



GEN TEFL 2018

Kuala Lumpur, Malaysia

BOOK OF ABSTRACTS

Global Educators Network
Teachers of English as a Foreign Language
www.gentefl.org



3RD GEN TEFL INTERNATIONAL CONFERENCE

“ELT Policies and Practices”

Novotel Kuala Lumpur City Centre,
Kuala Lumpur, Malaysia

11 – 13 May 2018

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GEN TEFL

Global Educators Network

Teachers of English as a Foreign Language

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Book of Abstracts

Printed in Thailand

@GEN TEFL – 11May2018

Welcome Message

Welcome to the 3rd GEN TEFL International Conference held for the first time in Malaysia. The 2018 Conference will be marked by the theme “ELT Policies and Practices”.

GEN TEFL is an annual event which aims to provide an avenue for educators to learn, share and discuss ideas, strategies, techniques, methods used in ELT. This conference assembles wide range of sessions including, researched-based, practice-based presentations, workshops, and demonstrations by our keynote speakers, plenary speakers, and session presenters.

Enjoy the conference, meet new friends and share your knowledge and experience. Have a fruitful experience.

Thank you for joining and Sawadee khrub!

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Keynote, Featured Speakers, & Presenters





KEYNOTE Speaker

Dr. Hayo Reinders

Dr. Hayo Reinders is Director of the Anaheim University Doctor of Education (Ed.D.) in TESOL Program. Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

Hayo regularly roams the world to work on projects in the areas of learner autonomy, self-access, and technology. He designed several online learning environments for language learning, which are currently supporting thousands of students in their language studies. The cherries on the cake are the invited and plenary speeches at conferences where he loves the interaction with participants from around the world.

Hayo is also excited about the potential of technology as an agent of change in the way education is delivered. He is an active supporter of open education initiatives and aims to make most of his own work available for free to others, thus avoiding to pay taxes. Technology will enable developing countries, and individuals within them, to empower themselves and to become truly autonomous, in all the meanings of that word.

Hayo is a busy chap, but does set aside a small amount of time to supervise PhD students, teach graduate or staff development courses, either face-to-face or at a distance. He is sometimes available for projects in the area of (development/implementation/staff training) of technology in education, and will coordinate or participate in research that promises to excite him.



FEATURED Speaker

Dr. Lourdes Servito

Currently designated as Assistant Schools Division Superintendent, Dr. Lourdes D. Servito has been a teacher of English in the Junior High School for several years, with her love of English and passion for literature. She was also a college professor of Communication Arts, English, for some years on a part time basis while she was assigned as fulltime Secondary School Principal of a huge comprehensive national high school with a population of more than 5,000 students. Also a part time professor of Communication Enhancement in Graduate Studies for a decade in her incumbency as Principal IV and as newly-designated Assistant Superintendent.

A graduate of bachelor of Science in Journalism “Cum Laude”, she also obtained a Master’s degree in Education, major in Teaching English as a Second Language (TESL) and a doctorate degree in Education, specializing in Higher Education.

She renders professional lectures in various trainings, seminars and conferences, particularly on curriculum, campus journalism, TESL, English Instruction, teacher induction, staff management, leadership, and values education.

She loves nature, read a lot and writes poems, feature, and lyrics for songs in English and in other Philippine languages like Pangasinan and Tagalog.

A passer of sub professional, professional and career examinations, she possesses five eligibilities including her being a Superintendent Eligible making it to the Educational Management Test (EMT), and a career Executive Service Eligible (CESE), having passed the four-stage examination process conducted by the Career Executive Service Board of the Republic of the Philippines.

FEATURED

Speakers



Mr. Napat Jitpaisarnwattana

Napat is currently a PHD candidate in applied Linguistics at King Mongkut's University of Technology Thonburi, Thailand and an MSc student in Teaching English Language in University Settings at Oxford University, UK. He is also a full-time lecturer at the Faculty of Archaeology at Silpakorn University, Thailand



Mr. Mark Ulla

Mark is a full-time English language lecturer at Walailak University Language Institute, Walailak University in Thailand, has been in the teaching profession since 2006. His teaching experiences include being a secondary school teacher and a university lecturer both in the Philippines and abroad. He served as a teacher trainer at Yangon University of Education, Myanmar, under the British Council's 'English for Education College Trainers' (EfECT) project in 2014-2015. He was also a research fellow and a visiting lecturer at King Mongkut's University of Technology Thonburi in Ratchaburi, Thailand. He 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.

Mr. Ulla who has been a regional ELT research grantee of CamTESOL, IDP Cambodia, and University English Centres Australia (UECA) since 2014, has already published 8 research articles and another 3 articles in press. At present, he is the associate editor of The Linguistics Journal, a production editor of Asian EFL Journal, and a reviewer of the TESOL International Journal.

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Abstracts

Keynote Speech:

Encouraging OUT-OF-CLASS LEARNING with Augmented Reality

Dr. Hayo Reinders

Augmented Reality (AR) is an increasingly common technology that is starting to be explored for its educational potential. It involves overlaying digital information onto the physical world (for example by using the camera of a mobile phone) and as such provides opportunities for learning outside of the classroom. Because both teachers and students can add information, it has the potential to provide learners with an active role in the learning process. Despite increasing use in science education, the training of medical practitioners and the use of simulations for a range of skills, the application of AR in language education has been limited. In this practical talk, I will briefly review recent developments in this area and look at some of the potential benefits of AR for preparing learners for, and supporting them in their learning beyond the classroom. I will give a few examples of activities that can easily be adopted by teachers without specialised technical skills or experience in this area. I will also consider some issues relating to privacy, security and implementation.

Featured Presentation:

Teaching English in the Context of Culture

Dr. Lourdes Servito

Teachers of English as a foreign language encounter difficulties in motivating young learners to learn the global language and to speak English well. Some of the barriers and factors to English proficiency as observed in the Philippine setting include the need for appropriate learning resources, motivation techniques, teaching strategies, choice of topics or springboards to teaching, learning environment and learning styles. While some of these are considered barriers, they can become factors to achieve language competence depending on how the TEFL teachers handle the situation.

No. 681702

Aprellene Baniña-Marquez

Acao Elementary School

Localized Teacher-Made Stories as Best Practice in 6th Grade

Reading comprehension is one of the difficult skills in teaching the 6th Grade learners of Acao Elementary School and almost 75% of the learners belong to the frustration group. Teacher-made stories were compositions of the teacher-adviser and linked in the levels of the learners. To address the need of the learners, these were applied and given to them during the remedial reading in thirty-minute afternoon class intermission. Through the use of these materials in the daily basis, the learners understood well the stories and they can now even retell a story out of these. Thus a 100% positive impact was achieved among the 6th Grade learners.

Aprellene B. Marquez is a Master Teacher 1 in Bauang North District, Division of La Union, DEPED. She is a Whole Brain Teaching Intern of S.Y. 2017-2018 and belongs to the INTERNational BRAINiacs Team based in United States of America. 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. She also presented her action research in the 1st GEN-TEFL International Conference at Phitsanulok, Thailand and shared workshops on the best practices in teaching English in the 2nd GEN-TEFL International conference in Bangkok, Thailand.

No. 681362

Asri Purnamasari

The Christian University of Indonesia, Jakarta

An Exploration of Mentoring Scheme for In-Service EFL Teachers as a Means of CPD

Continuing Professional Development (hereafter, CPD) for in-service teachers has become essential in order to improve teaching and learning quality in many contexts. By implementing CPD, teachers gain follow-up processes for skills, knowledge and experiences beyond any initial training and practices they have done, so that they can develop their skills and knowledge to meet learners' needs and education goals. One way of gaining CPD is through mentoring. Mentoring helps teachers experience, learn and apply their knowledge so that the objectives of CPD could be achieved. By using a qualitative exploratory study, the possibility of implementing mentoring as a means of CPD in Indonesia will be explored. The data was collected by using questionnaire and semi-structured interviews to investigate 12 educational practitioners' views towards gaining in-service EFL teachers' CPD through mentoring. The educational practitioner consist of three trainers of in-service teachers, five lecturers of EFL pre-service teachers and four EFL secondary in-service teachers in Indonesia. The findings showed different participants' understandings on the term mentoring, how they think mentoring could or could not benefit CPD and CPD implementation. To implement mentoring as a means of CPD, this study found that one-to-one school-based mentoring schemes between in-service teachers are the best way to implement mentoring at the first stage. Then, the follow-up mentoring consists of a one-to-group mentoring scheme between the mentor and mentees from outside their schools. Based on the findings, implications for the implementation of mentoring schemes – particularly in terms of peer dialogue and differentiating needs – will be presented.

Keywords: Mentoring, In-Service Teachers, English as a Foreign Language (EFL), Continuing Professional Development (CPD)

Asri Purnamasari received a bachelor's degree of Education in English Language Education from Sanata Dharma University of Yogyakarta and a master's degree in Teaching English to Speakers of Other Languages (TESOL) from The University of Exeter, United Kingdom. Her master's degree was full-funded by LPDP (Indonesia Endowment Fund for Education) - Ministry of Finance. She is now a lecturer at Christian University of Indonesia's English Language Teaching Study Program in Jakarta. Her research interests are in teacher continuing professional development, teacher training, language acquisition, language learning and teaching, curriculum and materials development, and language testing and assessment.

No. 646102

Brenda Dela Pena

Division of La Union, DepEd

Reading Practices in English of Padang Primary School

One of the main issues of Padang Primary School in terms of academic performance was on reading skills of learners. Teachers have employed several strategies to help learners read and increase their level of performance in the Philippine Informal Reading Inventory results. One of the traditional practices that teachers do is the remedial reading for less skilled readers. To continuously improve the reading skills of the learners, varied school reading activities were regularly done.

Among of the activities of the school are the Enhanced Remedial Reading Instruction for Less Skilled Readers, Project SMILE (Schools Mobilization and Initiatives Leading to Excellence) Story Reading: Geared to Better Speaking, Spelling and Writing; Action Researches on Reading, Implementation of Effective Literacy Program for Primary Grades, Learning Action Cells- Session Focused on Development of Reading Materials and Demonstration Teaching in Reading; and National Reading Month.

Out of eighty-one (81) readers, there were fifteen (15) identified less skilled readers from Grades Two-Five levels who are currently undergoing enhanced remedial reading instruction at 12:30-1:30 and 3:40-4:30 in the afternoon. The strategies employed by the Remedial Reading Teacher were: paired teaching-tutoring, spelling bee, music-video approach, oral reading in silent video approach, interactive reading, manipulative reading, home visitation with reading tasks and the newest is the summer reading camp. It was found out those strategies in teaching reading were the main factors that contribute to the interest of learners to learn what and how to read.

The presenter is already in the teaching profession for 14 years. She is a Master Teacher 1 and currently teaching Grade Four Learners. She was a former ESL teacher at Zhanakorgan Region, Republic of Kazakhstan. She was one of the 2016 Ten Most Outstanding Public school Teachers in the Province of La union, 4th Placer in the Division Demonstration Teacher in Reading, 2nd Placer in the 2017 Regional Research Congress for Action Research Category, Team Leader of Remedial Reading Instruction in English of the Municipality of San Gabriel and one of the Division Research Evaluators. She finished her Master's Degree with Best Thesis and Proficiency Awards and presently pursuing her Ph.D. major in Technology Education Management.

No. 644062

Carmelita Ducusin Denorog

Division of La Union, Department of Education

Parental Involvement: A Home- School Relation Model

Research has shown that parental involvement is essential to a child's educational progress as it promotes learner's success and achievement. It emphasizes the importance of schools, families, and communities working together to meet the needs of their children. This study was conducted to determine the status of involvement of the parents of the kindergarten pupils in San Gabriel District, La Union as perceived by the parent and teacher-respondents and recommended a model for home-school relation. Specifically, it sought to find out the parent's involvement along communication and support to school activities; and extent of benefits on parent involvement and attitude of parents towards involvement. Significant relationship on the status of parent's involvement and attitudes towards involvement was determined. Also the difference of parent and teacher's perception on status of involvement and attitude. The descriptive developmental design was used. The questionnaire was the primary tool in gathering data. It was found out that the various means of communication had been utilized by teacher to reach out to parents. Parents were actively involved in school activities and academic endeavor of the child and parental involvement highly benefits the parents, school and the child as they positively responded towards involvement. Both parents and teachers have similar perceptions on the attitude and importance of getting involved in school and academic activities of the child. From the findings, it can be concluded that parents and schools share responsibilities for children by building participation and partnership to bring about optimal development of the pupils.

Mrs. Carmelita Ducusin Denorog - At present she is working at the DepEd- Division of La Union as Teacher-III in position handling Kindergarten in the morning session and Grade two pupils in the afternoon session at Antonino Memorial Elementary School, San Gabriel District, La Union Division. Awarded as one of the Outstanding Teacher III in the District last December 2017. The presenter was born on February 12, 1981. She is the eldest child of the late Mr. Camilo B. Ducusin and Mrs. Myrna U. Ducusin. She finished her elementary education at Amontoc Elementary School, San Gabriel, and later her secondary education at San Gabriel Academy, San Gabriel, La Union. She enrolled her Bachelor of Elementary Education at Union Christian College City Of San Fernando La Union as well as her Masters of Arts in Education Major in Pre-School Education.

No.669982

Cherubim Ganay

Department of Education/San Fabian National High School

ATTITUDE TO AND LISTENING PROFICIENCY OF GRADE 7 STUDENTS OF SAN FABIAN NATIONAL HIGH SCHOOL

Listening has been defined as “a mental operation involving processing sound waves, interpreting their meaning and storing their meaning in memory” (Alcantara, 2003). Listening is a significant factor in interpreting aural messages. Despite the fact that people spent most of the time listening, listening has been sadly neglected. There are some factors why listening has been neglected, one of which is the attitude. The individual’s favorable or unfavorable attitude to listening can cause his or her proficiency towards listening. A student may perform well in reading, writing, and speaking but not in listening and listening comprehension. This study employed the descriptive-correlation method of research. Data of the study were collected from thirty-six (36) Grade 7 students of San Fabian National High School. It was found out that the students’ attitude to listening was unfavorable, their listening proficiency is average and the level of correlation between attitude to and listening proficiency is negligible.

Keywords: listening, listening proficiency, attitude, listening comprehension

Cherubim is an English Language teacher at San Fabian National High School in the Philippines.

No. 676002

Chhayankdhar Rathore

Soka University

A Sociolinguistic Overview of the Hindi Language

This paper provides a sociolinguistic review of Hindi with focus on the interaction between language and sociolinguistic variables thereby analysing the connections between language and the nation, language and geography, language and ethnicity, language and social class, and language and gender. The paper begins with an overview of the multilingual landscape of India through an introduction to the various language families and their constituent languages that are spoken in India as accounted in the various censuses conducted so far. Subsequently, a historical background to dominant languages and language policies is provided by analysing the influence of Sanskrit, Persian, and English. Language and the nation analyses the language policies of India with regard to education and governance and the impact of these policies on speakers of minority languages. Language and geography provides the geographical distribution of Hindi and its major dialects. Language and ethnicity focusses on the various tribal populations of India, the mother tongues of these populations, and the linguistic challenges faced by these populations. Language and social class examines the code-switching habits of the English-educated upper class of India. Finally, language and gender analyses the manifestation of gender in Hindi in terms of syntax and grammar, pragmatics of address, pronoun choice, greetings, and kinship terminology, generic masculine gender reversal in terms of endearment and respect, and taboo words.

Chhayankdhar Singh Rathore is a graduate of B.A. Programme from St. Stephen's College, University of Delhi, India and of M.A. TESOL from Soka University, Japan. He currently works as Assistant Lecturer at Soka University. His areas of interests include drama-in-education, TESOL, Content and Language Integrated Learning, and Sociolinguistics.

No. 669382

Damar Isti Pratiwi

Walailak University Language Institute

The Implementation of Mind Map Strategy to Teach Writing in IELTS preparation Class

This study is aimed to investigate the implementation of mind mapping strategy to teach writing in IELTS preparation class. It was a descriptive qualitative study on 20 students of IELTS preparation classes. Those students were divided into 6 classes based on their level after taking IELTS placement test. There were 3 teachers who taught 2 classes each. The data were collected by using classroom observations, students' questionnaire, teachers' interview, and document analysis. The present study revealed four results. First, mind mapping strategy was implemented by grouping the visual data to find out main trends, large increase or decrease, consistent direction and the relationship between modes and percentages in task 1; whereas in task 2, it was implemented by building students' critical thinking to list main ideas which later on give supporting details for each main idea. Second, the students enjoyed teaching learning process through mind mapping strategy which resulted in passing guarantee program of having score improvement minimum 1 point, improved their analysis of data, enlarged their knowledge in academic writing topic, built their critical thinking and managed time well. Third, the problems during the implementation of those two strategies were teachers' schedule, students' activities at school before joining IELTS preparation class, time management, repetition ideas and phrases, laziness and boredom, and also illegible hand writing. Fourth, the solutions were: managing teachers' and students' schedule well, doing the test in time as instructions, reading many articles related with IELTS writing to broaden students' knowledge, giving free writing, and practicing more.

***DAMAR ISTI PRATIWI** studied in Semarang State University, Indonesia where she completed a Bachelor of Education and a Master of Education in English language teaching. Her research interest is on English language teaching technique and methodology, integrating ICT into language learning and language assessment. Her research about Mind Mapping Strategy in IELTS Preparation Class in 2016 was published by Lambert Academic Publishing Germany in 2017. She has worked in teaching ESL and EFL since 2007 including as secondary school teacher and IELTS preparation class instructor. Now, she is working as an English lecturer in Walailak University, Thailand.*

No. 670083

Asst. Prof. Dr. Emad A. S. Abu-Ayyash

British University in Dubai

The Impact of Integrating Technology into Students' Presentations on Peer Evaluation in Higher Education

The present study was conducted in a Masters of Education class in one of the Universities in the United Arab Emirates. The aim was to investigate the impact of the degree of technology employed in presentations on students' judgment of these presentations in a peer-evaluation activity. To do so, ten students in the class were asked to do a holistic rating of five presentations done by classmates. In addition, two external raters were asked to evaluate the presentations based on a rubric adapted from (Savory 2009). Each presenter-student was assigned a topic related to second language acquisition. The five 15-20-minute presentations integrated technology in different degrees. The ten rater-students were asked to give their judgment using two assessment instruments: a seven-point attitudinal scale with 'interesting' and 'boring' as the two polar opposites, and a 1-5 ranking scale; for the former, the rater-students were asked to select a number from one to seven reflecting their judgment on whether the presentation was interesting or boring, while for the latter, they were asked to order the presentations from one to five, where number one was the presentation they would rate the lowest, and five the highest. The findings showed that the rater-students' scores on the attitudinal scale and their holistic rankings of the presentations correlated closely with the degree of technology employed in the presentations. The more the technological tools integrated in a presentation, the higher the peer rating is for that presentation. However, the external raters' evaluations did not match the rater-students'.

Emad A. S. Abu-Ayyash achieved his Ph.D degree in Education/TESOL from the British University in Dubai, United Arab Emirates in 2016, his M.A. degree in translation from Yarmouk University in Irbid, Jordan in 2007 and his B.A. degree in English literature and linguistics from Yarmouk University in Irbid, Jordan in 1996. He currently holds the position of assistant professor in the faculty of education at the British University in Dubai. He also worked as an Instructional Leadership Coordinator, English lecturer, English Team Leader, English Teacher and Translator. His research interests include discourse analysis, teaching and learning, translation, assessment, and TESOL.

No. 679622

Dr. Fan Fang
Shantou University

A Critical Investigation of Intercultural Communication Instruction: Building Mainland Chinese Students' Critical Language Awareness and Intercultural Literacy

Recent research on English as a lingua franca (ELF) has challenged the ownership of English as the number of non-native English speakers has surpassed native speakers. With scholarly claims in mind, and with English being used in various multilingual contexts, a gap in ELT practices exists, as native ideology persists, and the curriculum design and teaching materials still largely remain oriented towards native speakers. With the dominance of native ideology in the ELT field, students are unable to challenge this paradox to develop critical linguistic and cultural literacy from the multilingual paradigm. This paper investigates a course that focused on intercultural communication that was designed and instructed at a university in southeast China. Recognising the importance of critical linguistic and cultural literacy instruction, this paper challenges the native-oriented teaching materials introduced from the textbook during the teaching. By supplementing with additional reading materials and introducing the concepts of critical language awareness and intercultural literacy, this study showed that students raised their own awareness of English use and ELF. Through student interviews and reflective journal entries, this paper further unpacks the importance of critical pedagogy to instruct linguistic and cultural literacy. The paper also argues for the importance of recognising the superdiversity of language use and the complexity of ELT to develop students' L2 critical reading literacy from the multilingual paradigm. Finally, the paper concludes by asserting the necessity of understanding L2 literacy from the perspective of critical pedagogy and of re-evaluating English language policy from a multilingual perspective.

Fan (Gabriel) Fang obtained his PhD from the Centre for Global Englishes, University of Southampton, UK, and an MA from the University of Leeds, UK. He is currently Associate Professor at Shantou University, China. His research interests include Global Englishes, language attitude, identity, intercultural communication, and ELT. He has published articles in journals including Asian Englishes, English Today, Language Teaching Research, Philippine Journal of Applied Linguistics, System, The Asian Journal of Applied Linguistics, and The Journal of Asia TEFL. He is currently co-editing a volume (with Handoyo Puji Widodo) titled Critical Perspectives of Global Englishes in Asia: Language Policy and Curriculum, Pedagogy, and Assessment (Multilingual Matters).

No.630282

Harold Gallo

Philippine Science High School - Cagayan Valley Campus

Vocabulary Proficiency and its Indices among Gifted Students

Vocabulary proficiency is vital in the reading success and academic achievements of students. As a building block of language proficiency, it has a significant role for ESL learners to achieve language mastery. However, there are many factors that can affect the attainment of proficiency in vocabulary. Thus, this study which made use of the descriptive-normative type of research, aimed to determine the vocabulary proficiency, its predictors and possible relationships with variables such as gender, scholarship categorization, year level, grade in English, type of elementary school graduated from, province, mental ability and type of entry to Philippine Science High School, availability of reading materials at home, reading interests and motivations and home literary environment among 316 scholars enrolled during the School Year 2012-2013 at PSHS-Cagayan Valley Campus.

Data were gathered through the administration of Vocabulary Power Test and survey questionnaire. Moreover, frequency count, means and standard deviation were used for profiling and Pearson correlation, t-test, one-way ANOVA, Games-Howell Statistics were run to determine significant differences and relationships established between vocabulary proficiency and predictor-variables and R-squares. Combined analysis of the profile variables was done using categorical regression with optimal scaling to determine significant predictors of vocabulary proficiency.

Results reveal that scholars have high vocabulary proficiency. Furthermore, the respondents are highly motivated and interested to read and these affect positively their vocabulary proficiency. Additionally, strategic vocabulary practices abound and help the scholars improve their vocabulary proficiency and scholars have a positive home literary environment because their home, as well as their parents, provides the resources, reading opportunities and interactions that contribute to a vocabulary learning success.

Harold V. Gallo is a Special Science Teacher V and the Chief of Student Services Division of Philippine Science High School – Cagayan Valley Campus. He is a teacher of Communication Arts in English, Social Sciences and Journalism for more than a decade now. He is also an author of textbooks in Communication Arts in English for Junior and Senior High School students. As a school paper adviser, he received the Most Outstanding School Paper Adviser of the Philippines Award in 2016. He is also currently taking up Phd. in Educational Management as a scholar of Department of Science and Technology.

No. 665302

Assoc. Prof. Hiroko Miura

Hokkaido University of Science

Effectiveness of Project-based Learning in Advanced English Classes

Active-learning has been a hot topic among educators in Japan. They are realizing that the traditional way of teaching, which is called teacher-centered, does not lead to acquiring necessary skills or knowledge in out-of-school contexts. Project-based learning can develop 21st Century skills such as critical thinking, problem solving, creativity, innovation, communication skills, collaborative learning and more. Project-based learning was used in two advanced English classes where working in pairs and groups was commonly used. Students created a brief instruction in English for an actual casual relaxation space which offers massage around school. The fact that the best product could be used there encouraged the students to get involved. At the very beginning, the purpose of the project and its goal were clearly explained. Groups of four worked together and spent twenty to thirty minutes in each class for two months on the project. At least one of them in each group was required to visit the place to gather more information which should be included in their product. There were some points that the relaxation space wanted, for example, a course menu, prices and procedure of the treatment. This project was found to help teach social knowledge such as information ethics, user-friendliness and appropriate English. Their satisfaction was considerably high even though they worked outside of their classrooms. Students mentioned that it was the first time for them to think deeply about the users when using English.

Hiroko Miura is currently an associate professor of department of Clinical Engineering at Hokkaido University of Science (HUS) in the north of Japan. Prior to starting work at HUS, she taught English to 13-15-year-old students for eight years at two public junior high schools in Japan. She then decided to pursue a Master of Education, concentrating on TESOL at Leeds University in the United Kingdom finishing in 2000. Currently she teaches a range of University English classes which focus on four skills of English, including basic medial English, comparative studies on medical culture, and others. She has been mediator and supervisor for intensive language programs and has also been given the responsibility to take students for the faculty of Health Science on a tour to America. Her research interests include Teaching English to Speakers of Other Languages, English for Specific Purposes and Cross-Cultural Understanding.

No. 631742

Ikhlas Gherzouli

Mohamed Lamine Debaghine University

Algerian Curriculum Development: The Sidelined Status of Secondary School EFL Teachers

In view of the crucial role that teachers play when involved in curriculum reforms, the paper seeks to recommend a democratic model to curriculum development that seeks to involve teachers by combining top-down government mandates with bottom-up teachers-based initiatives. More explicitly, the paper aims at exploring and identifying perceptions of secondary school English language teachers' on their implementation of curriculum reform of 2003. The paper also aims at revealing barriers to their autonomy and involvement in curriculum development in order to pave the way for a deeper understanding and planning towards such an involvement. The critical paradigm was the conceptual framework guiding the research with data availed through a questionnaire survey for teachers and asynchronous email interviews with five national education inspectors of secondary schools. The findings advocated the existence of imbalanced power relation between the government and teachers with the former controlling and dictating curriculum from the centre as well as excluding teachers from the whole process of curriculum development. Also, the curriculum 2003 was constrained by a multitude of factors. Several concerns to be considered for teacher training also evolved from analysis of teachers' perceptions of the curriculum reform and implementation. The findings and recommendations of this paper are expected to alert both teachers and policy makers to consider seriously and acknowledge the delicate role that teachers should play and the status quo they should have in curriculum development.

Keywords: curriculum development, top-down, bottom-up, critical paradigm, power relation

Miss Ikhlas Gherzouli is a full time assistant lecturer at MLD Sétif 2 University. Miss Ikhlas graduated from Ferhat Abbas University (Sétif, Algeria) with a License degree in Foreign Languages. She earned a Magister degree in English Didactics from Abderahman Mira University (Béjaia, Algeria). Miss Ikhlas is expecting to defend her doctorate thesis by the end of the year 2018 in Constantine (Algeria). Miss Ikhlas is the head of the quality assurance cell of the faculty of Letters and Languages in ML.Debaghine Sétif2 University. In addition she is a member of the University Website Design team. Miss Ikhlas taught many courses both to graduate and postgraduate students including: Grammar, Oral Expression, Listening Comprehension, Phonetics and Phonology, Méthodologie du Travail Universitaire, Perfectionnement de la langue Anglaise, Neuroscience, Méthodologie de la recherche Scientifique, Recherche Documentaire, and Translation. Miss Ikhlas' interests include: teacher professional development, action research, curriculum development, ICT, and quality assurance in higher education.

No. 180901

Irmawati Irmawati

Politeknik Negeri Ujong Pandang

Translation-Presentation Methods: the Students' Performance in Academic English Class

Academic English for Accounting Students refers to the theories and principles of accounting. This study focuses to the use of translation-presentation methods to improve the students' English presentation skill. Besides, the students' comprehension about theories and principles of accounting is also increase. This method was applied for seven weeks to do translation; English to Indonesia, the result of the translation then presented individually in English for the rest of the meeting in the odd semester 2017. There were two main instruments used in collecting the data; document analysis; students' translation result and presentation scoring rubric. Open-ended questionnaire is also need to know the students opinion toward the method used. From the document analysis and presentation score, it shows the students' final score. The mean score was 85.58 from 21 students; it is A grade based on PNUP academic score rules. The second finding got from questionnaire shows that the students are very helpful in improving their English performance; they got many new words from translation activity and they were confident to do presentation individually because they know well what they present about. They also said that their accounting comprehension is renewed and improve as their main competence.

Keyword: Translation, Presentation, English performance

Irmawati is a teaching staff at Politeknik Negeri Ujung Pandang. She teaches English for Specific Purposes (ESP) and general English in some Departments at SPUP. The specific English are; English for Accounting, English for Business, English for Academic, English for Professional, and Technical English. Her research interest areas are ESP, teaching method, curriculum development, and ICT integration in teaching. She is currently joined International Conference of Asia TEFL and TEFLIN and ICOLE as the presenter. She has published some of her articles; (1) Teachers' Competence in Developing Authentic- Based Materials through Workshop, (2) Integrating Literary Works with Language Skills Development, (3) The Implementation of Role Play in Improving The Students' Speaking Skill, (4) Brain Mapping for Teaching Integrated Skills, (5) Need Analysis of English for Nurse for Bulukumba Nursing Academy Students, (6) the Implementation of the 2013 Curriculum of English at SMKN 1 Bantaeng: An Evaluative Study, (7) Students' Anxiety in Speaking English through Small Group Presentation.

No.667702

Jason Gold

Kwansei Gakuin University

Streamlining EFL Classroom Management – Easy-To-Implement Technology Strategies

We live in an ever-increasingly inundated digital world. As teachers it can be overwhelming at times to know which technology (if any) we should use and how we should utilize it in our classrooms, not just for the sake of using the ‘newest’ or ‘shiniest’ thing but because it leads to higher levels of efficiency and maximizes student learning.

This presentation will share a number of uses of technology/digital media in the EFL classroom. They consist of standard digital media most teachers will know or have access to – Excel, PowerPoint, smartphone cameras, and the online site Socrative. Uses range from aiding in streamlining key classroom routines, assisting in getting to know students, relaxing students by creating a warm, friendly environment, creating customized and interesting lessons, using fun and engaging review activities for the whole class, and simplified ways of conveying important messages to students such as what they should do upon entering your class or what they should do for homework.

All are fairly simple to implement, practical, time-saving, and most importantly proven to be effective for classroom management and student learning. Instructors of any grade level of language learners will be able to integrate them into their classrooms and reap their benefits immediately.

Jason D. Gold, from Philadelphia (USA), has been teaching in Japan for the past 7 years. He holds an M.A. in TESOL from Arizona State University and dual B.A. degrees in Economics and International Relations from Drexel University. He currently teaches full-time as a university instructor at Kwansei Gakuin University (関西学院大学), near Osaka, Japan.

His research interests involve neuroscience/educational psychology applications and practical use for classroom teaching – particularly regarding motivation, learner mindsets, and metacognitive strategies. He is an active researcher and presenter, and has recently presented or held workshops in Laos, Kyrgyzstan, South Korea, Indonesia, and Italy.

His hobbies include watching NFL Football, movies, reading, hiking and travel. Email: Jasongold526@gmail.com.

Areas of expertise: Education psychology, brain-based learning, TESOL, ESL, classroom management, metacognition, critical thinking, learner mindsets, higher education, language learning.

No. 679602

John Wheeler
MPI Bell Center Macau

Teach Reading Don't Just Test it!

Many teachers, under pressure from demanding curricula and time pressure feel that rather than teaching reading skills, they are simply practicing the skill in class time. They may feel that students need to cover material for formal assessments, materials which is overly challenging and which students need to be 'walked through'. Drawing on the theoretical work of Grabe, Stoller and Watkins amongst others, this workshop will argue that micro-skills such as skimming, scanning, ellipsis, substitution, conjunction and dealing with referents need to be actively taught. Based on his work as a teacher trainer in Macau the presenter will not only make the argument that skills need to be taught which will be applicable to texts which students meet in their future lives, but will also offer ready-to-use activities which practice key reading skills. If you get that feeling that your students are making little improvement from text to text, then this workshop is for you.

John Wheeler has been teaching English as a foreign language for more than 22 years and has worked as a teacher, director of studies and teacher trainer in countries such as Portugal, Italy, Spain, China and now Macau SAR China. He has presented at international conferences in Malaysia, Cambodia and Thailand. He is particularly interested in the field of teacher development. Currently he is working at MPI Bell Centre in Macau, where there is a strong focus towards teacher training both for Macau and for mainland Chinese teachers.

No.669482

Kiki Juli Anggoro

Walailak University

Students' Perceptions and Satisfaction on the Application of e-CLIP Model

This research aimed to reveal students' perceptions and satisfaction on the application of e-CLIP Model. e-CLIP stands for content and language integrated pedagogy via electronic communication and is an educational innovation in Thailand. This research was conducted in two schools in Secondary Educational Service Area 39 Thailand for one semester long. One school was a large-sized school located downtown, while another was a small-sized school situated uptown. The data were mainly collected through observations, focus group interviews, and questionnaires. The collected qualitative data were analyzed through content analysis, while the quantitative ones were assessed by using descriptive statistics. There was reduction administered to opt which data were relevant. The findings exposed the diverse perceptions of the students. The students from each school showed positive responses to the deployment of e-CLIP Model. The students mostly attested appreciation for the teachers' application of content-based English and digital literacy. The satisfaction level of the students were also found to be high. Respondents from School A indicated high satisfaction (mean = 4.71, SD = 0.62) and those from School B somehow stood between satisfied and highly satisfied (mean = 4.11, SD = 0.79). In short, the students were generally delighted with the teachers' application of digital literacy and English skills.

Keywords-component; e-CLIP Model, content-based English, digital literacy

I am Kiki Juli Anggoro. I am a lecturer at Walailak University, Nakhon Si Thammarat, Thailand. I was born in Sumatera, Indonesia and I am a proud Indonesian. I gained my Bachelor of Education Degree from Yogyakarta State University, Indonesia and my Master of Education Degree from Naresuan University, Thailand. I am a new lecturer and have a lot to offer. My researches focus more on the utilization of ICT tools to improve English language teaching and learning. I have done several researches on the topic in Indonesia and in Thailand.

No. 673302

Lorna Calletong

Department of Education

The Efficient Friendly Strategies for Effective, Facilitative Alternative Learning in Pugo District Alternative Learning System

Following a descriptive study design, this study purposely wanted to implement the various friendly strategies and approaches to improve the learning outcomes of the learners in the Learning Strands 2, 3, and 5. There were 25 out of the 45 respondents were independent learners in Pugo District enrolled in the Alternative Learning System who did not master the competencies in LS 2,3,and 5. Since a great majority of the respondents were locally employed and looking for employment, they were not able to attend regular learning sessions causing them to fail in the different learning strands. To improve the learners' performance, the researcher applied various friendly strategies and approaches to reach out these learners and deliver the necessary knowledge to improve their skills in Problem Solving and Critical Thinking, Sustainable Use of Resources and Expanding Ones World Vision. The strategies applied were buddy system, online learning/social media, and modular/self-learning.

The findings of the study showed that 11 out of 25 learners preferred on line learning or the use of social media such as Facebook/Messenger/Internet to study. The researcher uploaded modules, activities and tests for the learners to answer in order to manage well their time for work and study. Among the 25 respondents, 8 of them preferred buddy system or peer learning. Due to busy schedule of learners, the researcher assigned a regular learner to relay the necessary learning and delivered learning materials/activities for the independent learner to answer and took it back for the teacher to check and assess the learning. The 6 learners preferred modular learning where in the learner visited the CLC to get modules to learn and then returned back after reading and answering. The results revealed that 76 % has improved their numeracy and critical thinking skills; 80% of the respondents had improved in LS 3 and 84 % improved their skills in LS 5. The significant findings showed that flexibility of the strategies and approaches used to every learner was a great factor in improving the performance of the learners in every learning area. The learning styles of the learners has a significant effect on the performance of the learners in the different learning areas.

Keywords: Descriptive study, Independent learners, Alternative Learning system (ALS), Friendly strategies and approaches, Learning Strands (LS) 2, 3, 5

I am Lorna Martinez Calletong, I finished my degree at Benguet State University in 2003 and earned 36 M. A units at Polytechnic College of La Union. For 6 tears i world as a Local School Board Teacher in the elementary grades. Luckily, i got my permanent position in DepEd in 2011 as a mobile teacher in Pugo District. I was promoted to Teacher III in 2016. Being in the field is not easy yet a challenging adventure for we are working close to the community, we are ought to serve the last, the least and the lost out of school children, youths and adults and I am proud to be an ALS advocate.

No. 670062

Lyu Xiaojia

Guangdong University of Foreign Studies

Hidden Curriculum of EFL Listening Materials in Universities in Canton: Students' Attitudes towards EIL pronunciation

Since English has become lingua franca, people begin to recognize that English belongs to anyone who uses it. Therefore, there is a growing need to incorporate EIL (English as an International Language) into ELT (English language teaching).

The study seeks to uncover the hidden curriculum (Philip Jackson, 1968) of EFL listening materials in universities in that hidden curriculum exerts great effect on students' sub-consciousness. It was carried out targeting the listening materials used in universities in Canton, China. The criteria examined include whether materials of local varieties are used, whether international culture are represented (Vivian Cook, 2001) and how many authentic materials are adopted (David Nunan, 2004). Research methods include documentation, content analysis, interview and questionnaire, in an attempt to investigate: (1) the drawbacks of the hidden curriculum of the materials from EIL perspective; (2) the relationship between hidden curriculum and students' attitudes towards EIL; (3) the effects of students' attitudes on pronunciation learning.

The findings reveal that: (1) only a few listening materials with local varieties are used, mostly Hindi English; Authentic materials are rarely used as well in the classroom; Moreover, foreign cultures are centered on British and USA. (2) The hidden curriculum of materials results in students' preference to standard English and prejudice against varieties. (3) students' acceptability of English varieties training is low. Meanwhile, it is difficult for them to understand the local varieties. Given an international context, different varieties and cultures should be involved in EFL listening materials, which will improve effectiveness of intercultural communication of students.

Lyu Xiaojia is a postgraduate student in Guangdong University of Foreign Studies in China majoring in English Education. She received her B.A in English Translation from Southern Medical University. In the university, she worked on a national project the Applied Research of Mind Map in College English Reading Education with other 4 students under the guidance of Professor Zhang. After graduation, she had been working in Global Education for 4 years as a speaking and listening IELTS/TOEFL teacher. Academically, her interest lies in how students can learn pronunciation effectively, she dedicates herself in providing help to students who are having a difficult time in pronunciation leaning, IELTS speaking and TOEFL listening. She also enjoys researching different English varieties in the world and hopes to make an in-depth research in English pronunciation, phonetics and phonology.

No. 670562

Dr. Mable Chan

The Hong Kong Polytechnic University

Reflective Level of English Major Undergraduate Students in a Local University in Hong Kong and Pedagogical Implications

Reflection is a “method of learning from experience” (Plack et al., 2005, p. 199) and is closely tied to improved learning (Smith, 2011). Based on the model of four levels of reflection: Description; Justification; Critique; Discussion (Leijen, Valtna, Leijen, & Pedaste, 2012), this study examines the level of reflection of first-year students who took English proficiency courses in a university after obtaining teachers’ and peers’ feedback on their assignments.

A total of 383 students’ reflective essays were collected and 2374 tokens of sentences were coded. It was found that most students seem to remain at the level of description giving factual information about something (e.g. showing gratitude to the teacher for her comments; summarizing students’ and teachers’ feedback; summarizing what have been learned; summarizing one’s strengths and weaknesses; evaluating one’s performance without giving explanation; giving suggestions for improvement without explanation). Few students were able to discuss suggestions for improvement with explanation (i.e. discuss) and even fewer evaluate one’s performance with explanation (i.e. critique).

Through such a comprehensive and systematic analysis of students’ reflective writing, this study determines how reflective students are, and identify their problems/concerns when reflecting on their own performance. Findings of this study reveal whether the undergraduate students are capable of being reflective and learning actively by turning experience into practice and establishing links between past and present experiences (Boud, 2001; Plack et al., 2005). It also provides insights in how teachers can help strengthen students’ critical reflection skills to improve their learning.

Dr Mable Chan obtained her B.A. (Hons) in English and Translation; MPhil in English (General/Applied Linguistics) (CUHK), and PhD in Language and Linguistics (University of Essex (UK)). Her research interests are second language acquisition using the generative grammar framework, applied linguistics, professional and business communication. She was awarded the Faculty Awards for Outstanding Performance/Achievement in Teaching twice (in 2005/2006; 2010/2011) by The Hong Kong Polytechnic University, and has been active in promoting English learning and teaching in Hong Kong. She received around \$700,000 from General Research Grant (GRF) in 2013 to conduct this study.

No. 680802

Dr. Ma. Victoria Antonio

Department of Education, Dagupan Division Office

Promoting Competency-Based Research Environment in the Schools Division Office in DepEd Dagupan: Basis for Continuing Research Professional Plan of Teachers

The challenge for research-based policy formulation at the Department of Education here in the Philippines is a tenacious demonstration of the government's commitment to ensure all Filipinos are able to realize their full potential and contribute meaningfully to building a cohesive nation as embodied in its Team Vision by 2022 under its new Strategic Directions (DEPED Strategic Directions FY 2017 – 2022).

Research writing has been observed by the researcher to be especially needing attention and enrichment from teachers in terms of quality of outputs submitted and the staunch devotion for action or basic research as tool for more meaningful and effective learning outcomes and other goals of the department.

Since teachers are the foreground of information in meeting these objectives and robust conduit in guaranteeing the programs of the department are in place and implemented, the researcher has determined it a necessity for the design and implementation of a competency feedback survey that was aimed at formatting a continuing professional research development plan for teachers to steer them rightward at what may comprise as support to their professional development even to the Schools Division Office's Goals, all of which are towards the premium flagship to enable the DEPED Vision and Mission to come into completion and achievement.

Dr. Maria Victoria S. Antonio is a Senior Education Program Specialist for Planning and Research at the schools division office of Dagupan City, Philippines. She finished her baccalaureate degree on Journalism and completed her Masteral program on Public Administration at the Pangasinan State University. She has obtained her doctorate degree on Educational Management in 2016 alongside her application at the Department of Education. She is at present a quality management representative for the SDO's application for ISO 9001:2015 certification as part of the National government's initiative for efficient service in the bureaucracy.

No.665302

Maiko Kimura

Mukogawa Women's University

Hiroko Arao

Mie University

Vocabulary Learning for Japanese Learners of English

Vocabulary learning is very important for English learners to have a wide range of English skills. Polysemy is one of the difficulties many learners of English have in learning. This study focuses on two central meanings of polysemy; conceptual centrality and functional centrality. Conceptual centrality is the most basic, and common to everybody, while functional centrality varies depending on how often one encounters the meaning and how much one is familiar with the usage. In this study we selected several words with multiple meanings from textbooks officially used in Japanese junior high schools and checked their definitions using three different, authoritative dictionaries from English speaking countries, plus one additional dictionary specializing in polysemy. A survey was conducted on Japanese university students to find the results in explanatory diagrams to show how the meanings expand from the central meanings. The differences between the two central meanings in dictionaries and the meanings understood by Japanese learners of English were also studied. The findings are helpful to consider efficient vocabulary learning for Japanese learners of English.

Maiko KIMURA teaches English at Mukogawa Women's University. Her academic interest lies in vocabulary acquisition, especially polysemy learning. She has been involved in several project teams regarding SLA and language policy.

Hiroko ARAO teaches English teaching methodology at Department of English in Faculty of Education, Mie University. Her special academic interest is affective factors in learning English and word acquisition in early childhood English teaching.

No. 644883

Mary Grace Guinomma

Don Mariano Marcos Memorial State University

Reading Proficiency of Elementary Pupils of Lacong Elementary School- Annex: Input to Developmental Reading Intervention

This study made use of the descriptive-correlation method. The respondents were the pupils of Lacong Elementary School-Annex of San Gabriel District, Division of La Union. Total Enumeration Technique was used.

Specifically, it answered the following: profile of the pupils in terms of sex, age, ordinal position, highest educational attainment and occupation of parents and the health and nutritional status of pupils, level of academic performance and reading proficiency level of pupils. Based from the result of the study a developmental reading intervention program was developed.

Statistical tools used were frequency counts, percentages and weighted means to determine the respondents' profile and the level of academic performance. To determine the significant relationship between the reading proficiency, profile and academic performance of pupils, Pearson Product Moment Coefficient of correlation (Pearson r) was used.

Findings were the following: pupil-respondent possess varied characteristics, have fair level of academic performance, mostly are at the frustration level based from the entry level Phil-IRI assessment, ordinal position, parent's education, mother's education and the pupils' academic performance significantly affect the reading proficiency of the pupils.

Results of the study are contributory factors to the developmental reading intervention program.

The researcher was born on July 15, 1974. She finished her elementary education at Lacong Elementary School, San Gabriel, and later her secondary education at La Union National High School, City of San Fernando, La Union. She enrolled her Bachelor of Elementary Education at Lyceum University, Dagupan City but finished at Saint Joseph College, Cavite City. She passed the LET examination and gained a permanent item in San Gabriel District in June 10, 2008. Now, a Master Teacher-II at Lacong Elementary School – Annex. She earned her master's degree at Don Mariano Marcos Memorial State University, Mid La Union Campos-Graduate Studies, City of San Fernando and presently enrolled at Don Mariano Marcos Memorial State University, North La Union Campus –Graduate Studies, Bacnotan, La Union for her doctoral degree.

No. 666822

Michael Stephen Gracias

Department of Education - Bail National High School

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

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.

Keywords: assessment, error correction, gender difference

On the 27th of September in the year 1989, the first son of Mr. Juan Dizon Gracias and Ms. Marilou Ramos Gracias was given life and he is named Michael Stephen. At the age of 5, he started schooling at Casilagan Elementary School where he spent his 6 years of elementary education. He spent his secondary education at Bail National High School where he served as one of the leaders in the school. He graduated his secondary education in the year 2006. 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.

No. 681583

Dr. Michelle Mina Felstead

Division of Dagupan, DepEd

English Teachers' Knowledge and Integration Level in ICT: Basis for a Proposed Manual in EdTech Tools

This descriptive developmental research sought to determine English teachers' profile and its relationship to their knowledge level in ICT. It also sought significant correlation between knowledge level and integration level in ICT of the English teachers. On the basis of the findings, a manual in educational technology tools was developed. The data were obtained by floating survey questionnaires to the respondents – the 119 English teachers of the seven big national high schools in Pangasinan I for the school year 2015-2016.

The study concluded that: (1) teaching profession until now is still dominated by female; (2) a typical English teacher in Pangasinan has a positive attitude towards pedagogical integration of computers, knows basic ICT, has a mobile phone and spends 1 to 3 hours of daily internet; (3) the integration level in ICT could be a predictor in determining the knowledge level in ICT of the English teachers since their knowledge level is significantly associated with their ICT integration level; (4) the knowledge level in ICT of the English teachers is influenced by age, duration of daily internet and attitudes towards pedagogical integration in ICT; and (5) English teachers are proficient with the use of Word processing software because they always use it in preparing handouts which is the most common instructional materials used by them.

It was recommended that the proposed Manual in Edtech Tools be utilized by the English teachers (particularly teachers coming from the seven big national high schools of Pangasinan I) to improve their knowledge level in ICT and to make their instructional materials more innovative or more attuned to the needs of the 21st century learners.

Dr. Michelle Mina Felstead, 31 years old is from Dagupan City, Philippines. She is teaching Grades 7 and 9, English. She has been a school paper adviser for 7 years. She graduated as valedictorian in elementary and awarded as Cum Laude in college. She took up Bachelor of Secondary Education, Major in English at Virgen Milagrosa University. She finished Master of Arts in Education, major in Supervision and Administration in 2012 and Doctor of Education in 2015. She also finished her second masteral degree, Master in Education, Major in English last 2017.

No. 779692

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Language Assessment in the K to 12 Basic Education program

Co-authors: CECILIA F. GENUINO, PhD, ARCELI P. PETRASANTA, PhD

Language assessment in school plays an important role in monitoring and evaluating the learners' proficiency in the target language. In this study, the researcher reviews the daily lesson logs of an ESL teacher to identify the classroom-based language assessment practices under the K to 12 basic education program (BEP). It aims to explore how the language teacher conducts the formative and summative tests in adherence to the three purposes of assessment (Earl & Kats, 2006 and Gonzales & Aliponga, 2012). The results of the study indicate that the teacher-made assessment tools try to be consistent with the content and performance standards of basic education as set by the Department of Education (DepEd). It is also found out that language teachers have difficulty in achieving the holistic assessment for several reasons such as time constraint, mismatch of the learning competencies and assessment process, less creativity in the part of the language teacher, and negligence to the learning competencies in the teaching and learning process. Moreover, to have a full understanding on the language assessment practice in the basic education in the country, further research might focus on the issues in the classroom assessment.

Keywords: Language assessment, Basic education program, Assessment for learning, Assessment as learning, Assessment of learning

Myla R. Suguitan is a student of Doctor of Philosophy in Linguistics- Applied Linguistics of Philippine Normal University-Manila. She has been teaching English as Second Language (ESL) and has been serving as a school paper adviser in a public secondary school for more than a decade. Her research interests are contrastive rhetoric, language planning and policy, sociolinguistics, and teaching and learning reading and writing.

No. 681045

Naely Muchtar

Politeknik Negeri Ujong Pandang

The Flipped Classroom: Pro and Contra

The main goal of successful flipped English classroom is to enhance student learning and achievement by reversing the traditional model of a classroom by focusing class time on student understanding rather than on monotonous lecture. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. Essentially, the homework that is typically complete at home will be do in the classroom, while the lectures that are usually done in the classroom are viewed by video or read by book before coming to the classroom. However by its implementation in English classroom it has also pro and contra from the experts, lecturers, and students. The paper describes the pro and contra of flipped classroom implementation in teaching and learning English.

Keywords: Flipped classroom, English, pro, contra

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.

No. 700561

Norhanim bt Abdul Samat

Universiti Teknologi Malaysia

What If? Leading the Drama Experience

Co- author: Dr. Azian bt Abdul Aziz

'What If?' provides opportunities for participants to explore learning experiences in order to stimulate individual growth and well-rounded characters. In this paper, we will share our experiences using drama as pedagogy in a university classroom. We will discuss the significance of inspiring learning experiences by integrating the arts, specifically drama in an engineering-based classroom setting. Other areas of focus are: planning for drama in education and practical drama strategies that could be translated to language learning in the classroom.

Norhanim binti Abdul Samat is a senior lecturer at Language Academy, Universiti Teknologi Malaysia, Johor, Malaysia. She is currently a College Principal at Kolej Tun Razak, UTM Johor Bahru campus. Besides student development, her areas of interest include literature teaching, dialogic instructions, and drama education.

No. 680103

Rebecca Brinkley

Sugiyama Jogakuen University

Utilizing Multiple Intelligences in EFL Assessments

According to Howard Gardner, humans possess eight different forms of intelligences: linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal and naturalist. However, language learners are most often graded on assessments, which are based on linguistic intelligence, such as written reports and tests. These traditional forms of assessment prevent many learners from demonstrating their abilities. To cater to this diversity, educators need to provide a varied selection of assessments, which utilize multiple intelligence theory or MIT. In order to do this, teachers need to understand the abilities of their students, in particular, which intelligence they identify with. To examine this relationship, a study was conducted at a university in Japan, which has seen an increase in the number of students entering an English language program who are not traditionally linguistically inclined. The purpose of the study was to learn which multiple intelligences the students identified with and to establish if there was any connection between this and assessment tasks currently employed by the university. The results showed there was no correlation between their intelligence and the assessment tasks, nor with assessment tasks they deemed ideal. This presentation will discuss the results of the survey, which illustrate the intellectual diversity of English language students, and how their assessment preferences and those currently being employed by the university do not complement their abilities. The presentation will offer suggestions as to how to better accommodate the growing number of students who are not traditionally linguistically intelligent by incorporating Multiple Intelligence Theory (MIT) into their courses, in order to provide a more inclusive learning environment.

Keywords: EFL, Multiple Intelligence Theory, Inclusion, Assessment

Rebecca Brinkley has over 15 years of teaching experience in Australia and Japan. She spent her early twenties working in hospitality, which is where she first came into contact with Japanese through her dealings with guests. Fast forward the many years studying at university, teaching jobs, and academic research, and she is now teaching English for Tourism at a University in Japan, the place she now calls home with her family and two cats.

No. 661546

Samantha Marta

Kanda University of International Studies

Invitation Strategies: Learning to Say “No”

If your friend invites you to a party, but you can't attend, how can you reject the invitation politely without offending? What if, it's your boss who invites you? Many second language learners have lots of vocabulary and grammatical knowledge, but very little knowledge on the function or the social and cultural norms of pragmatics. The tendency in many schools is to focus on grammatical accuracy, yet pragmatic failures may be much more problematic. Without knowing and applying these pragmatic rules, learners can easily put themselves or the invitee in an embarrassing situation, and it's possible to even offend others without even knowing it (Thomas, 1983). Communicative competence plays an important part in interpersonal and intercultural communication (Canale & Swain, 1980).

The goal of this interactive workshop is to introduce participants to introduce the basic format of teaching pragmatics as a way for learners to further explore and raise awareness of its importance in cross-cultural communication. For this workshop, the activities and materials are organized and based off a lesson on American invitation refusal strategies, which take learners through four stages that begin with activities that elicit what students already know linguistically and culturally. To grasp the effectiveness and possibilities in the classroom, participants will engage in each of these stages as they engage in a variety of classroom activities. Time for discussion and questions will be provided at the end.

Samantha Marta graduated from the University of Illinois with an M.A. in TESOL. She has taught English for over ten years to students of all ages and proficiency levels, and she is currently working as a senior lecturer at Kanda University of International Studies in Japan teaching in the English Language Institute.

No. 681522

Asst. Prof. Sharmishtha Singh

Amity University

Collaborative Learning in ELT: The Jigsaw approach

Aristotle quotes, "He who is unable to live in society or who has no needs must be either a beast or God". The term 'society' came from latin word societas, which in turn was derived from the noun socius (comrade). It means a bond or interaction between parties. Since very long co-operation has been the essence of the society. A unifying theme of this study is that successful collaborative learning takes significant planning and preparation as well as ongoing monitoring and refinement. Collaborative learning is gaining in popularity and has been successfully used in a variety of learning environments. The objective behind this study is to see how a jigsaw approach works to improve employability and sustainability skills. Successful grouping of students can foster more social and cooperative behavior as it enhances team working skills. One should know that nobody can succeed completely unless everyone works well together as a team. It talks about **Why** jigsaw approach in learning is important way of delivery to produce much practical approach among students, which will surely help them in further ventures and enhancing life or social skills. **How** it can be implemented in the classroom through the activity of communication skills. **What** it ends up adding to the students' employability portfolio and consequently making them better professional'.

Keywords: Collaborative Learning, Zigsaw Approach, skill building, language acquisition, Team Working

Sharmishtha Singh, Assistant Professor at Amity School for Communication Enhancement and Transformation, trains students to enhance their Employability skills. Prior to Amity she has worked as an Executive Director at Trounce Education Pvt. Ltd.

She has conducted training programs for Army Medical Core, Directorate General of resettlement and latest in the list is Lucknow Metro Rail Corporation (LMRC). She has attended and presented papers at several

International and National conferences on various aspects of communication skill in India & Abroad. She has her interest in the field of Art & Culture and in leisure time she pursues it. She has been the winner of Mrs Lucknow 2006 pageant and crowned by Miss World Diana Hyden. Her interests have led her to be the brand Ambassador, Namaste India foods Pvt Ltd. in 2013. Recently She had won Jury Award 2017 Miss & Mrs Asia India Pacific held August 2017 Pattaya, Thailand.

Her experience and association with people from various Industry sectors helps her to effectively manage people. With more than 14 years of experience in Academia & Management her involvement with various institutions has been commendable and consistent in nurturing goals.

No. 779785

Shena Golosino

Walailak University Language Institute

Philippine English Senior High School Teachers as Pioneers of K-12 Curriculum: Teachers' Perceptions and Challenges

Amidst the issues and criticisms on the readiness of the schools in the Philippines-whether public or private schools, the government of the Philippines has implemented the Senior High School program of the K-12 curriculum last 2016. Through this, the researcher was challenged to identify the various perceptions and possible challenges encountered by the pioneering batch of Senior High School teachers in the Philippines. This study focuses on the perceptions and challenges of the English Senior High School Teachers as pioneers of K-12 curriculum in the Philippines. The data of this study will be collected through survey questionnaire, which also includes the demographic and professional background of the respondents. The respondents will be at least 30 teachers from various schools in Benguet, Philippines. Moreover, this study will also explore on the English Senior High School teachers' resources on the different English courses offered and eligibility to teach the different English courses for the first batch Senior High School students.

Meanwhile, it can be recalled that the past Basic Education Curriculum of the Philippines had only 10 years for completion. The students were only required to have 6 years in the elementary level and 4 years in the secondary level.

Shena N. Golosino is a Full-time English Lecturer at Walailak University Language Institute, Nahkon Si Thammarat, Thailand. In her past teaching experiences, she served as a Full-time Instructor to Senior High School students under the Humanities and Social Sciences track. Also, she had experiences in ESL teaching in Baguio City. She studied in the University of the Philippines Baguio with the degree of Bachelor of Arts in Communication, major in Speech Communication and minor in Broadcast Communication. She took professional education units in Benguet State University. Meanwhile, she has Teaching English to Speakers of Other Languages (TESOL) certification

No. 681162

Sitti Sahriana

Politeknik Negeri Ujung Pandang

Improving Students English Ability through Oral Presentation Task: The Student's Perception

Doing an oral presentation using English as the media of communication is a challenging task for college students. Though the presentation seems to be a limited activity, actually it involves all skills in English. This study aims to get the students' perception on the use of oral presentation as the final task in English for Engineering class at Politeknik Negeri Ujung Pandang. The object of the research are the students of Mechanical Engineering department, Mechatronics study program, academic year 2016/2017 which consist of 20 students. To get the perception, interviewing method is used to some students who are chosen randomly. The students who are interviewed is divided into three classifications which are high achiever, medium achiever and low achiever. The presentation task is the final task that must be done by the students at the end of the semester. Since the subject is English for Engineering, the students present about the machines they have in their department's workshop. The presentation itself is divided into three parts; Introduction, Body of Presentation, and Closing, where the students are scored based on each stage in the presentation. The results show that most of the interviewed students appreciated the use of oral presentation in English to improve their English ability in terms of speaking as well as to build more self-confidence.

Key words: presentation, perception, English ability.

My full name is Sitti Sahriana. I am a lecturer at Politeknik Negeri Ujung Pandang. I have been teaching English at Politeknik since 2006. Before teaching, I studied at English Department at Universitas Hasanuddin and in year 2000, I was awarded a scholarship to continue my master degree at The University of Newcastle, New South Wales, Australia, majoring Applied Linguistics. At Politeknik Negeri Ujung Pandang, I teach English at Mechanical Department. There are some subjects that I teach; General English, English for Communication, English for Engineering and TOEFL. Beside teaching, I also become the Head of International Office in my institution. I take care of all the international affairs between Politeknik Negeri Ujung Pandang and educational institution from other countries.

No. 630122

Sudip Neupane

Kathmandu University School of Education

EFL Teachers' Professional Development

This presentation aims to discuss on EFL teachers' professional development with reference to my own experience of observing two EFL teachers' classroom in Nepalese context. It commences with a brief highlight of teaching practices and strategies in general and ways to develop professionalism in particular.

Then, I shall discuss some of the significance of professional development i.e., collaborative teaching, rapport building, managing classroom, updating to self, and reflective teaching etc. Then, I share some of the challenges I encountered i.e., lack of adequate knowledge of teaching, mixed ability groups and classroom, lack of proper planning for teaching as well.

I shall discuss the heuristic ways of professional development through classroom observation as per my own experience.

In addition to it, I shall be eliciting responses from the participants about the importance of observation for EFL teachers' professional development. Lastly, I shall also be highlighting the useful techniques of classroom observation and its impact in teachers' professional development.

Mr Sudip Neupane I am scholar of MPhil in English Language Education of Kathmandu University School of Education. As a course facilitator, I have been teaching at NTP College and Nobel Academy Secondary School. I have keen interest to work for my personal and professional development as a teacher. Furthermore, I would love to support other teachers to develop their professional development from my side as well.

No. 671142

Asst. Prof. Sumie Akutsu

Toyo University

The Bilingual Essay Corpus Project: Online Writing System and Analytical Tools

This presentation discusses the design and rationale behind creating a bilingual essay corpus of Japanese university students' writings. The paper outlines this work-in-progress project with an online writing system and analytical tools specifically developed for compiling the corpus and analyzing the data. It also discusses the advantages of using a bilingual approach to compile a learner corpus, finding common errors and difficulties among learners' English based on the results of the study.

In an EFL context where lack of exposure to language use is often regarded as a disadvantage to develop the learners' communicative competence, the use of translation skills combined with the effective use of L1 is a meaningful way for students to properly learn about specific linguistic and cultural differences while developing their communicative skills.

In this presentation, the objectives of this bilingual essay corpus project and rationale of the approach using learners' first language will be explained first. The functions of the bilingual essay corpus website will be described with some sample texts by students. Finally, the advantages of creating a bilingual corpus will be discussed with the purpose of contrastive analysis to find characteristic use of English and common errors by Japanese students.

Sumie Akutsu is an assistant professor at Toyo University, Japan, working in the English Language Program. She received her MA in English Literature from Aoyama Gakuin University in Japan and M.Ed in Foreign Language Education from Trinity College Dublin in Ireland. Her research interests include Translation in Language Teaching (TILT), SLA, and corpus linguistics.

No. 680503

Tanja Mccandie

Meijo University

Expanding Inclusivity and Diversity within Teacher Organizations

Many native English speakers believe that their Asian students often seem unmotivated and rarely take an initiative when it comes to their learning (Holliday, 2005). Educators who teach within programs that offer little teacher autonomy are less motivated and have less job satisfaction than those who have more teacher autonomy (Saragih, 2011). Lack of autonomy, for both students and teachers, can lead to frustration, lack of motivation and “burn-out”. Teachers play a large role in helping learners become more autonomous and Scharle and Szabo (2000) assert that creating more autonomy for students lessens their over-reliance on teachers and creates a stronger sense of student responsibility. Fostering teacher autonomy creates a stronger sense of teacher responsibility to students, elevates motivation and gives teachers a sense of ownership and work satisfaction (Pearson, 2005). This presentation will focus on how program coordinators can foster both teacher and student autonomy in highly coordinated university English programs. Emphasis will be placed on reading and communication curriculum.

Key Words: Autonomy, EFL, Motivation

Tanja McCandie has taught English in Canada, England and Japan and is an assistant professor at Meijo University in Nagoya. Her research interests include autonomous learning, teacher development and gender and education.

No. 669763

Wang Jing

Nanjing University of Aeronautics and Astronautics

A Study on the Blending Teaching Model of College English Writing Based on “pigai.org”

Integration with modern technologies has become a distinctive feature of EFL teaching. The blending teaching model of college English writing aims to combine the traditional teaching model with E-learning to achieve the complementarities between the two. Making a case study of a group of subjects from a university in Nanjing, this research aimed to identify possible impacts of “pigai.org”— an automated writing evaluation system on the development of writing proficiency of Chinese college EFL learners. The questionnaire surveys, interviews and pre- and post- writing tests were conducted for data collection and the statistical analysis for data interpretation. Obvious improvements were observed by the end of the term in the writing proficiency of the subjects from both the control and experimental group, while the latter made more significant progress. The blending teaching model of college English writing based on “pigai.org” can timely provide students with real-time machine scoring and multiple feedbacks, greatly increase the language input and output, and constantly improve their writing ability by stimulating them to repeatedly revise their writings.

Key words: college EFL writing; automated writing evaluation system; writing proficiency

Wang Jing is a lecturer from Colleges of Foreign languages and cultures, Nanjing University of Aeronautics and Astronautics, China. Her main research interests include EFL teaching.

No. 630942

Dr. Xiaofei Tang

Wuhan University of Technology

Learnability and Teachability: A Processability Perspective of Textbook Evaluation in EFL Settings

L2 acquisition cannot occur without input, and textbooks serve as the primary form of input for learners, especially in the FL context. In Mainland China, ESL learners have little or no natural exposure to the target language. Textbooks are the main source of L2 exposure for learners. Therefore, it is essential to write textbooks based on language acquisition principles.

This study reports on an acquisition-based textbook evaluation which examines whether the sequencing of grammatical structures in one set of primary-school EFL textbooks widely used in China is compatible with the natural sequence of L2 development given these textbooks. Motivated by Processability Theory, this study conducts a qualitative analysis of the grammatical foci in the textbooks and an 'emergence analysis' of oral speech production by two L1-Chinese-speaking pupils who have been using the selected textbooks over 2 years.

Major findings reveal a partial agreement between the sequencing of grammatical structures in the textbook series and the natural sequence of ESL development. The pupils are not able to produce those structures that rank high in the processability hierarchy, due to that the underlying processing procedures are not available to those learners at the early level of their ESL acquisition process. The deviant introduction of structures is possibly associated with the theme-based guidelines adopted in textbook compilation. It appears that concerns with the utility of structures in a given context takes precedence over concerns for the natural L2 development. Pedagogical suggestions for grammar instruction in instructed SLA and textbook development are also provided.

Dr. Xiaofei Tang is a full-time lecturer and researcher in School of Foreign Languages at Wuhan University of Technology, P. R. China. She teaches a range of undergraduate- and postgraduate-level subjects such as Society and Culture of Britain and America, English for General Academic Purposes, Spoken English, College English Listening and Speaking, etc. She received her Ph.D. degree in Linguistics from School of Culture, History and Language at the Australian National University. Prior to moving to Canberra, Australia, she had been awarded a master's degree in Teaching Chinese to Speakers of Other Languages from Wuhan University and double bachelor's degrees in Management and Economics from Wuhan University of Technology and Zhongnan University of Economics & Law. Her research interests lie in TESOL, L2 acquisition and pedagogy, Processability Theory, and language materials development. Her recent monograph is entitled "Learnability of Grammar: A Processability Perspective of Textbook Evaluation in English as A Foreign Language Settings".

No. 679602

Xuelin Mo

Guangdong University of Foreign Studies

A Case Study on English Writing Teaching in the Universities of China Based on E-portfolio Evaluation Mode

English writing, as an important way of output, plays an indispensable role in language communication. However, in many universities of China, English writing teaching is not that successful. And students' writing ability has not reached what was expected. Therefore, there is a growing need to promote the English writing teaching in China.

This study seeks to explore the application of e-portfolio evaluation mode in English writing teaching in the universities of China. It was carried out targeting two classes (as an experiment group and a control group) from a university in China. And e-portfolio evaluation mode was adopted in English writing lessons for a 12-week experiment. It attempts to investigate: (1) the students' attitude towards e-portfolio evaluation mode. (2) the influence on students' independent learning ability by adopting e-portfolio evaluation mode. (3) the effect of e-portfolio evaluation mode on students' writing scores.

The analysis of the questionnaires, interviews and the test results before and after the experiment indicates that: (1) students think highly of e-portfolio evaluation mode. (2) the use of e-portfolio can arouse students' interest in English writing, at the same time, self-evaluation and peer assessment help to promote students' team-work spirit and independent learning ability. (3) compared with the control group, taking advantage of e-portfolio in writing teaching in university contributes to the improvement of students' writing ability.

Keywords: E-portfolio evaluation mode; English writing teaching; University

Miss Ikhlās Gherzouli is a full time assistant lecturer at MLD Sétif 2 University. Miss Ikhlās graduated from Ferhat Abbas University (Sétif, Algeria) with a License degree in Foreign Languages. She earned a Magister degree in English Didactics from Abderahman Mira University (Béjaia, Algeria). Miss Ikhlās is expecting to defend her doctorate thesis by the end of the year 2018 in Constantine (Algeria). Miss Ikhlās is the head of the quality assurance cell of the faculty of Letters and Languages in ML.Debaghine Sétif2 University. In addition she is a member of the University Website Design team. Miss Ikhlās taught many courses both to graduate and postgraduate students including: Grammar, Oral Expression, Listening Comprehension, Phonetics and Phonology, Méthodologie du Travail Universitaire, Perfectionnement de la langue Anglaise, Neuroscience, Méthodologie de la recherche Scientifique, Recherche Documentaire, and Translation. Miss Ikhlās' interests include: teacher professional development, action research, curriculum development, ICT, and quality assurance in higher education.

No. 669764

Yanmei Yu

Nanjing University of Aeronautics and Astronautics

The Impact of Networked English Writing on EFL Learners' Writing Self-efficacy

Writing is an essential but difficult skill for EFL students to accomplish. Throughout the years, different theories have offered directions on how to teach writing. However, many researchers failed to realize that writing is more than a cognitive activity. It involves affective factors. In various affective factors, self-efficacy has been a relatively new focus. According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is the belief in one's effectiveness in performing specific tasks. Students with a strong sense of efficacy are more likely to accomplish challenging tasks. With the introduction of networks into EFL classrooms, students' self-efficacy is positively influenced.

This study utilizes Pigai Net, a professional online proofreading service provided by Ciwang, Inc., as the platform for the networked English Writing within the learning community. The study compared students' level of English writing self-efficacy in two contexts: in a networked writing class and in a traditional lecture-style class. 40 non-English major students from two departments in Nanjing University of Aeronautics and Astronautics were enrolled in the study. Data was collected by means of questionnaires. First and final questionnaires were scored holistically, and the data was carefully analyzed. The results of this study demonstrate that the networked setting was shown to better promote EFL students writing self-efficacy.

Yanmei Yu graduated from Nanjing Normal University, China, with a master's degree in English Language and Literature in 2004. She earned a certificate in Advanced English Language Teaching from the University of British Columbia, Canada, in 2007. She is currently a lecturer of English in the Department of Applied Foreign Languages in Continuing Education College at Nanjing University of Aeronautics and Astronautics. She's been engaged in English teaching and research for more than ten years. Her research interests include second language acquisition and language testing.



Time Table

11 May 2018 (Friday)

Room: Platinum 2

07:30 – 08:00	Registration/Welcome Coffee
08:00 – 08:30	Announcements and Conference Chair address
08:30 – 09:00	Round Table Talk: Napat Jitpaisarnwattana
09:00 – 09:20	Streamlining EFL Classroom Management – Easy-to Implement Technology Strategies - Jason Gold
09:20 – 09:40	What If? Leading the Drama Experience - Norhanim bt Abdul Samat
09:40 – 10:00	Reflective Level of English Major Undergraduate Students in a Local University in Hong Kong and Pedagogical Implications - Dr. Mable Chan
10:00 – 10:20	Coffee/ Tea Break
10:20 – 10:40	Philippine English Senior High School Teachers as Pioneers of K-12 Curriculum: Teachers' Perceptions and Challenges - Shena Golosino
10:40 – 11:00	An Exploration of Mentoring Scheme for In-Service EFL Teachers as a Means of CPD - Asri Purnamasari
11:00 – 12:00	Keynote Speech: Dr. Hayo Reinders "Encouraging OUT-OF-CLASS Learning with Augmented Reality"
12:00 – 13:00	LUNCH Break
13:00 – 13:20	A Critical Investigation of Intercultural Communication Instruction: Building Mainland Chinese Students' Critical Language Awareness and Intercultural Literacy - Dr. Fan Fang
13:20 – 13:40	English Teachers' Knowledge and Integration Level in ICT: Basis for a Proposed Manual in EdTech Tools - Dr. Michelle Mina Felstead
13:40 – 14:00	Expanding Inclusivity and Diversity within Teacher Organizations - Ms. Tanja Mccandie
14:00 – 14:20	Promoting Competency-Based Research Environment in the Schools Division Office in DepEd Dagupan: Basis for Continuing Research Professional Plan of Teachers - Dr. Ma. Victoria Antonio
14:20 – 14:40	Translation-Presentation Methods: the Students' Performance in Academic English Class - Ms. Irmawati
14:40 – 15:00	Effectiveness of Project-based Learning in Advanced English Classes - Asst. Prof. Hiroko Miura
15:00 – 15:20	Coffee Break
15:20 – 15:40	Learnability and Teachability: A Processability Perspective of Textbook Evaluation in EFL Settings - Dr. Xiaofei Tang
15:40 – 16:00	Utilizing Multiple Intelligences in EFL Assessments – Ms. Rebecca Brinkley
16:00 – 16:20	The Impact of Integrating Technology into Students' Presentations on Peer Evaluation in Higher Education - Asst. Prof. Dr. Emad A. S. Abu-Ayyash
16:20 – 16:40	Vocabulary Learning for Japanese Learners of English - Ms. Maiko Kimura and Mr. Hiroko Arao
16:40 – 17:00	A Sociolinguistic Overview of the Hindi Language - Mr. Chhayankdhar Rathore
17:00 – 17:20	The Impact of Networked English Writing on EFL Learners' Writing Self-Efficacy – Ms. Yanmei Yu
17:20 – 17:30	Announcements

12 May 2018 (Saturday)

Room: Platinum 2

08:00 – 08:20	Attitude and Listening Proficiency of Grade 7 Students of San Fabian National High School - Ms. Cherubim Ganay
08:20 – 08:40	The Flipped Classroom: Pro and Contra - Ms. Naely Muchtar
08:40 – 09:00	Parental Involvement: A Home- School Relation Model - Mrs. Carmelita Ducusin Denorog
09:00 – 09:20	A Case Study on English Writing Teaching in the Universities of China Based on E-portfolio Evaluation Mode - Ms. Xuelin Mo
09:20 – 09:40	Students' Perceptions and Satisfaction on the Application of e-CLIP Model - Mr. Kiki Juli Anggoro
09:40 – 10:00	Reading Practices in English of Padang Primary School - Ms. Brenda Dela Pena
10:00 – 10:20	Coffee/Tea Break
10:20 – 10:40	Reading Proficiency of Elementary Pupils of Lacong Elementary School- Annex: Input to Developmental Reading Intervention - Ms. Mary Grace Guinomma
10:40 – 11:00	Improving Students English Ability through Oral Presentation Task: The Student's Perception - Sitti Sahriana
11:00 – 11:20	The Bilingual Essay Corpus Project: Online Writing System and Analytical Tools - Asst. Prof. Sumie Akutsu
11:20 – 12:00	Featured Speaker: Dr. Lourdes Servito Teaching English in the Context of Culture
12:00 – 13:00	LUNCH BREAK
13:00 – 13:30	Workshop: Teach Reading Don't Just Test it! - Mr. John Wheeler
13:30 – 13:50	The Impact of Networked English Writing on EFL Learners' Writing Self-efficacy - Ms. Yanmei Yu
13:50 – 14:10	Algerian Curriculum Development: The Sidelined Status of Secondary School EFL Teachers - Ms. Ikhlas Gherzouli
14:10 – 14:30	Localized Teacher-Made Stories as Best Practice in 6 th Grade - Ms. Aprellene Baniña-Marquez
14:30 – 14:50	Vocabulary Proficiency and its Indices among Gifted Students - Mr. Harold Gallo
14:50 – 15:10	Coffee/Tea Break
15:10 – 15:30	The Efficient Friendly Strategies for Effective, Facilitative Alternative Learning in Pugo District Alternative Learning System - Ms. Lorna Calletong
15:30 – 15:50	The Implementation of Mind Map Strategy to Teach Writing in IELTS preparation Class - Mrs. Damar Isti Pratiwi
15:50 – 16:10	Gender Difference in Giving Corrective Feedback in the Written Compositions of ESL Students - Mr. Michael Stephen Gracias
16:10 – 16:30	Language Assessment in the K to 12 Basic Education program - Ms. Myla Suguitan
16:30 – 16:50	Collaborative Learning in ELT: The Jigsaw approach - Asst. Prof. Sharmishtha Singh
16:50 – 17:30	Featured Speaker: Mr. Mark Ulla Writing for Journal Publication: Climbing the ladder of Success
17:30 -17:50	Closing and Awarding of Certificates

NOTES



Acknowledgements

Rajamangala University of Technology Lanna, Phitsanulok Campus (RMUTL Plc)

University of Southern Philippines Foundation (USPF)

International Association of Teachers of English as a Foreign Language (IATEFL)

Linguistlists.org

GEN TEFL Philippines (through Engr. & Mrs. Brian Marquez)

Union of International Associations (UIA)

Department of Education, La Union Division

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