance fees at GEN TEFL events 	<ul style="list-style-type: none"> * Discounted registration fees at any GEN TEFL events (10%) * Research support group * GEN TEFL 1 year Full membership Card * Opportunity to vote in the election * May choose to join one of our Special Interest Groups (SIG) * Continuing Professional Development Online and/or Onsite training opportunities <p>Addition for the 3-year membership</p> <ul style="list-style-type: none"> ** 1 free copy of GEN TEFL publication. ** Opportunity to nominate and vote in the election 	<ul style="list-style-type: none"> * 1 copy of GEN TEFL publication up to the 3rd year * Discounted registration fees at any GEN TEFL events (15%) * Opportunity to vote and be nominated in the election * Research support group * Opportunity to be picked for free registration in any GEN TEFL events. * GEN TEFL Lifetime Card * May choose to join one of our Special Interest Groups (SIG) * On priority list* * Continuing Professional Development Online and/or Onsite training opportunities

Important NOTES

- * Return this form to the registration officer with your payment or scan the QR Code and fill out the form. Please send a copy of your "PAYMENT SLIP" or Control # to: membership@gentefl.org for verification purposes.
- * We will send you your receipt and membership card through mail, once documents and full payment has been received and processed.
- * Check the website for more information www.gentefl.org



This application Form is applicable for 2018/2019 applicants only.