



BOOK OF ABSTRACTS

2ND GEN TEFL INTERNATIONAL CONFERENCE

“Rethinking ELT in the Age of Ubiquitous Technology”

Novotel Bangkok on Siam Square, Thailand

1 - 3 July 2017



2nd GEN TEFL International Conference
“Rethinking ELT in the Age of Ubiquitous Technology”

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www.gentefl.org

GEN TEFL

Global Educators Network
Teachers of English as a Foreign Language
23/12 Prap Traichak Rd., Muang Phitsanulok,
Thailand 65000

Email: info@gentefl.org

Web: www.gentefl.org

Book of Abstracts
Printed in Thailand

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ISBN-13: 978-1541246898



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Plenary Speaker



Timothy Ralph Woodhouse
Language Teacher
Triamudomsuksa Pattanakarn School, Thailand



OBEC



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Quantifying the Indefinable: An Attempt to Measure, Motivate and Manage Language Acquisition

Implementing specific, measurable, attainable, relevant, and time-based (SMART) objectives to ensure student improvement is a major challenge for every ESL teacher. After successfully completing 5 years at Phitsanulok Pittayakom, Tim has recently moved to take up a new position as Language teacher at Triamudomsuksa Pattanakarn School in Bangkok. He has developed and tested a Monitoring and Reporting System (MARS) that analyses English language performance to foster student self-efficacy through objective appraisal and evaluates teaching efficiency so that course content is adapted in order to meet specific student needs, together with parental involvement and support.

The author believes that the level to which a reader can understand the thoughts of a writer is the writer's communicative ability level in that language at that moment. This level can be measured by various readability formulae, such as Flesch-Kincaid and SMOG, which assess a text's complexity of vocabulary and sentence structure.

Through use of standard software (Excel, Word, Thunderbird, and Gmail) MARS acts as a sandbox example of functions desired in an eventual national Thai web-based system that will help enable students to become learning-goal oriented as they understand content, use study habit strategies effectively, and link their new knowledge to previous experiences, becoming engaged with their academic texts.

Timothy Ralph Woodhouse, from Cardiff in the UK, is a former Global Project Manager (GPM) for Ericsson AB in Sweden. Tim has spent the past 12 years teaching business communication and fundamental English to professionals, university undergraduates and high school students in Korea and Thailand. During his years in corporate management, he worked on implementation assignments in various countries within EMEA (Europe, Middle-east and Africa), as well as Asia, all of which included measurably improved systemic deliverables. Tim has brought his technical background and experience into the teaching sphere, providing interesting and thought-provoking perspectives to the role of the educator for today's student. Tim is a qualified and accredited teacher, and was awarded 1st prize for his ground-breaking solution in Northern Thailand's regional Teaching Innovative Technique Competition arranged by OBEC in August 2016.

Plenary Speaker



Dr. Kathleen Solon-Villaneza
University Administrator, Professor, Researcher
University of Southern Philippines Foundation
 kbsolonvillaneza@uspf.edu.ph



USPF



USPFAA

Cultural Malleability and Grit in the Age of Ubiquitous Technology

Cultural malleability and grit are taken as one component in the rethinking of ELT in the age of ubiquitous technology. The ability to paradigm shift at a moment's notice in any given teaching-learning situation and the ease in adapting new ways of addressing concepts are qualities of the 21st-century scholars. This interactive lecture traces and inspects the cultures of non-digital, digital immigrants and digital natives in heterogeneous classes dominantly populated by ESL and EFL learners. It gathers snippets of and magnifies to view the importance of mother tongue-based multilingual education, translation, multiple intelligences, arts and theater, among many other lenses. Eclectic philosophies and strategies in education, language and literature along with technology are sought, inter alia, to aid the customized needs for meaningful learning experiences of the learners who are facing daunting challenges in comprehension and macro skills. Sample cases are shared with the audience for pocket discussions and potential research interests.

Kathleen B. Solon-Villaneza is a University administrator, professor and researcher. She is the as well as the head and editor-in-chief of publications at the University of Southern Philippines Foundation (USPF) in Cebu City, Philippines. Kathleen has spent the past 15 years teaching communication, language and literature to local and international students. Affiliations to professional organizations created opportunities for Kathleen to present research and conference papers in the Philippines, Cambodia, and Thailand. Kathleen holds an MA in Literature from the University of San Carlos (USC) and a PhD in English from the University of San Jose-Recoletos (USJ-R). Her research interests include alumni relations and tracking, arts and culture, translation, onomastics, literature and new technologies. A list of her works is at <http://orcid.org/0000-0001-6986-4577>.

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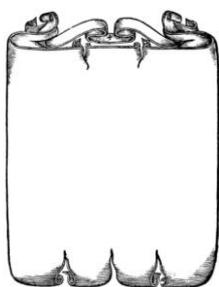
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Teachers' Perceptions of ELT in the Ubiquitous Age of Technology: Interviews and Implication

Nathan Thomas
Bangkok Christian University, Thailand

Abstract

This presentation will attempt to tell the story of ten teachers' perceptions of ELT in the current age of technology. The context is a private school in Bangkok, Thailand where the teachers are responsible for teaching grades 10-12 in a bilingual program. The students receive English instruction four periods a week from non-Thai teachers in addition to English lessons taught by local teachers. In this context, the foreign teachers are encouraged to use innovative teaching methods, supported by technology, to build 21st-century skills using English. In recent studies in the same context, Stokes & Boonmah (2017) investigated the usage of tablets at the primary level by surveying the students. Thomas & Stokes (2017) repeated the study at the secondary level finding similar results: the students were using tablets for only a few isolated activities, far from the vast potentiality the tablets offer for learning. To expand on this investigation, the current study looks beyond only tablets and student perceptions, reporting on the views of teachers and technology in a general sense. Semi-structured interviews were conducted with findings coded and presented as a narrative of the teachers' perceptions and usage of technology in their own classrooms. Implications will be discussed.



Nathan Thomas is an MSc Teaching English Language in University Settings (TELUS) candidate at the University of Oxford. Before his current study, he earned an MEd in International Teaching, an MA in Applied Linguistics, a BA in English, and various certificates in TESOL and TEFL. He has over seven years teaching experience and is an early career researcher. Nathan is also a regular presenter at international conferences on applied linguistics, TESOL, and other related disciplines. He has presented in the UK, China, Thailand, and Cambodia. His interests include silent and reticent learners, metacognition, affordances in ELT, and complexity theory.

NNES Teachers and EFL Teaching: The Case of Filipino Teachers in Thailand

Mark Ulla
Walailak University, Thailand

Abstract

With the ASEAN economic integration taking place among its member-countries, the demand of learning English as its common language (Kirkpatrick, 2010; Baker, 2012; and Crocco & Bunwirat, 2014) and the need to use and improve it also builds up. This brought some education institutions in the ASEAN region to hire for and employ foreign English teachers to help the local teachers teach English. This study aims to explore the perceptions, challenges and teaching methodologies of Filipinos as nonnative English speaker teachers in Thailand. The methods used were modified questionnaire, individual and focus group interviews and classroom observations. Findings revealed that respondents held a positive view towards teaching English in Thailand as it offers better salary rates and a good chance to develop their teaching skills. However, some issues like the dichotomy of being a native English speaker and a nonnative English speaker, inequality of monthly compensation, and lack of teachers' professional development programs were also noted. Respondents also reported some challenges in their classroom teaching. This includes classroom management, heterogeneous classroom set up, cultural differences, and adjusting to the curriculum. The implication is for the schools' managements, Ministry of Education officials, and policy makers to consider and address the issues of the nonnative English speakers as English teachers in the country.



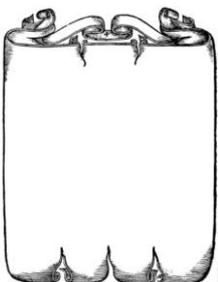
Mark Ulla finished his Master of Arts in English language teaching at Mindanao State University, Marawi City, Philippines where he also obtained his Bachelor of Arts in English. He is the Associate Editor of The Linguistics Journal, a production editor of the Asian EFL Journal, and a reviewer for TESOL International Journal. He is now a Lecturer at Walailak University Language Institute, Walailak University, Nakhon Si Thammarat, Thailand.

Lived Experiences of Filipino Educators: Enduring Differences at Foreign Academic Institutions through Cultural Pliability and Technology-Integration

CHARIS AJOC
University of Southern Philippines Foundation

Abstract

This study explored the lived experiences of educators in Surigao del Norte and Surigao City formerly teaching in foreign academic institutions. Through qualitative inquiry which is grounded on Giorgi's psycho-phenomenological research design, the study described the lived experiences of three interviewee-educators. Transcribed and reviewed records of the interviews revealed five thematic lived experiences of Filipino educators abroad: (1) adapting foreign educational system: a call for pliability; (2) driving forces for a better life; (3) coping with culture and value differences: a bitter reality; (4) a challenging experience with multi-faceted learners; (5) redirecting path: a way back home. Conclusion revealed the key to endure differences is giving respect to other norms, apply interactive activities to foreign multi-faced learners, and technology-integration in classroom discussion. Recommendations based on the findings are cited. Furthermore, an in depth comparative research on the Filipino educators' teaching experiences in Western and Asian countries is recommended.



I am Charis G Ajoc currently connected at Amando A. Fabio National High School, Division of Surigao del Norte, Philippines. I am a School Paper Adviser in our institution since 2008 up to present. I am a Senior High School Teacher teaching communication, writing and research. I finished my BSED - English at Mindanao State University (2002), MA in Educational Management at Saint Paul University - Surigao (2015) and currently pursuing my MA in English Language Teaching and Doctor of Education at Southern Philippines Foundation.

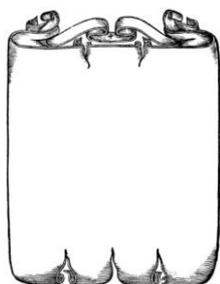
Roxifyonline.com: an Automated Essay Feedback System

Roxanne Miller

University of Jyväskylä/City University of Hong Kong

Abstract

Feedback on student's writing is an important part of the EFL learning context. In order for it to be effective, it should be immediate and useful to the student (Alderson, 2005; Hyland, 2006). Instructors are often overwhelmed by the amount of marking that is required. Students want feedback and teachers feel obliged to provide it (Wen, 2013; Leki, 1991; Radecki, 1988). This presentation will focus on the perceptions of both the students and the teachers with regards to using Roxifyonline as a program for automated essay feedback. Roxifyonline looks at a variety of language features required for academic writing. These include the usage of the AWL (Academic Word List), cohesive devices, key vocabulary taken from source texts, number of duplicated words, pronoun usage, and inclusion of sources, statistical metalanguage, reporting verbs used, and use of clichés. The data gathering procedure and the methodology used will also be discussed.



Roxanne Miller is an Instructor in the English Language Centre at CityU. Her area of specialization is in assessment for learning and the development of learner autonomy in students. She has had six years of experience working in the CityU Self Access Centre and has another six working on assessment. She is now completing her PhD in applied linguistics and has designed an automated feedback system for use by students world wide.

Roxanne earned her Master of Applied Linguistics in 2008 from Hong Kong University in Hong Kong and has been teaching English in Hong Kong since 1994. She is currently reading for a PhD in Applied Linguistics at the University of Jyväskylä, Finland.

Her area of specialization is in assessment for learning and the development of learner autonomy in students. She has worked for six years in the CityU HK Self Access Centre as a language advisor and has worked on numerous projects to develop learner autonomy. She also has 7 years experience working on assessment in Hong Kong.

She has presented globally on the topics of assessment, learner autonomy and vocabulary development. Her longitudinal projects have included the study of AWL (Academic Word List) vocabulary acquisition in primary aged students', a longitudinal study on developing learner autonomy in English language learning for university aged students and is currently undertaking a cross-cultural/cross-national study on the development of an automated essay feedback system.

Visual Images as a Means to Develop Language and Critical Thinking Skills

Miyoko Takatama
Soka University, Japan

Abstract

Discussing different aspects of visual images, such as pictures, photographs, and digital images, has been supported as an effective means to develop communication and critical thinking skills in primary, secondary, and medical education in the first language context. On the other hand, visual images often seem to play only a supplementary role in foreign and second language classrooms. This study aims to identify key factors to use visual images as a means to develop college language learners' vocabulary, communication skills, and critical thinking skills. Interviews with three experienced language teachers, as well as observations of their language classrooms, was conducted in a university in Japan to examine the teachers' perceptions towards using visual images, and the types of questions used to facilitate learning and discussion in their classrooms. The qualitative data indicates the need of a framework to sequence different areas of questions in order for language learners to discuss a given visual image. The framework of questions proposed in this paper will enable language teachers to use visual images for language and skill building effectively in their classrooms. Key Words: Critical thinking skills; vocabulary; communication skills



TAKATAMA Miyoko is an assistant lecturer at the World Language Center of Soka University in Tokyo, Japan. Her current research interest is using visual images, especially artworks, for effective language learning and skill building. The research interest is originated from her seven-year experience in art business before becoming an English teacher. She is also working on a project to examine and respond to various needs of students in a multicultural TESOL graduate program in Japan.

Establishing Feedback Practices to Encourage Student Progress

Timothy Woodhouse
Phitsanulok Phitayakom School, Thailand

Abstract

This research reviews the implementation of some feedback strategies and the effect these had on students in grades 7, 9, and 12 in a government provincial high school in Thailand. This longitudinal study follows a learner's progress over the course of one to three years in order to explore the relationship between Corrective Feedback and the resulting student motivation, test-taking techniques and attitudes as significant contributors to learner outcomes. Five classes were monitored over both 20-week semesters each year for a period of 5 years with formative and summative corrective feedback every 6-8 weeks to both parent and student. A total of 741 students (579 male and 162 female) participated in the longitudinal study over the 5 year period (2012-2016).

The target language was taken mainly from Oxford publication's Aim High 1 or Aim High 3 course book written by Paul Kelly and Susan Lannuzzi, along with the accompanying workbook series as well as numerous additional sources for grade 12 students, including International English Language

Testing System (IELTS) and English as a Foreign Language (TOEFL) material. After measuring the Flesch-Kincaid writing level of each student's essay at various stages of his/her writing development, including under examination conditions, a significant change in study habits and the quality of written work was observed.

This research suggests that corrective feedback strategies, including analytical tools for measuring grammar and vocabulary level of student written content, such as the Flesch-Kincaid Grade Level Readability Formula, provided helpful assessment data that students could understand and act on in order to improve their own language level. The assessments also developed dialogue and participation with parents, particularly when concerns regarding student progress were raised.



Timothy Ralph Woodhouse, from Cardiff in the UK, is a former Global Project Manager (GPM) for Ericsson AB in Sweden. Tim has spent the past 12 years teaching business communication and fundamental English to professionals, university undergraduates and high school students in Korea and Thailand. During his years in corporate management, he worked on implementation assignments in various countries within EMEA (Europe, Middle-east and Africa), as well as Asia, all of which included measurably improved systemic deliverables. Tim has brought his technical background and experience into the teaching sphere, providing interesting and thought-provoking perspectives to the role of the educator for today's student. Tim is a qualified and accredited teacher, and was awarded 1st prize for his ground-breaking solution in Northern Thailand's regional Teaching Innovative Technique Competition arranged by OBEC in August 2016.

Writing Process Approach through Technology in EFL Class to Improve Writing Proficiency

Azhar, Erin
University of Manchester, United Kingdom

Abstract

In most cases, product-oriented writing approach is still popular in secondary and higher education. Although the writing process is occasionally addressed but the teachers do not always demand the students to go through writing processes. The process of writing is often ignored, and forgotten to be conducted. The processes which are crucial in order to build writing proficiency. This happened mostly due to the time constraint, teachers argue that teaching writing through writing process approach is time-consuming in both preparation and execution. However, with the development of technology in language education field, it is necessary to make the best of technology can offer. This paper attempts to discuss the prospect of using technology to convey writing process approach in the class in order to omit the time constraint and to improve students' writing proficiency. This paper consists of three parts; the first part discusses brief common writing problem in the teaching context. The second part will discuss literature review regarding on writing process approach and writing process approach through technology, the last part will describe small practical demonstration to convey teaching writing in writing process framework through technology.



Erin Azhar graduated from State University of Jakarta (UNJ). She took English education major and gained her experience in teaching during her study. Passionate about teaching, she pursued a career as an English teacher in a private language school. She is currently continuing her master degree in TESOL at the University of Manchester sponsored by Indonesia Endowment Fund for Education (LPDP). She loves teaching because, for her, it is not just a matter of knowledge transfer, it is a form of sharing and caring for nearest people then continue to humanity and later on to the world. She hopes to keep continue sharing not only on EFL related matter but on anything she could give.

Enhancing English Paragraph Writing Ability of Grade Nine Students through the Specifically Designed Task-Based Learning Activities: A Case Study at Bann NongPakLoad School, Chaiyaphum.

Benjaporn Pakawachsomboon
Khon Kaen University

Dr. Pradit Sangsookwong
Khon Kaen University

Abstract:

This research as a case study with one group pre/posttest design attempted to enhance English paragraph writing ability of grade nine students at a Ban Nong Pak Load school, one of educational opportunity expansion schools in Chaiyaphum province. Four specifically designed task based learning activities were implemented as research treatments in the Basic English 6 course with purposively selected 7 samples out of 63 populations from five educational opportunity expansion schools in the same educational area. Learners' needs were identified through needs analysis via semi-constructed conversational interview questions. While their improved writing ability assessed by three inter-raters i.e. a researcher as a teacher herself, an expert in English and a native speaker were reflected through pre/post tests and four pieces of written paragraphs out of four tasks reflected. Also, their satisfactions with the treatment were shown through a class observation form and questionnaire. The results of pre/post-test and four paragraphs from four tasks signified the target learners' paragraph writing ability was averagely improved with statistical significance at 0.00 ($p < 0.05$) while the result of classroom observation and questionnaire reflected the great satisfaction with the research treatment for facilitating their learning to write English paragraphs with more motivation and confidence.



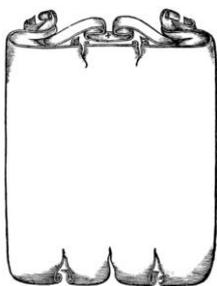
Benjaporn Pakawachsomboon has just graduated with MA in English at the department of English, Faculty of Humanities and Social Sciences, Khon Kaen University where she has obtained her BA in English. She is currently teaching English at a Ban Nong PakLoad school in Chaiyaphum province. She is interested in studying English as a second language as she is an English teachers as well as applied linguistics, phonetics, business English, reading and writing skill, communicative language teaching approach especially Task-based language teaching approach, etc. Particularly, her current research involves the study of Task-based language teaching on paragraph writing for secondary students in the remoted area. (benjaporn.l@kkumail.ac.th)

IMPROVING EFL STUDENTS' WRITING PERFORMANCES THROUGH
FLOW CHARTS

Ms. Duong Thuy Nguyen
Vietnam – Australia School, Hanoi, Vietnam

Abstract

This study aimed at examining the effect of using flow charts in EFL learners' writing compositions. The subjects were 30 students from year 7 in Vietnam – Australia School, Hanoi, who now reach B1 level in English language proficiency. This paper followed the quasi-experimental design. The study was conducted with two groups randomly assigned, which were the experimental group with the administration of flow charts and the control group with conventional writing instructions. The data were obtained from a writing pretest and posttest delivered to both groups scored by ESL Composition Profile (Jacobs et al., 1981) and analyzed through t-test formula. The pretest was given to evaluate students' writing achievement before the researcher gave the treatment. After the treatment in four weeks with two periods per week, the posttest was delivered to two groups. The findings of the study revealed that writing performances of students in the experimental group outweighed those of students in the control group. It could be concluded that flow charts improved EFL students' writing achievement. The results of the research make a contribution to the improvement of teaching writing skills for EFL learners, especially teaching young learners in the context of Vietnam where student-centered learning is still the main focus of attention.



Ms. Duong Thuy Nguyen is now teaching in Vietnam - Australia School, Hanoi, which is one international institution of high quality in Vietnam. She received her excellent bachelor degree in Hanoi University of Education in 2016. Her main research interests include teaching young learners, assessment and testing.

Teaching Reading among SLP Grade 5 Students of Marie Vithaya School

Frederick Pagalan Obniala
Marie Vithaya School, Thailand

Abstract

Teaching science subject in English as a medium of instruction to second language learners (L2) is quite challenging especially when doing science laboratory activities; most teachers are looking for alternative ways of teaching science as the students enjoy and learn the concept. Which science also deals with many skills that are critical for growing stronger readers and writers are also the core skill in science. Predicting, understanding cause and effect, understanding sequence, acquiring a rich vocabulary, building background knowledge, and developing the ability to read and write informational text are some of the skills that need to develop in understanding science concepts.

Science literacy program (SLP), involves connecting science in different subject areas such as English, this program involves the reading and writing which are all essential in comprehending and communicating scientific issues and ideas. Engaging the learners in hands – on experience (laboratory activities) provide valuable context for the learners to develop scientific literacy through reading and writing informational and not – fictional text.



Frederick Pagalan Obniala is a graduating student of Master of Arts in Education Major in Science Education at Philippines Christian University. He earned Bachelor of Science in Secondary Education (BSEd) major in General Science in 2005 at Sacred Heart College, Lucena City Philippines. He was a former College Instructor at Columbus College, Lucena City for two years, teaching Chemistry, Physics and Biology before moving to Thailand in the year 2008. He was also a former lecturer for the Seminar Development Project for Training Private School Administrator and Teachers in Nakhon Ratchasima under the Ministry of Education on Curriculum Development: Teacher Training Course for Teachers.

Teaching English in Elementary Level 3 – 6. Presently, he is a full time Science teacher and Assistant Head of English Program, Marie Vithaya School, Nakhon Ratchasima, a part time adjunct professor at Saint Robert's Global Education, Bangkok Thailand consortium with Philippine Christian University teaching foundation education subjects and general education subjects for Bachelor of Science in Secondary Education (BSEd). Science and Language Literacy are the focus of his research works.

The Influence of Task-Based Language Learning Activities on EFL Reading Ability

Philaiwan Ninphaphong
Khon Kaen University

Dr. Dararat Khampusaen
Khon Kaen University

Abstract:

Task-based approach offers different tasks and focuses mainly on promoting the engagement of EFL learners. This study aimed at investigating the effects of task-based language learning activities on the reading ability of high school students and on the factors involving with students' reading ability with task-based activities. The participants were 68 11th graders enrolling in an EFL reading course in academic year 2016. The participants were divided to a control and experimental groups. Four research instruments were implemented in this study including pretest and posttest, the researcher's observation form, task-based reading activities, and interview questions. The data were analyzed with the use of basic statistical methods, namely, mean (\bar{x}), standard deviation (S.D.), and t-test. The results from interview questions were analyzed and presented as the descriptive summary report. The findings showed that the task-based reading activities were a powerful tool in promoting the class engagement as well as the reading ability of the participants. In more detail, the participants in the experimental group performed better at the .05 level of significance. The data from interview questions also revealed the factors involving with reading ability through task-based activities. These comprised of grouping, time allocation, language proficiency and the positive attitudes towards learning reading with task-based activities.



Philaiwan Ninphaphong is a graduate student at English Department, Faculty of Humanities and Social Sciences, Khon Kaen University, Khon Kaen, Thailand. She graduated with a Bachelor's degree of Arts in English, Mahasarakham University. She is currently an English teacher at Banthaenwittaya School, Chaiyaphum, Thailand. She has been teaching English in secondary level for seven years. Her field of interests is teaching English in secondary level and EFL learners. Pninphaphong@gmail.com

Rhetorical Moves, Patterns and Strategies in the Introductory Paragraphs of
Expository Essays by Ilocano and Ifugao College Students

Jeaneth B. Bango
St. Mary's University, Philippines

Abstract:

The study employed a contrastive analysis to explore and identify the rhetorical moves, patterns and strategies manifested in the introductory paragraphs of expository essays written by 10 Ilocano and 10 Ifugao junior college students enrolled in an Intensive English Course. The framework of analysis is adapted from the Topic-Restriction-Illustration pattern of organization.

The results prove no distinct differences in the moves, patterns and strategies between the two ethnic groups. However, introductory moves, particularly the use of personal anecdote connected to the topic were found to be frequently used by both groups of students. Also, topic sentences are presented as counterclaims or “pivots” to the introductory statements. Topic sentences or main ideas prove to be delayed and usually postponed at the latter part of introductions and are usually fused and implied with restriction statements. Cultural attributions to Filipino and Asian writings were used to explain such findings, though results affirm the need to attribute multifarious factors that influence the writing differences among cultures and languages



Ms. Jeaneth B. Bango, born in 1991 and a native of Ifugao, holds a Master of Arts in Language degree from Saint Mary's University, Nueva Vizcaya. Also, she is currently on her third year as a law student in the same school.

After teaching for two years as a part-time English instructor of her alma-matter, she is now on her second year as a full-time Senior High School teacher in the same school. For three years, she has also been conducting review classes for candidates preparing for their International English Language Testing System (IELTS) exam.

Ms. Bango has been a speaker of English subjects during In-Service Training of teachers from private schools in different regions of the Philippines sponsored by the Philippine Education Assistance Committee (PEAC) in partnership with the Department of Education (DepEd).

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

Michael Stephen Gracias
Don Mariano Marcos Memorial State University, SLUC, Philippines

Abstract:

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



Michael Stephen Ramos Gracias - 09178040874 - gracias_mikesteph@yahoo.com - He earned his Bachelor's degree at Don Mariano Marcos Memorial State University, with the degree, Bachelor of Secondary Education major in English and graduated on March, 2010. After earning his degree, he worked for 2 years at Sacred Heart Learning Center and another year spent at North Philippines College for Science and Technology as an instructor. At Present, he is a Master Teacher in his alma mater, Bail National High School. While working, he also pursued his post graduate education in the same school where he took his bachelor's degree and took Master of Arts in Language Teaching and graduated last March, 2016. Presently, he has already enrolled his doctor's degree, Doctor of Philosophy major in Education Administration.

Improving EFL Students' Politeness Through Video

Suryoputro Gunawan
Universitas Muhammadiyah

Abstract

One of the most challenges for EFL teachers to teach pragmatics to EFL Senior High students is the attractive and practical media. Due to this problem, this study aims to find out 1) the effect of the video on EFL students' politeness performance and 2) the interaction between video as a learning media and students' gender on their politeness performance. This research was an experimental study with samples of 50 students—25 female and 25 male. The instrument consisted of the Multiple Choice Discourse Task (MDCT) to measure their ability in politeness performance. After the treatment, the data were analyzed by using multifactor analysis of variance (ANOVA).

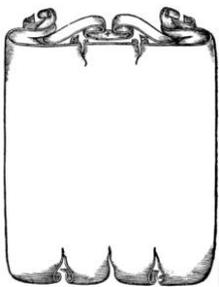
Based on the analysis the result revealed that (1) there was a significant different effect on students who were taught by using video and students who were taught without using video; and (2) there was no significant different interaction between gender and video as a learning media. Finally, it can be inferred that video media had significant different effect for students, but video and gender has no significance.

Simple Applications for the EFL Classroom: How teachers take advantages of them?

Krisniwana Suheldina
LPMP Bali

Abstract

When talking about recent technologies in English as a Foreign Language, it cannot be separated from prevalent gadgets and mobile phones especially the ones called smart phones. The widespread of internet connection facilitates the fastest information sharing throughout the globe in one click. The effects of the sophisticated machine in language learning are inevitable. It is becoming more and more obvious that day to day activities are based on the device whether it is teachers or students who are attached to. Why do not we take advantages from the phones and internet? This paper is an attempt to contribute to Technology Enhanced Language Learning (TELL) area of discussion by connecting theories into an easy classroom implementation. The practice had been introduced in two or three Teachers' workshops and forums. The participants were challenged to try out some applications in their smart phone preceded by making descriptions of the applications uses and the objectives in learning activities. They demonstrated the activities and share their results by using Video (You Tube). These simple implementations encouraged teachers to make use technologies based on their learning objectives covering the four skills.



I have been involved in a project of enhancing pedagogy for English Teachers especially for East Indonesia. It does not merely focus on the issue of National Curriculum implementation. It also covers teachers' competence improvement. My interest in English Language Teaching is increased due to many challenges program both in how to develop materials for the training and what to teach to the teachers. From 2014 to 2016, I have collected some data. I conducted many interview and observation on English Teaching. In my research report, more than 75% English teachers need refreshment in the form of workshop, seminar, and training. They stated that their teaching routine should had been followed by a refreshment activity. They wanted to change their non communicative way of teaching to more interesting activities.

Every year, English teachers are tested. They sit for the online examination to get a certification. However, this should have been accompanied by a well planned training in order to give them aid for the improvement in their classroom activity. The training will be helpful for teachers to inspire them to be creative in designing materials, using media, and improving lesson plans.

Home School Instructors' Beliefs and Practices of Arts Integration:
Young Learners' Motivation in English Language Learning

Jittrapat Piankrad
Mae Fah Luang University, Thailand

Dr. Maneerat Chuaychoowong
Mae Fah Luang University, Thailand

ABSTRACT

The purposes of this study are to: 1) investigate the home school instructors' beliefs about arts integration in English language instruction, 2) study their practices of arts integration in English language instruction, and 3) study the young learners' motivation in English language learning. This study used a mixed-method research design to collect data including two research instruments: questionnaire and semi-structured interview. The research participants for the questionnaire included 43 home school families in the North of Thailand and five interview participants were volunteers from the home school families. It was revealed that there was a strong relationship between beliefs of self-efficacy and practices of arts [$r=.57$, $n=43$, $p <.000$]. The interviews showed that integrating arts to English instruction allowed children to express their imagination and ability. Also, the home school instructors took the key role in providing prior conditions for young learners to develop not only English language but also lifelong learning skills both of which enable them to access body of knowledge and opportunities to learn with no restriction of locations.



My name is Jittrapat Piankrad, a freelancer of translation and an owner business of art products. I was born on 30th October, 1989 and I am now 27 years old. My ethnicity and nationality are Thai. I hold a bachelor degree of Arts, English major from Mae Fah Luang University. Now I am studying in Master of Arts, Program in English for Professional Development, Mae Fah Luang University. I live in Chiang Rai province, the north of Thailand.

Using Software to Improve English Student's Pronunciation

Nguyen Binh Phuong Ngan Trang
Van Hien University

Abstract

Pronunciation is considered one of the most difficult skills in learning English, especially for university students. Among numerous reasons leading to this demotivating difficulty, the effects of mother tongue language, which is described as L1 interference, are usually seen as the most common reason among learners like university students. More particularly, in Vietnamese context, because Vietnamese learners of English are used to the pronunciation of Vietnamese words which are different from English, they usually make mistakes in pronouncing English words. In other words, they are not able to recognize and appropriately adjust their articulation positions to pronounce English words correctly. Therefore, it is necessary to apply a tool to help learners understand how to put their articulation in correct positions in order to pronounce English words. In Vietnamese context, pronunciation software seem to be a potential tool. For that reason, this paper investigates the effects of using software, particularly the software called "Pronunciation Power", on the improvement of English pronunciation among university students. Through observations and interviews of 60 university students in an English course, the results show that students tends to improve their pronunciation of individual English words after using the software in teaching and learning pronunciation.



Nguyen Binh Phuong Ngan Trang is a teacher of English with teaching experience in Vietnam. She currently teaches applied linguistics courses at the Van Hien University and Vietnam USA Society English Centers, Ho Chi Minh City, Vietnam. Her research interests include: computer assisted language learning, culture and language learning, and innovative teaching and learning methods. Her latest paper is entitled "Using the deep approach (Tochon, 2015) to improve university student's language learning", which has recently been accepted by Journal Of Science, Ho Chi Minh City University Of Education.

A Story of a Smartphone-less EFL Teacher Who Became Her Students' ICT Guru

Magdalena Brzezinska
Adam Mickiewicz University, Poznan, Poland

Abstract

This presentation focuses on the successful application of easy-to-use ICT in the ELT classroom, which can be done even by teachers with little previous ICT experience – provided they have reasonable Wi-Fi. From an interactive poster or a cartoon through an online publication or a training app to an interactive online walk, you can do it all to enhance your students' foreign language proficiency and prove to your hi-tech teenage students you too can adapt to the age of ubiquitous technology.

Five free-to-use online platforms and tools will be featured, in the order of growing complexity: ThingLink, Stripgenerator, Issuu, CMI2 app generator and Experiencity. It will be shown how they all can be used to “covert” well-known, well-liked and effective EFL activities into the digital format. The first one can be employed to create an interactive image/poster on any topic (e.g. bullying); the second one can help your students create a cartoon to illustrate a selected grammar point (e.g. giving commands); the third one can feature your students' project edited as a booklet or a magazine; the fourth one will allow your students to create a very simple training app for mobile devices (e.g. an instruction on how to be a perfect teacher); and finally, the sixth one can allow them to create an activity-packed online walk around your town or city.



Magdalena Brzezinska is a graduate of Adam Mickiewicz University, Poznan, Poland. She has been an EFL teacher for over 20 years and a teacher trainer for 10 years. She is also an international conference speaker, sworn legal translator and certified art therapist.

She taught practical English and sociolinguistics to English Philology students at the University of Warmia and Masuria, Poland, and she provided EFL instruction to students across age and proficiency levels.

She organized and took part in a number of international projects showcasing art and literature: <https://issuu.com/magdabr/docs/lw>; https://issuu.com/magdabr/docs/apt_to_forget_to_remember; https://issuu.com/magdabr/docs/and_that_has_made_all_the_differenc. She has also been a Community Teaching Assistant and Mentor for various educational institutions and platforms for nearly two years.

Magdalena enjoys project-based learning, experiments with ICT tools in her class and likes to combine regular and online activities. She is a member of FILTA and Visual Arts Circle.

Fetch-A-Buddy (FAB) System: Curbing Absenteeism

Rodel Miniano
Department of Education, La Union, Philippines

Abstract

Student absenteeism is a serious issue in public education. Concerted efforts have been expended aimed at engaging student and promoting active learning but schools are still full “clock-watchers.” One of the most annoying experiences for the teachers is when students are absent. Teachers prepare lessons with the objective that 100% of the class will learn from the day classroom activities, and it is most satisfying when all students are present on that day and the day thereafter to ensure maximum learning. Sadly, it is very difficult to achieve perfect attendance. No matter how interesting and well-prepared lessons and teaching materials are, there are bound to be students who miss out on the day’s activities. School form 2 or the Daily Attendance Report of Learners for the months of June and July show that the attendance of Grade-8 pearl students is on the average, meaning; only a few are absenting themselves. However, for the months of August and September, it has been noted that attendance has become alarming. Therefore, corresponding to the above facts and observations, the researchers, being the adviser of Grade-8 Pearl, is highly motivated to address the incidents of absenteeism and tardiness among his students through the use of the fetch a buddy (FAB) system. FAB system is a tool designed by both the researcher and his advisee during one of their Homeroom Guidance Program session. This is a method where the student at risk of dropping out will be paired or grouped with a classmate. Together, they will come to school on the same time. This presentation will show how FAB system works.



Rodel O. Miniano is a Doctor of Philosophy in Management student at Saint Louis College, City of San Fernando, La Union, Philippines with his Dissertation Writing in-progress. He received a bachelor’s degree in Secondary Education Major in English and Master of Arts in Education major in Educational Management from Osias Educational Foundation, Balaoan, La Union, Philippines. His current field placement is with Paraoir National High School, La Union Schools Division Office, Department of Education. He holds a Teacher III position and has been a class adviser since his first appointment in 2007.

Flipped Learning in a Thai University EFL Class

Kenje Gunda
Naresuan University, Thailand

Abstract

Flipped learning has been a growing trend in education and learning for the past decade. Its main idea is to bring the lecture out of the classroom so that students can spend more time doing exercises in class. This present study aims to explore the effects of flipped learning in a Thai university EFL class and to compare the students' grammar learning performance in flipped classroom with a conventional classroom. Two groups of students (44 students in the control group, 35 students in the experimental group) served as the subjects of this study. The methods used were pre and posttests and survey questionnaire. The findings revealed that the post-test results of both the control group and the experimental group have increased significantly. It was also found that the two groups of students expressed confidence and knowledge in English grammar; and the videos helped the experimental group of students to understand the lesson before coming to class. Thus, flipped learning can be used to improve student's learning in EFL classes. The implication is for teachers to consider using flipped learning to enhance their teaching strategies and to improve their student's learning performance.

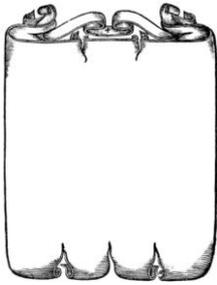


Mr. Kenje Gunda graduated with a degree of BS in Nursing from Far Eastern University in Manila, Philippines. He was awarded a scholarship and is taking up his online MA Education from University of South Wales in the U.K. Mr. Gunda has been teaching in Thailand for three years. He started his career in teaching at English Workshop School where he taught nursery and kindergarten students and, at the same time, a part-time English lecturer at Siridhorn College of Public Health in Chonburi. He was then hired to be a teacher at Anuban Chonburi School where he taught English, Science, Maths and Health to 1st and 5th graders. Mr. Gunda is currently a lecturer at Naresuan University Language Center in Phitsanulok, Thailand where he is teaching English on the 1st and 2nd year level.

Introduction to Flipped Learning

Bruno Sablan
English Language Fellow, United States

Flipped learning has become a hot educational buzzword in the last couple of years. What started out as a high school teaching phenomenon in the United States has gained the attention of prestigious universities worldwide. This presentation will explain what flipped learning is, why some teachers prefer it to traditional teaching methods, and provide some examples of how to use technology to flip English language lesson plans.



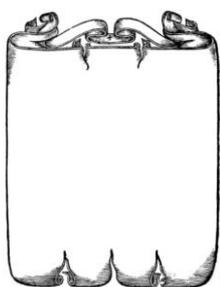
Bruno Sablan is part of the English Language Fellow program sponsored by the U.S. State Department. English Language Fellows are highly qualified U.S. TESOL professionals who assist U.S. Embassies in delivering and maintaining quality English language programs around the world. He is currently on an embassy assignment at Binus University, a leading private university in Indonesia, where he teaches in the English department. At Binus University, Bruno has also created new business courses for the English department and worked with university deans and faculty to develop 'flipped' classrooms. Prior to becoming a Fellow, Bruno held various education management positions and worked for semiconductor and EDA software companies in Silicon Valley, California. He holds a Masters in English with emphasis in TESOL from San Francisco State University, a Masters in Business Administration from UC Berkeley, and an Electrical Engineering Degree from the University of Southern California.

Application of WTC into Classroom Activity

Ando, Yusei
Tokai University, Japan

Abstract

Despite a growing number of research on willingness to communicate (WTC, hereafter) in the L2, little research focuses on strategic aspects of WTC in the classroom. Similarly, for teachers, lack of feedback from students also leads to limited capability of reflecting on, and improving, their teaching strategy. Therefore, the purpose of this research is to examine teaching strategies that foster students' WTC in the L2 from their perspective, and to suggest some classroom activities that can be used by language teachers. This research is founded on Aubrey's study (2011) suggesting five factors in fostering students' WTC in East Asian context EFL classrooms, which include; group cohesiveness, communication anxiety, topic relevancy, acceptance of CLT, and international posture. Consideration of these factors associated with classroom activities shows that reciprocal understanding between teachers and students plays a central role in utilising these factors, and in promoting students' WTC in the language classroom.



Yusei Ando will graduate in March from Tokai University in Japan with a Bachelor degree in International Studies. Spending one academic year in Iceland as an exchange student, where two languages are spoken at a native level, he gained interest in the field of second language teaching/learning. His internship experience as a language classroom observer/evaluator at GLN in Washington, DC has also helped him gain deeper understanding of communicative approach and strategic use of teacher-student interaction. His main interests are in motivational strategies, willingness to communicate, and learning strategies.

Improving English Speaking Skill Focusing on Rhythm through Series of Self-Recorded Video Tasks: A Case Study at RMUTI, Khon Kaen

Pintip Taweepon
Khon Kaen University

Dr. Bussabamintra Chalauisaeng,
Khon Kaen University

Abstract:

This research study attempted to improve English speaking skill focusing on rhythm through series of self-recorded video tasks of 18 purposively selected samples majoring in Management out of 600 populations from Business Administration, Technical Education and Engineering faculties. They were 2nd year students taking English for communication course in 2nd semester of the academic year 2016 at Rajamangala University of Technology Isan, Khon Kaen Campus. Six task-based learning activities with a free task within Willis (1996) framework were implemented with six research instruments like pre/posttests, seven tasks, small group semi-structured interview, questionnaire, classroom observation and self-assessment forms. Their speaking skill improvement was assessed by three inter-raters i.e. a researcher as a teacher herself, an English expert as a university lecturer and a native speaker as an English teacher. All findings showed the same positive trend with strong correlations. The sum of the mean scores of the pre/post-tests ranged from 2.59 to 3.35 with significant statistic at 0.00 ($p < 0.05$) which was similar to those of six self-recorded video tasks and free tasks at 3.21 and 3.10 respectively indicating the average speaking skill improvement with positive opinions on the treatment for developing their intelligible communication with English rhythm.



Pintip Taweepon has recently graduated with MA in English from the department of English at the Faculty of Humanities and Social Sciences, Khon Kaen University. She is currently teaching English at Department of English for International Communication, Rajamangala University of Technology Isan, Khon Kaen Campus. She has five years experience in teaching English for Communication and English for study skill development for undergraduate students. She is interested in teaching English as a foreign language, applied linguistics, vocabulary, speaking skill, Audio-visual translation, Task-based language teaching approach, self-recorded video technology. More specifically, her work examines the approach to improve Thai learners' speaking skill.

LISTENING COMPREHENSION FOR YOUNG LEARNERS AS SECOND LANGUAGE ACQUISITION

Kandi Lintang Ndadari

English Education, Post Graduate Program, State University of Yogyakarta

ABSTRACT

English as global language becomes more important since it is used for communication and language learning. One of the language learning of skills, which is listening, can be the most frequently skill that the second language learners used as language acquisition, then it is followed by the other skills of communication. In some second language acquisition theorists, it has stressed the role of listening in facilitating second language acquisition. Some of them are listening for recognizing main idea, listening for understanding the details information of the passage, and listening for developing the second language learners' awareness. Since listening is an activity done by second language learners to process what is heard into meaning, catch what incoming sound, then process it in memory using some strategies to construct meaning, they need to recognize the listening processes and the listening strategies including top-down and bottom-up processing, and cognitive and metacognitive strategies. This paper also explains the importance of listening as second language acquisition for young learners.

The Relationship between Multiple Intelligences and Language Learning Strategies

Ansarin, Ali-Akbar
University of Tabriz, Iran

Paki Khatibi, Samira
University of Tabriz, Iran

Abstract

This study set out with the aim of assessing whether Multiple Intelligences profiles of students would show any influence on their use of LLS as two important determining factors in the language learning. Additionally, this study explored the role of gender and different proficiency levels on EFL learners' multiple intelligences. Moreover, this study intended to determine the role of gender and proficiency levels on EFL learners' use of language learning strategies. The Pearson Product Moment correlation was used between Multiple Intelligences (MI) scores and language learning strategies. The correlation coefficient analysis showed a significant relationship between the variables of MI and SILL. Then, a Two-way MANNOVA was run between the MI scores and different proficiency levels and gender. The results of multivariate tests showed a significant positive difference between the MI scores and different proficiency levels. The results of multivariate tests revealed there was no significant difference in MI scores in different genders. The results of univariate test indicated that there was a significant difference in musical intelligence of participants at different proficiency levels. The results of LSD pairwise comparison test showed that compared with the other groups, the elementary level acquired statistically the highest musical intelligence. The analysis of two-way ANOVA revealed that the use of total strategies (LLS) at different proficiency levels was not significant. There was no significant difference in total strategies (LLS) and gender. The results of two-way MANNOVA showed that there was a relationship between use of language learning strategies and different proficiency levels and gender.



Dr. Ali Akbar Ansarin is a Professor in the Department of English at the University of Tabriz, Iran. He is interested in psycholinguistics, second language acquisition and research methods.

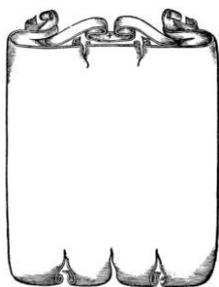
Language Anxiety and Oral Performance of Selected Pre-Service Teachers

Dr. Janet Arcana
University of Southern Philippines Foundation

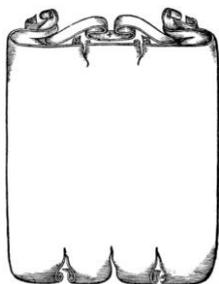
Dr. Elaine May Patiño
University of Southern Philippines Foundation

Abstract

At the onset of their collegiate studies, the 21st century teachers in the Philippines where English is a second language, must possess fluency in English oral communication. English is widely used as a medium of instruction in most teaching-learning endeavors. As observed student who have trouble speaking in a group are likely to experience even greater difficulty in speaking the English language in class especially when their performance is monitored and evaluated by their supervisors. From this scenario, this descriptive – correlation study determined the language classroom anxiety in relation to the classroom oral performance of eighty two (82) pre-service teachers in four (4) selected Philippine higher education institutions. The findings revealed that the pre-service teachers' language anxiety is significantly related to the oral performance. Thus, English language teachers must employ collaborative, technology-driven classroom activities where each student is given the chance to gradually become more comfortable in speaking English effectively.



JANET A. ARCANA is currently the Dean, College of Education of the University of Southern Philippines Foundation, where she finished her Master of Arts in Education major in Educational Management and Doctor of Education. She graduated Bachelor in Elementary Education from Cebu Normal University, and earned her Masters in Early Childhood Education at Cebu Technological University.



ELAINE MAY S. PATINO is a graduate of Bachelor in Elementary Education from Cebu Normal University. She worked as an ESL Teacher in Ho Chi Minh City, and became an assistant manager of a Language School in Dong Nai Vietnam. She finished her Master of Arts in Education, major in Curriculum and Instruction, and Doctor of Education at the University of Southern Philippines Foundation, where she is the current elementary school principal.

Improving Vocabulary Achievement through Mobile Assisted Language Learning (MALL) Among Grade VIII Students

Dr. Caroline Victorine Katemba
Universitas Advent Indonesia, Indonesia

Abstract

The purpose of this study is to find out whether the use of Mobile Assisted Language Learning can improve students' achievement in vocabulary. This study used quantitative research method and experimental design. The participants of this study were 79 students. They were grade VIII at SMP Negeri 1 Parongpong, Kabupaten Bandung Barat. They were divided into two groups, grade VIII A as experimental group using MALL and grade VIII B as the control group using conventional method. The result of this research are: normalized gain for control group is 0.08 while normalized gain for experimental group is 0,77. And the data from Mann-Whitney u test found that the $p = \text{Value Sig (tailed)}$. $(0.000) \leq \alpha (0.05)$. It means that H_a is accepted, H_o is rejected, therefore, the conclusion there is a significant difference in the improvement between students who were taught using MALL and students who were taught using conventional method. The researcher recommends the use of MALL in teaching Vocabulary for English teacher, because it is really significant in Improving Vocabulary Achievement.



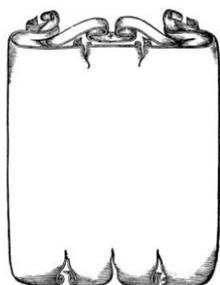
Caroline Victorine Katemba, PhD is an associate professor at Universitas Advent Indonesia in the Education department and the director of the University Research Center and Community Service. She has been in the field of TEFL for more than 20 years and has published several research papers. She is also a presenter in the National and International conferences. She authored several books: *Speak Out!*, *English for Business*, *Speak English in 5!* *English for Nurses*.

A pilot implementation of the software system for supporting the learning, teaching, reviewing and self-assessing English for non-English major students at University of Information and Communication Technology – Thai Nguyen University

Duong Thi Hong An
Thai Nguyen University of ICT, Vietnam

Abstract

Blended solution has proven its high effectiveness in the last few years in the trend of ICT applications in education and training. The project “Building the software system for supporting the learning, teaching, reviewing and self-assessing English” funded by Thai Nguyen University (TNU) has been piloted at University of Information and Communication Technology (ICTU) since July 2015. The participants are first-year and fifth-year students in full-time undergraduate training program at ICTU. The system has connected closely with English curriculum, given lots of support in providing e-lessons, exercises, and A2-B1 output examinations. Especially, the system has helped lecturers with reducing workload in testing, assessment, student management both in class and at home via education management system at ICTU and also at other nine member universities of TNU. After piloting, positive feedback from lecturers and students has been sent to the project group. This is a bright perspective for a broader implementation in the next stage of the project.



Ms. Duong Thi Hong An, MA
Deputy Head, Division of Science -Technology & International Cooperation
University of Information & Communication Technology (ICTU)
Thai Nguyen University (TNU)
dthan@ictu.edu.vn
anduong304@gmail.com
Mobile: 0904. 26 72 73 / 0963 810 122

Corpus Studies: Translating Research into Practice

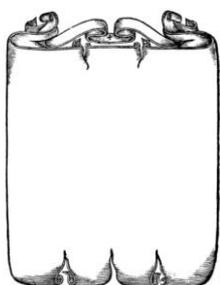
Dr. Emily Thrush
University of Memphis, USA

Abstract

Analysis of large bodies of text using various computer tools has revealed many interesting aspects of language use by native speakers, and of language acquisition by learners. This paper will describe several such studies of English, and how the results can be translated into instructional practices.

Several studies have identified differences between texts by native and non-native speakers that may be the cause of lower rates of acceptance of the latter by scientific and academic journals (Duncan, 2009, Min & McCarthy, 2013). These studies point to ways to help NNS produce more successful documents. Other studies reveal the specific ways in which learners fail to progress from intermediate to advanced levels, how instruction can be supplemented to boost learner acquisition (Alhabsi, 2014), and how textbook readings that lack some of the features of authentic text can contribute to this failure to progress (Crossley, et al, 2007; Lancaster, 2016).

In addition, simple corpus tools can aid teachers in analyzing student progress, and in identifying areas of deficiency. The presenter will show these tools and discuss their use in the classroom.



Emily A. Thrush, Ph.D., is a Professor of Applied Linguistics in the English Department at the University of Memphis. Her degrees are from Duke University, the University of Florida, and Georgia State University. She teaches courses in the B.A. , M.A. and Ph.D. programs at the University of Memphis as well as teacher training courses for licensure in Tennessee. She has been sponsored by the U.S. State Department and the Fulbright Organization to conduct teacher training in a number of countries around the world, including China, Japan, Germany, Italy, the Czech and Slovak Republics, Brazil, Peru and Mexico.

Dr. Thrush has published widely on the topics of second language reading and writing, teacher training, curriculum and materials design and corpus studies. She is a co-author of textbooks in the McGraw-Hill Interactions/Mosaics series, including Interactions Access: Listening and Speaking. She has also presented at international conferences in France, Canada, Singapore, Germany, China and Mexico. Her current research interests include technology use in TESL/TEFL, and English for Science and Technology.

Literature and Global Issues in English Language Teaching: A Study of Using YouTube Audiobook to Facilitate Teaching Global Issues through Ernest Hemingway's Short Story, Old Man at the Bridge

Chakri Kasatri

International College for Sustainability Studies, Srinakharinwirot University, Bangkok

Abstract

YouTube audiobooks provide English language teachers and their classes with a new means to facilitate teaching and learning. This study expresses how the video-sharing website, YouTube can facilitate and enhance the teaching of global issues through literature like short stories in the English language classrooms. Global issues in literature include aspects of story, author, character, and context whose individual identities are affected by war, conflict, migration, exile, or other transnational forces. Global issues can provide meaningful content for language classes. English language teachers throughout the world blend global issues and global education into their teaching in a variety of ways that involve language-teaching content, methods, materials, course design, and supplementary activities. Teaching students about global issues and encouraging them to see the world through other eyes is of great importance. A global issue such as war and conflict, however, is a challenging topic to relate to the students. Some of the most important works of war and conflict are literature, and they are often the best introduction since they use people (characters) to develop this challenging concept. This study has three parts; the first part discusses the importance of incorporating global issues into English language classes. The second part discusses how using literature, in this case the short story about the Spanish Civil War (1936-1939) Old Man at the Bridge (1938) by Ernest Hemingway and YouTube audiobook can help in teaching about global issues. Finally, the last part suggests a teaching model and class discussion topics about the global issue reflected in the short story. The study concludes that YouTube audiobook is a great tool in facilitating the teaching of global issues through literature like short stories in the English language classrooms.



I am a lecturer and academic advisor at the International College for Sustainability Studies, Srinakharinwirot University, Bangkok, Thailand where I have been teaching for just a little over nine years. I teach English and Social Studies in the General Education Curriculum, which is a part of the College's Sustainable Hospitality and Tourism undergraduate program. The courses I have taught are English for International Communication, English for Political Science, and Man and Politics. I'm currently teaching English for Tourism and TOEIC Preparation for the summer semester, and I'll be teaching General Education for Human Development and Active Citizens in the upcoming academic year which starts in August. I have a bachelor of science in

Economics, a master's degree in Public Administration, and is currently a Ph.D. candidate in Political Communication. My research interests include global issues in ELT and general education classrooms, language and politics, and literature and politics. My published research and academic articles include these topics: journal writing activity in English classes, opportunities and challenges for Thailand in the AEC (Asean Economic Community), political communication of English language newspapers, and literature and political studies.

Maximizing Social Networking WhatsApp Features in Teaching English to Engineering Students

Naely Muchtar
Politeknik Negeri Ujung Pandang, Indonesia

Abstract

The application of technology in English language teaching classroom are undoubtedly provide opportunities for lecturers to be as creative as possible in sharing and transferring the knowledge. Many social networking applications are installed inside students' smart phone to send and receive instant messaging, call, and browse through the internet. Innovative lecturers can take advantage on the technology that students have on their phones in making the process of teaching and learning enjoyable and fun even when there is no internet available in the classroom. Abundant activities can be conduct by the lecturer and extended beyond the classroom when students later link to Wi-Fi. Alternatively, students can show each other their phones at different stages of activities. Five basic features of WhatsApp such as text, photo, video, audio and emoticon or emoji can be maximized to cover four skills of English namely reading, writing, listening, and speaking. Students will actively participate and communicate as they are very familiar with the application in their private lives in addition they will experience meaningful teaching and learning process.



Naely Muchtar received the Bachelor of Education and Master of Education degrees from Faculty of Language and Fine Arts Universitas Negeri Makassar, Indonesia in 2005 and 2008 respectively. In 2009, she joined in Electrical Engineering Department of Politeknik Negeri Ujung Pandang as English Lecturer and teaching English for Specific Purposes (ESP). Since 2012 until present she has been the secretary of education and training unit at her institution. Her research interests are digital literacy, ESP, Mobile-Assisted Language Learning (MALL), and teaching methodologies. She is actively participated in several national and international seminars, conferences, and workshops related with English Language Teaching.

Student Misbehavior In Japanese and Korean University Classrooms

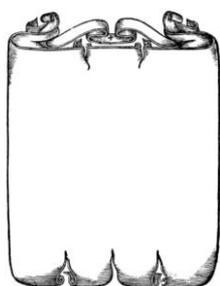
Douglas Sweetlove
Kinjo Gakuin University, Nagoya Japan

Abstract

The classroom is the meeting place of teacher, student, and lesson plan. All of these elements must be in harmony in order for learning to take place. Of these three, the most difficult to control or predict is the student. In particular, student misbehavior, a subject which provokes strong feelings in all teachers. Classroom management issues can be especially problematic for native English teachers working overseas, who are operating in a different cultural setting than their own. This cultural gap can create tension and stress in the classroom and negatively effect student performance.

Previous research in Japan (Norris, 2004) has seen student behavior through the lens of Japanese culture in general and the culture of university life in particular. Sweetlove (2015) has shown that student misbehavior which impacts these teachers' self-image and professionalism is perceived as the most serious in Japanese universities. However, is the same true in other Asian countries? On a superficial level, Japan and South Korea are quite similar- successful, industrialized, and modern. The same can be said for their education systems: both are based on the Confucian model, both place strong emphasis on standardized tests as gate keepers for advancement, and both have clear hierarchies of educational institutions.

Through the use of an online, multiple choice survey, the perceptions of student misbehavior of native English teachers in South Korea and Japan were compiled. The results of the survey indicated that Sweetlove's results were not repeated by native English teachers in Korea. The current study seeks to discover the cause of this result by a more in-depth comparison of both the two nations' university systems and those who work in them.



Douglas Sweetlove, a native of Canada, has been living and teaching in Japan for nearly 20 years. He is currently a lecturer at Kinjo Gakuin University, an all-women's university in Nagoya Japan.

Vietnamese Students' Attitudes towards the Use of Technology in EFL Classroom
Settings in Higher Education

Nguyen Giang
Foreign Trade University, Vietnam

Abstract

The use of technology in teaching foreign languages has presented a numbers of benefits in developing students' language competences. However, there are certain studies that reflect the negative impacts of using technology in language classroom settings where the teachers fall to monitor what students are working on. Therefore, this study aims at investigating Vietnamese students' attitudes towards the use of technology in general English classrooms at the university level and figuring out how technology may impact the language learning process in order to evaluate the impact of using technology on the development of English language skills of Vietnamese university students. Sixty undergraduate students from Vietnam National University in Hanoi were randomly selected as the respondents doing a survey questionnaire about the impact of technology on their English learning process. The findings indicated that the majority of students had positive reactions towards the use of technology in English classrooms and viewed it as an effective way of learning English.

Language and Culture in EFL Teaching

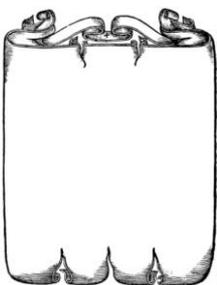
N. P. Bragg
Naresuan University

K.M. Roehl
Naresuan University

Connie Shiue
Chinese Culture University

Abstract

This paper concerns the attitudes and motivation of ES/FL university level students. It is understood that attitudes and motivations have a strong influence on the potential success of second / foreign language learners. There is some evidence to suggest that attitude and motivation may be predictors of the chances of learner success in language learning. This study is based upon the work of R. C. Gardner and his work in developing the Attitude Motivation Test Battery. A variation of this test battery was developed for this study. The test has to be translated into Thai and Chinese to enable foreign language students to complete it. The samples are all non-English majors. The results of the two tests are compared to test statistically what the student attitudes towards learning English as a second/foreign language really are and how they differ between students of Thailand and Taiwan. The z-test is applied to test how the results differ from a neutral response and between the two countries. Keywords: Language, Culture, Society, Intercultural Communication, Foreign Language teaching / learning.



I work as a language editor at the Naresuan University Language Centre. I have also worked in Taiwan for 20 years as both a teacher and university lecturer.

Teaching Sentence Error Identification Techniques by Asking Students to
Create Mini-Tests for Their Classmates

Suthee Ploisawaschai

Mahanakorn University of Technology, Bangkok, Thailand

Abstract

This study was aimed to examine the effectiveness of teaching sentence error identification techniques by asking students to create mini-tests for their classmates. The sampling group in this study consisted of 11 Thai graduate students who attended an 8-week English grammar course at a university. During the first few sessions, these students did some exercises to test their grammatical competence and they learned about grammatical points as well as error identification techniques. In later sessions, each student needed to create a mini-test after learning about grammatical points for their classmates by using and editing a few sentences from reading materials in their textbook (2 items from each student). Then, they swapped and did these mini-tests to check their ability to identify grammatical errors. After the whole course, the students evaluated this approach (creating mini-tests for their classmates). They contended that this approach was useful and helpful for their grammatical understanding but they did not feel confident about their own ability to make mini-tests. Further, although some of them could correctly identify grammatical errors, they were still unsure of the 'correct' grammatical forms of unfamiliar vocabulary.



Dr. Suthee Ploisawaschai is Lecturer in English at Mahanakorn University of Technology, Bangkok, Thailand. Previously, he worked as Learning Developer at Learning Institute, King Mongkut's University of Technology Thonburi (KMUTT). He holds a PhD in Education with research into writing development. He is interested in EFL teaching and learning.

Enhanced Learning Blocks in Teaching Compound Words

Aprellene B. Marquez
Department of Education, La Union, Philippines

Ermelita M. Dulay
Department of Education, La Union, Philippines

Abstract:

One of the domains in teaching English IV in the K to 12 Basic Education Curriculum is vocabulary; where performance standard stated in the Teacher's Guide that the learner will be able to use different resources to find word meaning, use strategies to decode the meaning of words, and use strategies to decode the meaning of words in the context.

Blocks helped the children learn socially, physically, intellectually & creatively. These "magic blocks" contained specific words to make compound words. This is one of the lessons in the English IV as part of vocabulary development. To ensure their ability to hone this skill, this enhanced innovation will give them brainstorming that will urge them to learn naturally.

The author named this enhanced innovation, "Fun Vocab World with Ma'am Apple". This enhanced innovation composed of three (3) blocks; each block contains of 6 words. This included a stop watch for the one minute challenge. The main rule of this enhanced innovation: (1) Turn the block once. (2) Press the stop watch as set in one minute. (3) The word that face on top will be given another word to make a compound word. (4) The learner will give the new word form. (5) The learner will give the meaning of the compound word. (6) The learner will construct a sentence using the compound word. (7) The task must be done in just one minute to win.

With this enhanced innovation, the learners minds were energized and results to active acquiring of vocabulary words in more fun and enjoyable manner.



Aprellene B. Marquez is a Master Teacher 1 in Bauang North District, Division of La Union, DepED. She is presently taking her Master of Arts in Language Teaching at DMMMSU Graduate Studies, Agoo, La Union. She completed an 8 week online course on The Art of Poetry (DMMMSU-MOOC) delivered by Boston University in Partnership with edX and also an 8 week online course on Techniques of Teaching Reading and Writing – an AE E-Teacher Program (online teacher training course) delivered by Northern Arizona University, USA.

Aprellene presented her action research at the 1st GEN-TEFL International Conference in Phitsanulok, Thailand.



Ermelita M. Dulay is a Master Teacher I in Aringay District, Division of La Union, Department of Education. She graduated with a degree in Master of Arts and Management last 2004 at Baguio Central University, Baguio City. She is an active member of Dynamic Master Teachers of La Union (DMTLU), City of San Fernando. She was one of the writer for their Project Smile Remedial Reading Instruction for Grades 1-3 started last June 2015-June 2017 with the project title “Improving the Oral Reading Ability of Grade I-2 Learners Through Intensified Remedial Reading Instruction” and “Improving the Reading Ability of Grade III Learners through Reading Intervention Scheme.” Ermelita is enjoying her teaching profession for almost seventeen years.

Enhanced Board Games in Teaching Nouns in English IV

Aprellene B. Marquez
Department of Education, La Union, Philippines

Engr. Bryan Marquez
National Grid Corporation, Philippines

Marilou D. Morta
Department of Education, La Union, Philippines

Jerry Palabay
Department of Education, La Union, Philippines

Abstract

Learners has been observed active playing board games during their vacant periods where the author thought to make her own instructional materials that would help the learners understand more about nouns. A way where the learners were playing but naturally learned the skill.

These enhanced board games about nouns has been designed and implemented among the Grade Four Marquez of Baccuit Elementary School, Barangay Baccuit Sur, Bauang, La Union. The aim of this enhanced innovation is to help the learners: (a) identify nouns, (b.) use plural form of regular nouns, (c.) use plural form of irregular nouns, (d.) use clear and coherent sentences using appropriate grammatical structures (quantifiers of mass nouns), & (e.) compose clear and coherent sentences using appropriate possessive nouns.

The author named her enhanced innovation, “Fun Grammar World with Ma’am Apple” to address that learning grammar is fun. This enhanced innovation has 4 sets; (1) Love your favorite, name it!, (2) What word is correct? Use it!, (3) Just 3 minutes in the market!, & (4) My hero, I am proud of you! This can be done in pair or in groups.

The learners had been observed that they enjoyed the given sets of board games and were active communicating with their peers during the activity. Since it was localized, they answered best through their own experiences. It was then evident that the used of this helped the Grade IV-Marquez learners to attain the aim of the said enhanced innovation.



JERRY P. PALABAY- Born on March 15, 1973 with zodiac sign Pisces. He graduated at DMMMSU MIDLU campus with the degree of Bachelor of Arts in Political Science. He took up education as secondary course and Masters in Science Education. Before working with DEPED, he have few stints with private companies here and abroad. He started his career as teacher when he stayed for good in 2002. Traveling is his prize for hardships. He loves reading and watching. He is married to Violy Batag from Echague Isabela and blessed with unica hija Jerry Apryl Vienne.



Marilou D. Morta, is a Bachelor in Elementary Education graduate from the Don Mariano Marcos Memorial State University. She's an English Elementary School Teacher handling grade five pupils at Damortis Elementary School, Damortis Santo Tomas, La Union. She graduated with a degree in Masters of Arts in Educational Management in 2015 where I got promoted as Teacher III. Being the liaison officer, Learning Resource Management Coordinator and Gender and Development Coordinator of our school, it is indeed a challenging role for me. As I extend my hand to all my colleagues who would need my help, I get to realize the importance of my role, and I also learn a lot from my experiences as one of the leaders of our school. So now I am doing my best to serve our learners, my co-teachers, my school and my division.

An Analysis of Prominent Language Features and Semiotic, Social & Cultural Features of Selected Best-seller English Fragrance Advertisements in 2016.

Hatairat Junpeng
Khon Kaen University, Thailand

Dr. Bussabamintra Chaluaisaeng
Khon Kaen University, Thailand

Abstract:

The study aimed at analyzing the most prominent features of 120 best-seller English fragrance advertisements from the top twenty of 6 online retailer websites accredited by the Better Business Bureau (BBB), a nonprofit organization focused on advancing marketplace trust. The advertising slogans were the data sources for both language and social & cultural feature analyses. The language analysis was based on the theories of Quirk and Greenbaum (1990), McQuarrie and Mick (1996) and Dyer (1992) while social & cultural analysis was based on the theories of Berelson (1952). Also, semiotic features were drawn from the analysis of the images of the chosen advertisements based on the theories of Saussure (1913). The findings out of both language and content analyses successfully yielded the outcomes indicating the declarative sentence (57%) as the most prominent syntactic feature, alliteration (47%) as the most frequent phonological feature and the metaphor (67%) as the most significant semantic feature. Moreover, the most significant features of the semiotic features were seductive images while the most outstanding theme of the social & cultural features was passion and affection. The prominent features of the fragrance advertisements greatly contributed to the field of English for Specific Purposes especially the study of English advertisements.



Hatairat Junpeng has just graduated with the Master Degree in English from the department of English, Faculty of Humanities and Social Sciences, Khon Kaen University where she has obtained her BA in English. She is currently working as an administrative staff at Khon Kaen University. She is interested in studying English for Specific Purposes (ESP) i.e. Business English, Discourse Analysis, Genre analysis, Register analysis, etc. Particularly, her current research involves the study of English advertising language. (hataju@kku.ac.th)

Coda Production of Thai EFL Students

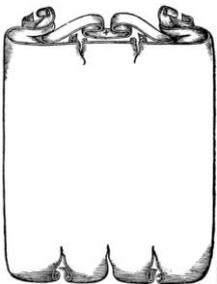
Cullen, Thomas
Carnegie Mellon University, USA

Derry, Graham
University of Massachusetts – Boston, USA

Smith, Derek
Chiang Mai University, Thailand

Abstract

Given the fact that many codas which are allowable in English are forbidden in Thai, how do Thai learners of EFL reconcile this difference when speaking English? This study will examine the relationship between the perception and production of English codas by Thai L1 university students at a large, public university in Thailand through one listening and several speaking tasks. The data will be recorded and subsequently analyzed in Praat. Using an Optimality-Theoretic approach, the researchers will create a framework to predict the codas Thai L1 speakers will use a given context; report on strategies Thai learners of EFL use when speaking English to compensate for codas which are illicit in Thai; and explain why such strategies are employed. Finally, using statistical analysis, the researchers will determine social and linguistic factors which account for variation in coda production. Findings of this research could help anticipate the kinds of phonological barriers that Thai learners of EFL face, providing guidance for teachers and linguists alike in instruction and curriculum design, and add to the knowledge base of second language acquisition theories.



Cullen Thomas is an MA in Applied Second Language Acquisition (specialization: ESL) students at Carnegie Mellon University. My interests include L2 phonology, variation, and English as a Lingua Franca.

Literary Competence of Grade 10 Students: Towards the
Development of a Literature-Based Reading Program

Mary Rose Lawian
Simbalan National High School, Agusan Del Norte

Abstract

The study was conducted to assess the literary competence of Grade 10 students of Simbalan National High School. It profiled the students in terms of their ethnicity and exposure to print and non-print reading materials. It also sought how a literature-based reading program can be designed based on the findings of the study. A descriptive type of research was utilized in the study. A 50 item validated literature test was the primary source in determining the level of the literary competence of the 76 students in the three categories such as literary information skill, literary interpretation skill, and literary analysis skill. The study revealed that the students have least mastered those literary skills. The students' profiles further revealed no bearing to their literary competence. Based from the findings of the study, a literature- based reading program named "Relate-rature" which means "Relate in Literature" was crafted in order to address the students' least mastered literary skills. Adaption of the proposed literature-based reading program by the respondents' school with its evaluation once implemented and the development and validation of materials based on the proposed literature-based reading program were the important recommendations.



Mary Rose Perales Lawian is a 25 year-old Filipina educator who has been in the teaching arena for six (6) years. She earned her Bachelor of Secondary Education Major in English and Master of Arts in Education with specialization in English Language Teaching at Philippine Normal University-Mindanao Campus. At present, she is serving the Department of Education of the Republic of the Philippines as Senior High School Teacher, stationed at Simbalan National High School, Buenavista District IV, Agusan del Norte Division, Caraga Region, Philippines.

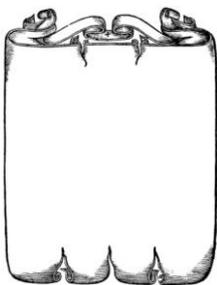
The Grammatical Competence of Freshmen: A Basis for ESP-based
Instructional Material Development

Roger Cerda
PAELLT, Inc. Philippines

This study identifies and tallies the frequency of grammatical errors committed by freshmen across disciplines in their written outputs in terms of first, structure of predication, which includes subject-verb agreement and verb tense, second, structure of modification, which covers adjective and adverb, third, structure of complementation, which subsumes complements and objects, fourth, structure of coordination which encompasses correlatives and coordinators, and fifth, mechanics in writing, which consists of punctuation and capitalization.

Based on the result, students incurred most grammatical lapses on subject-verb agreement, verb tense, and modifiers. They incurred few errors on coordinators, capitalization, and punctuation, and very minimal errors on the use of complements and objects.

In response to the grammatical lapses reflected on their written outputs, the researchers recommend the creation of disciplinal Instructional Materials in English for Specific Purposes.



ROGER DON SJ CERDA finished Master of Arts in Teaching with specialization in English Language Arts (MATELA) at Philippine Normal University – The National Center for Teacher Education in 2007 and Bachelor of Arts in English (AB-English) at Tomas Claudio Memorial College in 2000. He has presented research papers in the 11th and 12th Annual CamTESOL International Conference in English Language Teaching in 2015 and 2016 held at Phnom Penh Cambodia and in the 2015 and 2016 Applied Linguistics Association of Korea (ALAK) International Conference in Teaching English as a Second Language (ESL) held at Honam University, Gwangju, South Korea. He has authored and co-authored academic textbooks for college students such as *World Literature: Understanding Peoples' Cultures, Traditions, & Beliefs* (2012), *Creative Oral Communication for Filipino Students: A Practical Application* (2012), *Content-based English as a Second Language: A Multiple Intelligence Approach* (2011), and *An Integrated Approach to Humanities: Art in the Perspective of Time* (2009).

APPLYING PROJECT-BASED LEARNING IN THE ESP CONTEXT:
A CASE OF VIETNAMESE EFL LEARNERS

Hoang Nguyen
Anh Tran

University of Languages and International Studies,
Vietnam National University, Hanoi

Abstract

Project-based learning is widely recognized as an approach that emphasizes the authenticity of language use due to its requirement on learners to carry out meaningful tasks in the target language.

This qualitative action research was conducted in an attempt to investigate the effectiveness of the simulation project, a form of the project-based learning, in a Business English class in Vietnam.

The simulation project took the form of mock interviews and ran throughout the semester. Participants consisted of 30 sophomores, eight males and 22 females, all at whom are supposed to be at upper-intermediate level at the time this research was carried out. In this project, students had the chance to act as both recruiters and applicants, which entailed a range of duties such as designing recruitment posters, company website, and interview questions, as well as writing CVs and taking part in interviewing sessions. Their aims were to either recruit the most suitable candidates for their posts, if they were the recruiters, or to sell themselves successfully, if they were job-seekers. Data collected from post-project reflections and semi-structured interviews revealed that students had acquired a range of language skills and soft skills such as critical thinking, graphic design, and time management. Several pedagogical implications were also included at the end of this study so that other language teachers can apply this form of project based learning in their classrooms.

Masked Semantic/Associative and Translation Priming across Languages

Ansarin, Ali-Akbar
University of Tabriz, Iran

Javadi, Shalale
University of Tabriz, Iran

Abstract

This study was aimed to examine the effectiveness of teaching sentence error identification techniques by asking students to create mini-tests for their classmates. The sampling group in this study consisted of 11 Thai graduate students who attended an 8-week English grammar course at a university. During the first few sessions, these students did some exercises to test their grammatical competence and they learned about grammatical points as well as error identification techniques. In later sessions, each student needed to create a mini-test after learning about grammatical points for their classmates by using and editing a few sentences from reading materials in their textbook (2 items from each student). Then, they swapped and did these mini-tests to check their ability to identify grammatical errors. After the whole course, the students evaluated this approach (creating mini-tests for their classmates). They contended that this approach was useful and helpful for their grammatical understanding but they did not feel confident about their own ability to make mini-tests. Further, although some of them could correctly identify grammatical errors, they were still unsure of the 'correct' grammatical forms of unfamiliar vocabulary.



Dr. Ali Akbar Ansarin is a Professor in the Department of English at the University of Tabriz, Iran. He is interested in psycholinguistics, second language acquisition and research methods.

TIME TABLE

Time Table

7:30 – 8:00	Registration
8:00 – 8:15	Opening Program
8:15 – 9:15	Plenary Session 1: Mr. Timothy Ralph Woodhouse
9:15 – 10:15	Plenary Session 2: Dr. Kathleen Solon- Villaneza
10:15 – 10:25	BREAK
10:25 – 12:05	Parallel Sessions (Three Rooms: Monet, Pissarro, and Cezanne)
12:05 – 1:05	Lunch
1:05 – 5:00	Parallel Sessions (Three Rooms: Monet, Pissarro, and Cezanne)

Parallel Session
 ROOM: MONET
 Session Chair: Mark Ulla
 Claudine Malis

Paper Presentation

10: 25 – 10:45

Teachers' Perceptions of ELT in the Ubiquitous Age of Technology: Interviews and Implication

Nathan Thomas, Bangkok Christian University, Thailand

Paper Presentation

10:45 – 11:05

NNES Teachers and EFL Teaching: The Case of Filipino Teachers in Thailand

Mark Ulla, Walailak University, Thailand

Paper Presentation

11:05 – 11: 25

Lived Experiences of Filipino Educators: Enduring Differences at Foreign Academic Institutions through Cultural Pliability and Technology-Integration

Charis Ajoc, University of Southern Philippines Foundation, Philippines

Paper Presentation

11:25 – 11:45

Roxifyonline.com: an Automated Essay Feedback System

Roxanne Miller, University of Jyväskylä/City University of Hong Kong, Hong Kong

Paper Presentation

11:45 – 11:25

Visual Images as a Means to Develop Language and Critical Thinking Skills

Miyoko Takatama, Soka University

WORKSHOP

1:45 – 2:25

Establishing Feedback Practices to Encourage Student Progress

Timothy Ralph Woodhouse, Phitsanulok Phitayakom School, Thailand

Paper Presentation

2:25 – 2:45

Writing Process Approach through Technology in EFL Class to Improve Writing Proficiency

Erin Azhar, University of Manchester, United Kingdom

Paper Presentation

3:00 – 3:20

Enhancing English Paragraph Writing of Grade Nine Students by the Specifically Designed Task-based

Benjaporn Pakawachsomboon, Khon Kaen University, Thailand

Dr. Pradit Sangsookwong, Khon Kaen University, Thailand

Paper Presentation

3:20 – 3:40

Improving EFL Students' Writing Performances through Flow Charts

Duong Nguyen, Vietnam - Australia School, Hanoi, Vietnam

Paper Presentation

3:40 – 4:00

Teaching Reading among SLP Grade 5 Students of Marie Vithaya School

Frederick Obniala, Marie Vithaya School, Thailand

Paper Presentation

4:00 – 4:20

The Influence of Task-Based Language Learning Activities on EFL Reading Ability

Philaiwan Ninphaphong, Khon Kaen University, Thailand

Dr. Dararat Khampusaen, Khon Kaen University, Thailand

Paper Presentation

4:20 – 4:40

Rhetorical Moves, Patterns and Strategies in the Introductory Paragraphs of Expository Essays by Ilocano and Ifugao College Students

Jeneath Bango, St. Mary's University, Philippines

Paper Presentation

4:40 – 5:00

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

Michael Stephen R. Gracias, Don Mariano Marcos Memorial State University, SLUC, Philippines

ROOM: Pissarro
Session Chair: May Mingla
Unice Cubalit

Paper Presentation

10: 25 – 10:45

Improving EFL Students' Politeness Through Video

Suryoputro Gunawan, Universitas Muhammadiyah Prof. Dr. HAMKA Jakarta, Indonesia

Paper Presentation

10:45 – 11:05

Simple Applications for the EFL Classroom: How teachers take advantages of them?

Suheldina Krisniwana, LPMP Bali, Indonesia

Paper Presentation

11:05 – 11: 25

Home School Instructors' Beliefs and Practices of Arts Integration: Young Learners' Motivation in English Language Learning

Jittrapat Piankrad, Mae Fah Luang University, Thailand

Paper Presentation

11:25 – 11:45

Using Software to Improve University Student's Pronunciation

Binh Phuong Nguyen, Van Hien University, Vietnam

Trang Ngan, Van Hien University, Vietnam

Virtual Presentation

11:45 – 12:05

A Story of A Smartphone-less Teacher Who Became Her Students' ICT Guru

Magdalena Brzezinska, Youth Culture Center no. 1 in Poznan, Poland

Paper Presentation

1:05 – 1:25

Fetch-A-Buddy (FAB) System: Curbing Absenteeism

Rodel Miniano, Department of Education, La Union, Philippines

Paper Presentation

1:25 – 1:45

Flipped Learning in a Thai University EFL Class

Kenje Gunda, Naresuan University, Thailand

WORKSHOP

1:45 – 2:25

Introduction to Flip Learning Workshop
Bruno Sablan, English Language Fellow, USA

Paper Presentation

2:25 – 2:45

Application of WTC into Classroom Activity
Yusei Ando, Tokai University, Japan

Paper Presentation

3:00 – 3:20

Improving English Speaking Skill Focusing on Rhythm through Series of Self-Recorded Video Tasks
Pintip Taweepon, Khon Kaen University, Thailand
Dr. Bussabamintra Chalauisaeng, Khon Kaen University, Thailand

Paper Presentation

3:20 – 3:40

Listening Comprehension for Young Learners as Second Language Acquisition
Kandi Lintang Ndadari, Yogyakarta State University, Indonesia

3:40 – 4:00

The Relationship Between Multiple Intelligences and Language Learning Strategies
Dr. Ali-Akbar Ansarin, University of Tanriz, Iran

Paper Presentation

4:00 – 4:20

Language Anxiety and Oral Performance of Selected Pre-Service Teachers
Dr. Janet Arcana, University of Southern Philippines Foundation, Philippines
Dr. Elaine May Patino, University of Southern Philippines Foundation, Philippines

Paper Presentation

4:20 – 4:40

Improving Vocabulary Achievement through Mobile Assisted Language learning (MALL) Among Grade VIII Students
Dr. Caroline Victorine Katemba, Universitas Advent Indonesia, Indonesia

Paper Presentation

4:40 – 5:00

A pilot implementation of the software system for supporting the learning, teaching, reviewing and self-assessing English for non-English major students at University of Information and Communication Technology – Thai Nguyen University
An Duong, University of Information & Communication Technology – Thai Nguyen University, Vietnam

ROOM: Cezanne
Session Chair: Daisy Gonzales
Ruth Leah Cubalit

Paper Presentation

10: 25 – 10:45

Corpus Studies: Translating Research into Practice

Dr. Emily Thrush, University of Memphis, USA

Paper Presentation

10:45 – 11:05

Literature and Global Issues in English Language Teaching: A Study of Using YouTube Audiobook to Facilitate Teaching Global Issues through Ernest Hemingway's Short Story, Old Man at the Bridge

Chakri Kasatri, Srinakharinwirot University, Bangkok, Thailand

Paper Presentation

11:05 – 11: 25

Maximizing Social Networking WhatsApp Features in Teaching English to Engineering Students

Naely Muchtar, Politeknik Negeri Ujung Pandang

Paper Presentation

11:25 – 11:45

Student Misbehavior In Japanese and Korean University Classrooms

Douglas Sweetlove, Kinjo Gakuin University, Nagoya, Japan

Paper Presentation

11:45 – 12:05

Vietnamese Students' Attitude Towards the Use of Technology in EFL Classroom Settings in Higher Education

Giang Nguyen, Foreign Trade University, Vietnam

Paper Presentation

1:05 – 1:25

Language and Culture in EFL Teaching

Nigel Bragg, Naresuan University, Thailand

Kevin Roebel, Naresuan University, Thailand

Paper Presentation

1:25 – 1:45

Teaching Sentence Error Identification Techniques by Asking Students to Create Mini-Tests

Dr. Suthee Ploisawaschai, Mahanakorn University of Technology, Thailand

Demonstration

1:45 – 2:05

Enhanced Learning Blocks in Teaching Compound Words

Aprellene B. Marquez, Department of Education, La Union, Philippines

Engr. Bryan Marquez, National GRID, Philippines

Jerry Palabay, Department of Education, La Union, Philippines

Kniccole Ysa Nones, Department of Education, La Union, Philippines

Rose Marie Rillera, Department of Education, La Union, Philippines

Demonstration

2:05 – 2:25

Enhanced Board Games in Teaching Nouns in English IV

Aprellene B. Marquez, Department of Education, La Union, Philippines

Ermilita Dulay, Department of Education, La Union, Philippines

Joanna Joy Casuga, Department of Education, La Union, Philippines

Roxanne Marie Estigoy, Department of Education, La Union, Philippines

Paper Presentation

2:25 – 2:45

An Analysis of Prominent Language Features and Semiotic, Social & Cultural Features of Selected Best-seller English Fragrance Advertisements in 2016.

Hatairat Junpeng, Khon Kaen University, Thailand

Dr. Bussabamintra Chaluaisaeng, Khon Kaen University, Thailand

Paper Presentation

3:00 – 3:20

Coda Production of Thai EFL Students

Thomas Cullen, Carnegie Mellon University

Graham Derry, University of Massachusetts – Boston, USA

Derek Smith, Chiang Mai University, Thailand

Paper Presentation

3:20 – 3:40

Literary Competence of Grade 10 Students: Towards the Development of a Literature-Based Reading Program

Mary Rose Lawian, Senior High School Teacher- Department of Education, Philippines

Paper Presentation

3:40 – 4:00

The Grammatical Competence of Freshmen: A Basis for ESP-based Instructional Material Development

Cerda Roger, PAELLLT, Inc. Philippines

Alejandro Tatlonghari, PCTCE, Inc., Philippines

Paper Presentation

4:00 – 4:20

Applying Project-based Learning in the ESP Context: A Case of Vietnamese EFL Learners

Hoang Nguyen, University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam

Anh Tran, University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam

Paper Presentation

4:20 – 4:40

Masked Semantic/Associative and Translation Priming across Languages

Dr. Ali-Akbar Ansarin, University of Tabriz, Iran

Shalale Javadi, University of Tabriz, Iran

2ND GEN TEFL INTERNATIONAL CONFERENCE

“Rethinking ELT in the Age of Ubiquitous Technology”

Novotel Bangkok on Siam Square, Thailand

1 - 3 July 2017

