



# **Book of Abstracts**

**Global Educators Network**

**Teachers of English as a Foreign Language**

# 4<sup>th</sup> GEN TEFL International Conference

## Novotel Ngurah Rai, Bali, Indonesia

### May 18 – 19, 2019



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## Welcome Message

Dear Delegates,

Selamat Datang!

We are delighted to welcome you to the 4<sup>th</sup> GEN TEFL International Conference held for the first time in Indonesia.

GEN TEFL aims to provide an avenue for educators to learn, share and discuss ideas, strategies, techniques, and methods used in ELT.

This conference assembles wide range of sessions including, researched-based, practice-based presentations, workshops, and demonstrations by our keynote speaker, featured speakers, and session presenters.

Enjoy the conference, meet new friends and share your knowledge and experiences.

Have a fruitful involvement.

Terima Kasih!

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### Erina Hunt

Erina is a senior teacher at the University of Otago Language Centre, Dunedin, New Zealand. She has previous experience in journalism, and international teaching in Thailand, China and Japan and has presented at international language teaching conferences in Thailand, Cambodia, Japan, Turkey, Macau, Indonesia and New Zealand. She is the editor of TESOLANZ – New Zealand's industry newsletter.



While collaborative project-based learning and team-teaching are her passion, her current research lies in the field of motivating reluctant writers and developing critical thinking and writing skills. She has initiated both an e-learning curriculum and tele-collaborative teaching and learning program between countries. She is a resource writer and co-author of "Partners in the Classroom" (2014). In 2004 she was a co-recipient of the Education NZ International Educational Teaching Excellence Award. She is a director of AllWriteNZ Ltd. – a proofreading and editing company specializing in global ESL clients.

## List of Abstracts

### **Assessment of Textbooks in Enhancing Language Learners' Pragmatic Competence: The Case of Requests**

Ms. Yuehong Gao

### **Attitude in English and Competence of Technical College Students in Thailand**

Miss Chinebeth Borja, PhD(g)

### **Authentic Language Learning Outside the Classroom**

Mr. Matthew Jellick

### **Capstone Ninja- Final Year Project Writing Support App**

Dr. Christelle Davis

### **Classroom Management Software: How ESL Students can use Technology in Peace**

Christopher Freeman

### **Claims of Lack of Knowledge Among Japanese Learners of English During Task-Based Discussions for Language Learning**

Dr. David Aline and Dr. Yuri Hosoda

### **Deployment of Formulaic Utterances with How about During Second Language Discussion Tasks**

Dr. Yuri Hosoda and Dr. David Aline

### **Developing English Language Teaching Metaphorical Associative cards (ELTMAC)**

Mr. Richard J. Stockton

### **Enhancing Community - A Global Peace Education Project**

Ms. Erina Hunt

### **English Language Teaching in Qawmi Girls' Madrasas in Bangladesh: Problems, Challenges and Prospects**

Ms. Tasnia Mizan Chowdhury

### **English Proficiency of the English Language Teachers of the Fourth Industrial Revolution**

Dr. Janet A. Arcana

**Enhancing Reading Comprehension Skills of Grade III Learners Through Project “HELP” Program**

Ms. Armela Madayag

**Evaluating Google Classroom in Teaching and Learning Writing at Ho Chi Minh City University of Technology**

Ms. Tran Thi Mai

**Face validity study using the C-test with free descriptions of test takers with use of text mining**

Mr. Satoshi Kurokawa

**Genre-Based Approach: Write Without Fear**

Ms. Oksana Kharlay

**Incorporating Creativity using the Task Based Approach**

Fajer Al-Shammari

**Integrating English into Refugee Employment Programs in Australia - A practice-based example of how DiversityWorks!**

Ms. Carmen Garcia

**Integration of Memes in Contextualizing the Development of Communicative Competence of Grade 11 STEM Students**

Maribel L. Capitle and Renzy Cerwin F. Calasin

**Introducing Literacy to Young Learners of English**

Ms. Hiroko Arao and Ms. Maiko Kimura

**Improving Reading Level of Grade School Learners through Phonetic Approach**

Ms. Rosemarie Rillera

**Learning to Read in English for Specific Purposes (ESP) Course with Metacognitive Reading Strategies: Does this work?**

Ms. Napapat Thongwichit

**MSS TeenTalk 2018: an Alternative Assessment to Develop a Confident and Effective Communicator**

Mdm. Dian Khairyani Binte Mondzi Mdm. Elisha Tushara

**On Judgement of Appropriateness of English Expression Concerning Disabilities**

Dr. Yamaguchi Kazuyuki

**On Teaching Speaking: Students in Focus**

Dr. Rowena Vasquez-Sosas

**Oral and Silent Reading in English (Philippine Informal Reading Inventory) for Grades Two to Six Learners in Lacong Elementary School-Annex**

Mrs. Mary Grace T. Guinomma

**Playing with Words: Apps to Enhance Vocabulary Retention**

Mr. Christopher Freeman

**Reading Comprehension of English Major Students: A Perspective Analysis**

Dr. Helmer Montejo

**SM - 3T Program and EFL Teacher's Quality: Opportunities and Challenges**

Ms. Santri E. P. Djahimo

**Strategies for Intercultural Understanding and Learning Mindsets**

Ms. Beata Mirecka-Jakubowska

**Students' Oral Practice on Second Life Virtual World**

Mrs. Hoang Linh Chi

**The Effectiveness of Adopt A Child Reading Program Among Grade Six Pupils of Tupi South District**

Mr. Pablo Eulatic, LPT, RN

**The Education Students' Proficiency in Making Graphic Organizers and their Reading Comprehension in English**

Ms. Abigail Marie P. Obierez

**Three add-ons: Best Practices in the Classroom**

Ms. Aprellene Marquez

Mr. Cezar Estillore III

Ms. Loraine Carmel Agustin

Ms. Ma. Lourdes Pulanco

**The Efficacy of Team Teaching in TEES (Teaching English at Elementary Schools) in Japan**

Prof. Keiko Yamauchi

**The Efficacy of Using Picture Strategy in Teaching Writing Skill of Procedure Text to Indonesian EFL Students**

Ms. Shanty Halim

**Teachers Training: Empowering Teachers in the Methodologies in Teaching English**

Ms. Cindy Sumao-I

**Teacher Awareness on Environmental Issues and Integration Practices: Basis for an Environmental Education Program**

Mr. Joseph Dagupan

**Teachers' beliefs and principles behind listening instruction in Iranian private English schools**

Mr. Morteza Bagheri Sangachin

**Utilizing the Google Classroom App as a Way to Begin Blended Learning**

Ms. Amy Bohman

**Word Clouds as a Strategy to Improve Reading Comprehension: A Case Study in a Selected Chinese-medium School in Malaysia**

Mr. Sean Chen Tieu



# Abstracts



### **Assessment of textbooks in enhancing language learners' pragmatic competence: The case of requests**

Ms. Yuehong Gao

Shantou University

Pragmatics has been gaining in popularity in many English language learning programs worldwide. Studies evaluating the representation of speech acts in textbooks, however, constantly report insufficient input and unrealistic conventions (e.g., Barron, 2016; Meihami & Khanlarzadeh, 2015). Meanwhile, little research has been conducted to examine the application of using a combination of different ELT textbooks and its impact on the teaching and learning of pragmatics. To this end, this study aims to analyze and evaluate how the speech act of request is presented in eight published ELT textbooks of four different language proficiency levels in a private language institution based in central London. Both qualitative and quantitative methods are employed in this paper. Detailed analysis focuses on the adequacy and quality of pragmatic content provided to develop learners' pragmatic competence. This paper also offers some pedagogical implications for language instructors and course developers on the integrative and creative use of multiple ELT textbook series in a course with consecutive levels for learners to acquire their pragmatic competence progressively. Findings show that such flexible combination of textbooks opens up the possibility to optimize pragmatics teaching by carefully integrating materials on the basis of what the textbooks can offer currently.

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Yuehong Gao is currently an English language instructor at Shantou University, Guangdong, PRC China. She received her master's degree with Distinction in TESOL at King's College London and the CELTA qualification at International House London. Her research interests include communicative approach to language teaching, second language acquisition (SLA), L2 pragmatic development, phonology, and educational technology.

### **Attitude in English and Competence of Technical College Students in Thailand**

Miss Chinebeth Borja, PhD(g)

King Mongkut's University of Technology Ladkrabang

This study was conducted at IRPC Technological College, Thailand. The objectives of this study were to investigate (1) The attitude of students towards English; (2) The attitude of students towards teaching English; (3) The competence level of their English. The participants were asked to answer and complete the survey questionnaires that would reveal their positive and negative attitudes towards English. The findings revealed that the students are neutral towards learning English and favorable on how English is taught; their levels of attitude are influenced by their major and length of study but not by their age and gender; their basic competence in English is determined by their major but not by their age, gender and length of study; and their attitude towards English learning is not significantly related to their English competence. The researcher provided the recommendations for language teachers and the management group to develop a program that would encourage and motivate students to improve in their studies.

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Miss Chinebeth Borja is a lecturer at King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand and has been an English Teacher since 2002. She has been teaching English as a second language in South Korea, Vietnam, China and currently in Thailand.

Miss Chinebeth Borja is a PHD graduand in Educational Management of Ifugao State University through transnational program with St. Roberts Thailand.

She received a "Gold" award for research competition in the regional area of Rayong, Thailand in 2018. She received a TESOL Certificate from Harvest Christian International School in 2013.

Her research focuses on Motivation, Students Attitudes, English Competency and Schools Public Relations. Besides from studying and teaching, she loves painting using oil and acrylic, travelling and reading books, novels and watching crime documentaries and historical events.

### **Authentic Language Learning Outside the Classroom**

Mr. Matthew Jellick

Southern University of Science and Technology

With the essentials of language acquisition established within a traditional classroom setting, it is important to translate those fundamentals outside, through authentic learning practices. From English Corners to Book Clubs, and from Speaking Clubs to English Film Clubs, the possibilities are limitless as they pertain to low-affective filter platforms with which to encourage language development. Student-led through round-table discussions, in many instances, the teacher simply acts as a facilitator of discussion; a mentor who encourages student talk and shies away from a direct leadership role. Placing an emphasis on the social-cultural realities of the students, these genuine contexts reflect the world in which they live, giving credence to their identities not only as students, but as people. This presentation will highlight differing examples, how to implement them, and the varied learning outcomes which take place, far from prescribed curriculum, focusing instead on authentic practices. The four skill sets of Reading, Writing, Listening and Speaking are all addressed, highlighting how to encourage English language development through non-traditional approaches. The presenter has developed and utilized this pedagogy on four different continents, incorporating differing cultural contexts and is excited to share with a diverse group of English language educators.

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Matthew Jellick holds a Master's Degree in TESOL from the University of Southern California (USC) and is currently a Senior Lecturer in the Center for Language Education at Southern University of Science and Technology, located in Shenzhen, China. With over 15 years of teaching experience, he has taught in the United States, South Korea, New Zealand, and Ethiopia, believing that the world is our classroom! Valuing genuine learning opportunities outside the classroom, in each of the countries he has taught, Mr. Jellick has created platforms for students to utilize the fundamentals of language acquisition in settings which foster authentic development.

### **Capstone Ninja- Final Year Project Writing Support App**

Dr. Christelle Davis

The Chinese University of Hong Kong

The Capstone Ninja is a tool that facilitates communication, project management and language support for undergraduate students from various disciplines in Hong Kong. Every undergraduate student in Hong Kong is required to prepare a Capstone Project or Final Year Project in the form of a lengthy English text, a daunting and confusing task for many. The project team, comprised of staff from five Hong Kong universities, gathered data from student writing samples as well as interviewed faculty academics in regards to the issues that they perceived in their students' work to create a mobile app that will serve both students and supervisors. Each version of the app provides language support in the form of tips, sample texts and quizzes tailor-made for a specific discipline. The app also features a project management tool that includes notifications for upcoming deadlines and a to-do list that both the supervisor and student can access. Furthermore, the app allows for the student and supervisor to 'chat' with each other online. This poster will describe the project's objectives and progress to date as well as providing an overview of the major features of the app.

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Dr Christelle Davis is a Lecturer in the English Language Teaching Unit and The Chinese University of Hong Kong.

### **Classroom Management Software: How ESL Students can use Technology in Peace**

Mr. Christopher Freeman

Gulf University of Science and Technology

As we live in an increasingly connected world, technology is an essential part of our lives. This is also true for the classroom, where reading, writing, listening, and vocabulary teaching is often done on students' computers or smart devices. However, with these technological tools come challenges, ranging from distractions on student devices from social media to cheating and plagiarism. This workshop will showcase some classroom management software tools to combat and control some of the issues that go along with using technology in the classroom. Netsupport, Veyon and Lanschool Lite are three classroom management tools that allow the teacher to see student screens, block certain websites, and keep students on task with their learning. These tools will be demonstrated in an interactive environment and the pros and cons will be weighed in the workshop.

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Christopher Freeman has been a Foundation English teacher at the Gulf University for Science and Technology for the past 7 years, and has been teaching and working in Kuwait for the last 10 years. He leads workshops and conferences at home and abroad in the area of technology in the classroom.

**Claims of Lack of Knowledge Among Japanese Learners of English During Task-Based Discussions for Language Learning**

Dr. David Aline and Dr. Yuri Hosoda

Kanagawa University

This presentation examines the formulaic phrases deployed by Japanese learners of English in peer discussions, demonstrating how they express their lack of content and linguistic knowledge. Specifically, we explicate students' use of I don't know and its equivalent in Japanese, wakannai. We show, through conversation analysis, L2 speakers' use of I don't know and wakannai in classroom interaction. Over 210 hours of L2 interaction were video-recorded during small-group discussions in English language classes at a Japanese university. The groups discussed various topics for the most part in English, but contingently moving into Japanese, their common L1. It was found that participants use first-positioned I don't know and wakannai to achieve differential actions. I don't know is deployed for downgrading argument positions following peer displays of disaffiliation as revealed through silences and minimal responses. The alternative, wakannai, is regularly employed to signify insufficient knowledge regarding linguistic or content matter, while in mundane conversation in Japanese it can, similar to I don't know in English, perform a wider range of actions. The findings show how students with multiple languages at hand may enact some pragmatic actions concerning their positions through a certain language while employing another language for accomplishing alternate actions.

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David Aline earned his EdD from Temple University in 1999, is a professor at Kanagawa University, Yokohama, Faculty of Foreign Languages, Department of Cross-Cultural Studies, and teaches second language acquisition in the Graduate School of Foreign Languages. His research interests include second language acquisition and use in university, primary school, lingua franca, and tutorial settings through a conversation analytic perspective. He has published in Pragmatics, Journal of Pragmatics, Classroom Discourse, Canadian Journal of Applied Linguistics, Journal of Language Aggression and Conflict, and is coauthor of Psycholinguistics: Language, Mind and World (2nd ed.).

**Deployment of Formulaic Utterances with How about During Second Language Discussion Tasks**

Dr. Yuri Hosoda and Dr. David Aline

Kanagawa University

This conversation analytic study examines second language (L2) learners' use of formulaic utterances initiated with How about during discussion tasks in university English classes in Japan. It elucidates various ways learners use formulaic utterances and considers how students work to learn them in small group tasks. How about commonly occurs in English as a formulaic utterance used for making suggestions and is one of the most frequent formulas Japanese learners of English use. Studies analyzing L2 interaction noted the use of How about for redirecting topics to other speakers (Hauser, 2009; Potter & Greer, 2008). We expand this research by examining L2 learners' use of How about during discussions for language learning. Considered were over 210 hours of video-recorded second language interaction collected during classroom oral discussion tasks, which required consensus on various controversial topics. Analysis found learners use How about for (a) explicitly selecting next speaker, (b) shifting topics, and (c) suggesting alternative procedures. All three occurred in the environment of the closing of a sequence of interrelated turns and were manifested through silence, broken speech, and downward gaze. This study demonstrates how L2 learners deploy formulaic utterances in discussion activities and considers how they acquire those formulas.

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Yuri Hosoda received her EdD from Temple University in 2002 and is currently a professor in the Graduate School of Foreign Languages at Kanagawa University, Yokohama and the Faculty of Foreign Languages, Department of Cross-Cultural Studies. Her research examines second language use in Japanese and English at university, primary school, work place, and mundane conversation through a conversation analytic perspective. Her papers have appeared in *Pragmatics*, *Journal of Pragmatics*, *Classroom Discourse*, *Canadian Journal of Applied Linguistics*, *Applied Linguistics*, and *Linguistics and Education*.

### **Developing English Language Teaching Metaphorical Associative cards (ELTMAC)**

Mr. Richard J. Stockton

BINUS School

This is a report on action research that develops story cards for ELT based on Jungian archetypes, and empirical research demonstrating improvement in narrative writing versus textbook and PowerPoint taught groups. Improvement may be due to how ELTMAC games can benefit English language learning: Jungian researchers finding improved language memory in tests with archetypal metaphorical associative cards is corroborated. The cards are scalable to learner level; the 59 cards can be named with the most common English words. Recent MRI studies support Jung's claim that archetypes are universal neural structures; ELTMAC therefore transcends intercultural boundaries and accesses language parts of the brain. The cards are based on fairytale, i.e. European folklore; as both English and fairytales originating in the Bronze Age Indo-European dispersal, the game imparts cultural competence via Whorfian synergy. Story helps us understand ourselves; hence ELTMAC develops L2 identity. Fairytale confronts the realities of life, allowing meaningfulness to reemerge in ELT classrooms where commercial or social-political forces are censoring it. And, narrative card games are adaptable to broad uses.

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Richard J. Stockton is an English language teacher with BINUS School Serpong in Indonesia. His earlier presentations and publications are on haptic language teaching and cultural content analysis of Indonesian school textbooks. Hailing from the snowy Canadian prairies, he has taught EFL learners in various settings in Asia. His interests include young learners, historical development of language learning, and intersections of TESOL with philosophy.

### **Enhancing Community - A Global Peace Education Project**

Erina Hunt

Otago University

Erina presents an example of an holistic peace education project, demonstrating how a team-teaching partnership, within a collaborative, learner-centered ESOL program, was able to draw on the background knowledge and experience of all participating partners (teachers and students alike) to develop greater awareness of the common human aspiration for peace in today's world, and build a stronger commitment to that goal. At the same time, it developed students' language skills around the peace theme and simultaneously enhanced teachers' professional development opportunities. The initial project, while undertaken several years ago, has had a long-term impact on the local community in the form of regular peace events in the city. The project as described, demonstrates ways of learning and teaching that build strong language skills in authentic contexts, while developing an improved awareness of the teaching and learning process, enhancing motivation for all participants, and building a lasting awareness of contemporary peace issues.

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Erina is a senior teacher at the University of Otago Language Centre, Dunedin, New Zealand. She has previous experience in journalism, and international teaching in Thailand, China and Japan and has presented at international language teaching conferences in Thailand, Cambodia, Japan, Turkey, Macau, Indonesia and New Zealand. She is the editor of TESOLANZ – New Zealand's industry newsletter.

While collaborative project-based learning and team-teaching are her passion, current research lies in the field of motivating reluctant writers and developing critical thinking and writing skills. She has initiated both an e-learning curriculum and tele-collaborative teaching and learning program between countries. She is a resource writer and co-author of "Partners in the Classroom" (2014). In 2004 she was a co-recipient of the Education NZ International Educational Teaching Excellence Award. She is a director of AllWriteNZ Ltd. – a proofreading and editing company specializing in global ESL clients.

### **English Language Teaching in Qawmi Girls' Madrasas in Bangladesh: Problems, Challenges and Prospects**

Ms. Tasnia Mizan Chowdhury

Leading University, Sylhet, Bangladesh

The research aims at identifying the problems, challenges, and prospects of English language teaching practice in girls' Madrasas. For the purpose of the investigation 5 Qawmi Madrasas for girls had been selected in Sylhet, Bangladesh. The Qawmi Madrasas have larger student base and more conservative curriculum than Alia Madrasa. Interviews of both teachers and students have been conducted with separate questionnaires to collect the necessary data that was analyzed using an inductive method. Based on the collected data, this paper presents a guideline for improving teaching practice in the girls' Madrasas that can benefit the teachers, students as well as the policy makers.

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Tasnia Mizan Chowdhury is a Lecturer of English at Leading University, Sylhet Bangladesh. Ms Chowdhury completed her Masters in Applied Linguistics and ELT from University of Dhaka and did her B.A (Honors) in English Language and Literature from the same institution. Ms. Chowdhury is a Cambridge CELTA (Certificate in Teaching English to Speakers of Other Languages) qualified Language instructor and has worked as a corporate trainer and IELTS instructor at British Council, Bangladesh. Ms Chowdhury can be reached at +88 01755045452 or via email: [tasniachowdhury611@gmail.com](mailto:tasniachowdhury611@gmail.com)

### **English Proficiency of the English Language Teachers of the Fourth Industrial Revolution**

Dr. Janet A. Arcana

University of Southern Philippines Foundation

Recently published researches and articles reveal the declining English proficiency of the graduates in the Philippines which is found to be lower than that of its neighboring ASEAN countries of which poorly trained teachers are partly blamed. This study explored the English proficiency of the Education students who are expected to teach English in this era of robotics, virtual reality and artificial intelligence. Through a qualitative content analysis employing deductive coding, eight researches from 2016- 2018 were reviewed and studied. Findings revealed that both in written text and use of technological device, the Education students need to improve their listening, reading, speaking and writing proficiency. They need to master the rules of vocabulary in information processing activities, develop their sub skills to build comprehension activities by using graphic organizers, improve the ability to compare ideas orally, and master the grammar acquisition and translation methods in order to construct sentences with the correct verbs. Although in some aspect, they excelled in their vocabulary and have reached the derivational constancy stage in spelling, they still have difficulty in identifying misspelled words, writing the correct spelling, and finding acceptable ways to spell. This imply the necessity for intensive remedial activities using appropriate technology.

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Janet A. Arcana is the Dean of the College of Education, University of Southern Philippines Foundation. She has been granted two faculty exchange mobility in the University College Copenhagen (UCC), Denmark. For years, she has advised undergraduate and graduate research studies, and has presented researches in local, national and international conferences in various teacher education related works.

### **Enhancing Reading Comprehension Skills of Grade III Learners Through Project “HELP” Program**

Ms. Armela Madayag, Principal 1

Department of Education, La Union District

The study focused on the reading comprehension skills of the Grade III learners in Pugo Elementary School. The study looked into the reading comprehension skills profile of the respondents along Decoding, Fluency, Vocabulary, Sentence Construction, Reasoning, and Working Memory. The descriptive method of research was used in this study, and documentary analysis was utilized in gathering the needed data for the reading profile of the respondents. Based on the data gathered, the following were the salient findings of the study. The reading comprehension skills profile of the respondents is Instructional. Decoding, Fluency, Vocabulary, were discovered as the respondents' strengths while Sentence Construction, Reasoning, and Working Memory were discovered as their weaknesses. The project “HELP” program was developed to address the identified weaknesses of the respondents. Objectives of the Project “HELP” were to conduct a periodic assessment and evaluation of learners reading levels; To construct instructional materials and learning packages; to employ corrective measures to any discovered reading difficulty; to provide effective, individualized and group instruction to non-readers and learners who exhibit reading problems; to conduct conferences with regular classroom teachers and help them accommodate learners who show reading problems; and to develop positive reading attitude among learners.

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Ms. Armela Madayag is a Head Teacher III at Pugo Elementary School, Division of Las Union, Philippines.

### **Evaluating Google Classroom in Teaching and Learning Writing at Ho Chi Minh City University of Technology**

Ms. Tran Thi Mai

Ho Chi Minh City University of Technology

The Internet has evidently played a key role in this 4.0 Technology era. Recent years have witnessed the adoption of the Internet-based technology in language teaching and learning, bringing both unprecedented benefits and challenges to teachers and learners. Released in August 2014, Google Classroom is relatively new to many English teachers. This research aimed to introduce this technology to fellow teachers and evaluate its effects on teaching writing. Various studies into the same area were reviewed carefully before the research commenced. The research was designed using Post-test Only Experimental method. The writer taught TOEIC Writing to seniors at HCMC University of Technology, Vietnam in eight weeks. 63 seniors were randomly assigned into two classes. Without pre-test, the control group studied writing in a traditional way. The experimental group, additionally to physical classes, participated in a virtual class on Google Classroom. After eight weeks, both groups did a mock test of TOEIC Writing. The scores were analyzed using T-test, and a questionnaire was spread out. Also, some students participated in interviews about the effects of Google Classroom. Regarding the findings, the experimental group had higher average points in their writing test compared to the control group although the difference was not remarkably big. However, questionnaires and interviews showed that students' eagerness in Writing improved noticeably with the support of Google Classroom. Therefore, these findings are hoped to contribute to modern teaching and learning.

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Tran Thi Mai, 29 years old, now works as an English lecturer at Ho Chi Minh City University of Technology, Vietnam. Finished her Master Degree in Applied Linguistics in 2014 at Curtin University, Tran continued studying Graphic Design at FPT-Arena. She always wants to make use of technology to serve her language teaching and benefit her students' learning.

### **Face validity study using the C-test with free descriptions of test takers with use of text mining**

Mr. Satoshi Kurokawa

The University of Tokyo, MA student

Previous studies have found that the C-test lacks face validity (Spolsky, 1985). While some researchers have investigated the face validity of the C-test using quantitative data, few have investigated what appears to be measured in the C-test from the free descriptions of test takers. Text mining for free descriptions would likely contribute to unearthing a new perspective for the analysis of the face validity of the C-test. 106 Japanese university students participated in this study. After the participants completed the C-test, they were asked to describe what they thought it measured. The assessment of the face validity of the test was expected to vary depending on the learner's proficiency. The participants were thus divided into high- and low-proficiency groups in relation to their C-test scores, and then the results for each group were analyzed using a co-occurrence network that was intended to determine notable key words from the participants' free description. The findings indicated that low-scoring participants appeared to believe that verb tenses were being tested, and high-scoring participants appear to believe that spelling accuracy was being assessed. The tense of verbs and spelling accuracy should be considered in further study of the face validity of the C-test.

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Satoshi Kurokawa is a Master Student of the university of Tokyo. He hopefully affiliated with doctor's course of the present university. He would like to study test-taker feedback in order to improve task design in the classroom in doctor's course.

### **Genre-Based Approach: Write Without Fear**

Dr. Oksana Kharlay

Macau University of Science and Technology

Nowadays some may consider the act of writing a tedious endeavour, especially teenage learners brought up in a digital age. This could be due to several reasons: perhaps they had limited writing practice in their first language; or maybe they think they do not have anything to say or cannot come up with new ideas; or possibly, because of limited writing practice activities in the classroom. Writing also takes up valuable classroom time and after-class teacher's time. The workshop will introduce a genre-based approach in teaching writing by turning it into an engaging and motivating activity. The aim is to help learners to identify and analyse global (context, purpose, participants, appearance, organisation) and local features of the genre in order to "equip them to better tackle authentic real world writing tasks" (Hyland 2003). Workshop participants will also have the opportunity of discussing differences between two approaches to writing - genre-based and more 'traditional' product - and share positives and negatives of their use in classroom.

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Oksana Kharlay is an assistant professor at Macau University of Science and Technology (MUST) in Macao, China. She holds PhD degree in General Linguistics and the Delta.

### **Incorporating Creativity using the Task Based Approach**

Fajer Al-Shammari

Australian College of Kuwait

Adult English Language Learners are a unique group that deal with four often-overlapping skills: reading, writing, listening, and speaking. For the purpose of this workshop, reading has been selected, as it is often the most mundane. Reading is a very repetitive activity that does not always garner great interest from learners. This workshop will explore a Task-Based Learning (TBL) activity called 'Reverse Reading', which is in direct correlation with the Second Language Acquisition (SLA) criteria. Moreover it will emphasize that creativity is an overlapping factor that is essential not only for the four skill areas, but for any discipline of that matter.

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**Al-Shammari** is an Instructor at the Australian College of Kuwait, and is currently an examiner at the British Council as well. She received a Master of Education from the University of Ottawa, Canada. She first graduated from Carleton University in 2010 with a Bachelor of Science Degree in Forensic Science and a minor in Psychology from Carleton University, and then she enrolled and completed her United TESOL Certificate at the University of Ottawa. Fajer's future plans consist of attaining her PhD in Education with a higher education focus.

### **Integrating English into Refugee Employment Programs in Australia - A practice-based example of how DiversityWorks!**

Carmen Garcia

CEO and Managing Director, Community Corporate, Australia

English language acquisition among migrants and refugees in Australia continues to be a critical challenge for genuine workforce participation. The federal government estimated in June 2017, there were 299,400 working age Australians from migrant and refugee backgrounds on income support payments. With government claiming data trends show that refugees who do not secure employment in the first 24 months after arrival in Australia are 60% more likely to remain on welfare for the rest of their lives. Community Corporate a national award-winning specialist diversity and inclusion company has developed and trialled an innovative model that focuses on an industry-led approach in vocational language acquisition. The techniques and methodology applied through the Diversity Works! model support competency-based pre-employment training to build vocational language acquisition for accelerating engagement in the Australian workforce for migrants and refugees. This paper presents the success features of the model, including the focus on language and literacy that has resulted in increased opportunities, access and retention of migrant and refugee job seekers into work in Australia. This practice-based example boasts a 96% national conversion rate into job outcomes, and retention rates at 90% after 12 months in work through partnerships with some of Australia's leading employers.

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Carmen is the Managing Director and CEO of purpose driven company, Community Corporate. This Australia-wide diversity and inclusion firm operates in the niche space of corporate social responsibility. In 2018, Carmen was announced as one of SA's inaugural 40 under 40 business leaders and entrepreneurs and won an individual award for State Contribution. In 2018, Community Corporate was recognised as the State Winner for the Economic Development Award, SA Governor's Multicultural Awards for an organisation that has made an outstanding contribution to improving the economic status of people from culturally and linguistically diverse backgrounds.

### **Integration of Memes in Contextualizing the Development of Communicative Competence of Grade 11 STEM Students**

Maribel L. Capitle and Renzy Cerwin F. Calasin

Colegio de San Juan de Letran Intramuros, Manila

This study was conducted to assess the development of the contextualization of Communicative Competence of the Grade 11 students of Colegio de San Juan de Letran on the use of Internet Memes in the classroom teaching which utilized Stephen Krashen's Affective Filter as a theoretical underpinning. A 50-item validated pretest and posttest were the primary sources in determining the development of the communicative competence of the 50 students in the four components of Communicative Competence namely; Grammatical or Linguistic Competence, Discourse Competence, Sociolinguistic Competence and Strategic Competence. Based on learning gains, a prominent and significant development took place relative to the test scores of the students in the experimental group as compared to the control group. It is highly recommended therefore, to utilize memes in classroom teaching to bring forth authentic learning and promising results. Conclusively, it is advised that curriculum developers look into this study, to be able to get valuable ideas on how to engage students more in the classroom discussions.

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Ms. Maribel L. Capitle is from Manila, Philippines. She graduated at the National Teachers College-Manila for her undergraduate degree and is currently taking up Masters of Arts in Education major in English and is in the course of writing her thesis work. Driven by her unrelenting passion to learn the English language, she took a Diploma course at the Miriam College Quezon City on Graduate Diploma in Learner-Centered Education and a Certification program on Professional Development for Teacher Trainers from the Arizona State University as part of the American English (AE) E-Teacher Program funded by the US Embassy in the Philippines. Currently, she enjoys her stint as an Area Coordinator for Core subjects at the Colegio de San Juan de Letran-Manila and at the same time, teaches Language and Literature classes for Senior High School students. She has strong passion and enthusiasm in learning the Language through her affiliation to KaGuro and ACELT Philippines which are local organizations in the Philippines.

Mr. Renzy Cerwin F. Calasin is from Manila, Philippines. He took his Bachelor of Secondary Education with specialization in Biological Sciences at the Pamantasan ng Lungsod ng Maynila. Currently, he is taking up his Master of Arts in Education Major in Science Education at The National Teachers College. At present, he enjoys his post as Senior High Faculty in Science at the Colegio de San Juan de Letran-Manila. More so, he is a member of the KaGuro Philippines and has attended several workshops and training under the aforementioned local organization.

### **Introducing Literacy to Young Learners of English**

Ms. Hiroko Arao and Ms. Maiko Kimura

Mie University and Mukogawa Women's University

Teaching English will officially start in elementary school in Japan in 2020. Pupils in 5th and 6th grade will learn four skills in English: speaking, listening, reading and writing. Among them, reading and writing English are going to be a big challenge for children who are phonologically advantaged in language learning. Teachers need to choose and try the effective ways to develop literacy through their lesson and learning environment. This study discusses the features of literacy development of young learners of English and explores various ways to introduce and promote literacy.

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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.

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.

### **Improving Reading Level of Grade School Learners through Phonetic Approach**

Ms. Rosemarie Rillera

Naguillan National High School

This research was conducted to improve the reading level of the selected Grade VII learners through phonetic approach and consequently enhancing their academic performances. The Philippine Informal Reading Inventory (PHIL-IRI) assessment of the school year 2017-2018 renders four non-reader grade 7 learners. The researchers opted to teach in a systematic phonetic approach with strategies such as coded-based and word skill-recognition to meet the basic reading needs of the learners. Pre-test and Post-test data for this study was interpreted using the PHIL-IRI. Reading level is categorized as Frustration, Instructional, and Independent. The significant difference was analyzed using t-test. The significant experiences were saturated from the responses of the participants after implementing the phonetic approach. The results show that there is a significant difference of the reading level of the selected grade 7 students before and after using phonetic approach. The result strongly suggests that employing the phonetic approach is effective in improving the reading level of the learners.

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Ms. Rosemarie Rillera is a teacher at Naguillan National High School, La Union District, Philippines.

**Learning to Read in English for Specific Purposes (ESP) Course with Metacognitive Reading Strategies: Does this work?**

Ms. Napapat Thongwichit

Prince of Songkla University, Surat Thani Campus

This quasi-experimental research was aimed at exploring students' reading comprehension progress after receiving metacognitive reading strategies instruction through modeling. The study evaluated if there was a difference between their pretest and posttest scores among 47 student participants who registered for English for Tourism course. The data were collected from January to February, 2018 by using a pretest-posttest design which the scores were measured before and after the treatment was implemented. The research results found that the students' posttest scores were proven to have a statistically significant difference compared to their pretest scores before participating in metacognitive reading strategies lessons ( $p < .05$ ). Therefore, this study supported that metacognitive reading strategies should be integrated into classrooms: not only for English reading courses, but also any English courses that have reading activities within their lessons particularly English for Specific Purposes (ESP) courses. Metacognitive reading strategies based lessons unquestionably were verified to make students develop into more strategic and better readers with reading comprehension achievement.

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Napapat Thongwichit currently is an English lecturer in Foreign Languages Department, Faculty of Liberal Arts and Management Sciences, Prince of Songkla University, Surat Thani Campus. For more than five years, she has been working as a teacher of English with teaching experiences in various courses include English Listening-Speaking, English Reading-Writing, English in the workplace, and English for Tourism. The research project that was recently completed was entitled: English reading strategies employed by EFL readers and their English reading problems. Her research interests include teaching methodologies, reading English as a foreign language, and role of L1 in language learning.

### **MSS TeenTalk 2018: an Alternative Assessment to Develop a Confident and Effective Communicator**

Mdm Dian Khairyani Binte Mondzi Mdm Elisha Tushara  
Marsiling Secondary School

This case study looks into how alternative assessment, being compatible with the constructivist theory (Estrin, 1993), can impact both teacher pedagogy and student learning through the groundbreaking implementation of MSS Teen Talk 2018. Quantitative and qualitative survey questions were conducted on all the Secondary 3 English Language teachers and also, students from the Secondary 3 cohort. The framework for analysis was based on an adapted version of Janisch, Liu and Akrof's (2007) alternative assessment and also, Cey's (2001) constructivist classrooms. As a result of carrying out this research design, it demonstrated how apparent active learning by the student really was. With the wealth of information, the teacher, as a facilitator, engaged the student in conversation so as to ensure that the meaning the latter creates was aligned with what the teacher had in mind (Vygotsky, 1978). Providing innovative ways to help students engage with meaningful issues, only further emphasised the authentic nature of the project. As students also developed 21st century competencies such as self-directedness and confidence through facilitation by the teacher, this paved the way for the project team to consider looking into assessing 21st CC.

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Mdm Dian Mondzi specialises in English Language at Marsiling Secondary School. She holds a Master in Education (Curriculum and Teaching) from Nanyang Technological University. Her past works include dialogic talk in the classroom and building confidence in writing. Currently, she is working on providing alternative learning experiences to students.

Mdm Elisha Tushara specialises in English Language at Marsiling Secondary School. She planned the 'TeenTalk' programme for the Secondary 3 students. Her interests lie in the area of creative writing and improving the quality of feedback (AoL). She is currently working on improving the 'TeenTalk' programme for implementation in 2019.

### **On Judgement of Appropriateness of English Expression Concerning Disabilities**

Dr. Yamaguchi Kazuyuki

Nippon Sport Science University

The aim of this paper is to suggest how to use English expressions concerning physical and mental disabilities in appropriate manners. The English education in Japan has put an emphasis on its grammar and reading, and almost neglected how the language should be used appropriately in actual conversation, so that Japanese English learners have not been educated to judge correctly how one expression of disability differs from other similar expressions. For example, Japanese English education has been very little help for the judgement of appropriateness between ‘disabled people’ and ‘the disabled’, between ‘living with’ and ‘suffer from’. We first show some reasons why this is indeed problematic for Japanese English learners. And then we will argue that the approach of the previous studies of Cognitive Linguistics is helpful for acquisition of the intuition based on which s/he can use expressions of disability appropriately and can judge whether the expressions in question would be appropriate or not. For this purpose, we argue that identification of the right cognitive models among many are necessary. We conclude that Social Model is the best one in terms of explanation of the language uses in question.

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The author is professor at Nippon Sport Science University in Japan, teaching English and linguistic related subjects such as cognitive linguistics, semantics, and general linguistics. His specialty among linguistic subfields are Cognitive (applied) Linguistics, theory of grammaticalization, and English education. He received his Ph.D. in University of New Mexico in 2005. He has presented findings of his research in many conferences in and out of Japan.

### **On Teaching Speaking: Students in Focus**

Dr. Rowena Vasquez-Sosas

University of Southern Mindanao, Philippines

This study investigated the approach of teaching speaking to students taking English as major subject in the University of Southern Mindanao, Kidapawan City Campus, Philippines. Specifically, it sought to answer how the approach was employed; how the approach helped students enhance their speaking competency; and what suggestions they could shed to improve the approach. Narratological approach was used through three (3) Focus Group Discussion (FGD) with seven (7) members each. Results revealed that teachers used Communicative Language Teaching (CLT) in teaching speaking and that they used task-based instructions and authentic tasks for students to practice speech fluency and accuracy. These activities are usually done in real life like short interview, casual talk, online conversation and reading passages and speeches. More so it was found that communicative language teaching would have favourable results if contextualization and first hand experiences of learners are considered.

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Dr. Rowena Vasquez-Sosas is a lecturer of research and linguistics at the University of Southern Mindanao, Philippines. Her research interests lie at the intersection of law and language teaching. Her recent publication is *The Language of Agreement: A Content Analysis of Employment Contracts* published by the International Organization of Scientific Research in 2017. She is now also working on the publication of a research article *On Court Proceedings: A Forensic Linguistic Analysis On Maxim Violations*.

**Oral and Silent Reading in English (Philippine Informal Reading Inventory) for Grades Two to Six Learners in Lacong Elementary School-Annex**

Mrs. Mary Grace T. Guinomma

Department of Education, Lacong Elementary School-Annex

Philippine Informal Reading Inventory or PHIL IRI is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading and listening comprehension. One of the concerns of Lacong Elementary School-Annex is the ability of learners to read both in oral and silent reading in English. As a continuous support to the Developmental Reading Intervention Program, the school is strictly implementing, monitoring and evaluating the reading performance of learners in oral and silent reading in English. The school supports the conduct of the PHIL IRI preliminary and posttests-oral and silent reading in English. At the end of the month of June, the preliminary test is conducted to assess the reading level of the learners-whether they were identified as frustration, instructional or independent readers. For oral reading test, the number of miscues is identified and number of correct answers to the questions about the story read is computed. For silent reading test, the readers are assessed on how much time in seconds they spent in reading and number of correct answers to the questions is also computed. After conducting these activities in the preliminary tests, the posttests are also conducted in the second week of March. The same activities are conducted to identify the reading level of the learners either they improved after a series of reading activities or not from July to February. There were selected passages used in oral and silent reading, questions to answer, formula in computing and scale to identify the reading level of the learners and template for the consolidation of reading report. The PHIL IRI reports are submitted to the District Office for another consolidation until proper actions would be given to the schools with readers under frustration level. The school also holds reading activity to address the concern of having poor readers.

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Mrs. Mary Grace T. Guinomma is a teacher at the Department of Education, Lacong Elementary School-Annex

### **Playing with Words: Apps to Enhance Vocabulary Retention**

Christopher Freeman

Gulf University of Science and Technology

As we are midway through the second decade of the twenty-first century, the use of digital technology is becoming ubiquitous throughout multiple locations and cultures. With all the technology comes a plethora of programs, apps and tools that are available, particularly in the area of vocabulary in the classroom. English Language Learners, from primary to tertiary, all exercise and use vocabulary in a variety of contexts. In this workshop, we will demonstrate, set-up, and most importantly use three technology-based apps and programs to be used by students. First is "Quizlet", an all-in-one vocabulary app which allows students and teachers to take advantage of six discreet study modes to assist in memorizing essential long-term vocabulary words, including a live version that allows students to compete with one another in groups. The second program is "Memrise," which is web-based, but also has a mobile app for students and teachers to use. This app has a variety of vocabulary word sets use, from SAT questions to the IELTS to Cambridge English ESL books. It uses mems, which are mnemonics, etymologies, videos, photos, or anything that helps connect the word to the brain. The final app is called "The Challenge," a web-based vocabulary program that is based on the most useful words from a 1.6 billion word corpus. It challenges students to learn new words by earning points and achievements, and reviews words with which they struggle or need hints.

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Christopher Freeman has been a Foundation English teacher at the Gulf University for Science and Technology for the past 7 years, and has been teaching and working in Kuwait for the last 10 years. He leads workshops and conferences at home and abroad in the area of technology in the classroom.

### **Reading Comprehension of English Major Students: A Perspective Analysis**

Dr. Helmer Montejo

Talisay City College

This research aims to know the level of comprehension of the students through reading. Driven by the result of a previous institutional research conducted in Talisay City College and directed towards graduated senior high school students where more than 50% from each cluster of students from the top 5 feeder schools are below average in both verbal comprehension and verbal reasoning, the researcher would like to know if the reading comprehension test yields the same result. Most of the respondents were average in almost all reading skills and they only differ in three areas namely background knowledge, sequencing event, and self-questioning. Students in section A were excellent in using their prior knowledge. However, they were found poor in arranging the events chronologically. On the other hand, section B was excellent in self-questioning skills. Even so, the Z-test result showed that there was only one skill that made a significant difference among the two groups. Program R.E.A.D.Y. or Reading Enhancement Activity and Development for the Youth is developed and proposed for implementation. Reading is a multifaceted process that develops only with practice. Having excellent reading Comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life.

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The author considers himself, young and dynamic. He is one of the advisers of Global Educators Network-Teachers of English as a Foreign Language (GEN TEFL) and a member of two reputable research organizations namely International Association of Scholarly Publishers, Editors and Reviewers, Inc. (IASPER) and Asia Pacific Consortium of Researchers and Educators (APCORE). He has presented his papers in different international conferences and has won Best Oral Research Presenter in 2017. He has published his works in different international journals indexed in Scopus. He accepts consultancy assignments and engages himself in training employees in different Japanese companies. At present, he is the Associate Dean and Research Director of Talisay City College.

**SM - 3T Program and EFL Teacher's Quality: Opportunities and Challenges**

Ms. Santri E. P. Djahimo

Nusa Cendana University

This is a qualitative study aims at finding out whether or not Indonesian Government Program named SM-3T (Sarjana Mendidik di Daerah Terdepan, Terluar dan Tertinggal) is effective to improve Indonesian EFL teachers' quality. This SM-3T Program is a program designed by Indonesian Government for fresh graduates to teach English for a year in the Frontier, Outermost, and Disadvantaged Areas throughout Indonesia. Additionally, it also seeks to reveal and identify their difficulties they have encountered when they were teaching in those areas and how those challenges could be turned out to be good opportunities for their future teaching career. The selected informants are 10 SM-3T teachers who have been back from their teaching areas. Questionnaire and interview have been used as the instruments for data collection. The results reveal that these teachers faced many various physical, mental and cultural challenges during their teaching period. They had to struggle to be able to adapt with the local culture to survive. However, they admit that those challenges have changed their perceptions about the importance of education in general and the need to urgently improve themselves in EFL teaching in particular.

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Santri Djahimo is an English lecturer, Universitas Nusa Cendana (UNDANA) Kupang, NTT Indonesia and a Senior researcher, Secretary General of DPR-RI, Jakarta, Indonesia

### **Strategies for Intercultural Understanding and Learning Mindsets**

Ms. Beata Mirecka-Jakubowska

Jakarta Intercultural School

When students learn a language, they're also learning a culture, developing their intercultural communicative competence. But many students will never leave their own country or even city or village. Yet, they crave the opportunity to interact and collaborate, to familiarize themselves with their own age group from other cultures. Why is this so important these days when we're all "connected" through the internet? Because foremost, teens and young people, age-appropriately, want to learn about themselves. Their own self-exploration leads them to comparison with others, which may result in self-judgment, feeling overconfident or, more often, inferior. With their lives exposed on Social Media, students struggle with their online/offline identity, which, in turn, affects their language learning. This workshop will equip teachers with powerful strategies to help students build an inquisitive, resilient and reflective learning mindset. Effective modern learning tools and technology will be discussed to support students in developing a growth mindset, while also enhancing their interaction and collaboration skills. With the shared teaching strategies, teachers will successfully assist students in developing written and oral communication, empower them with choice and voice, and also build their grit to persevere when facing challenges.

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Beata Mirecka-Jakubowska is an experienced English and EAL teacher at Jakarta Intercultural School, a passionate professional, well-known for her support of language-learning students. To ensure their success, for over three decades she has effectively designed various English courses, utilised technology to enhance learning, embedded Service Learning and lifelong learning skills in her authentic courses. Affectionately called "Mrs. M" by the students, Beata Mirecka-Jakubowska embraces challenging educational ventures, student-centered collaborative inquiry projects, and technology integration, especially educational apps. LinkedIn: [www.linkedin.com/in/bmirjak](http://www.linkedin.com/in/bmirjak)

### **Students' Oral Practice on Second Life Virtual World**

Mrs. Hoang Linh Chi

University of Languages and International Studies, Vietnam National University

This action research study examined students' oral participation in speaking activities conducted on Second Life Virtual World. Participants include 19 first-year students whose level of English proficiency ranging from Upper intermediate to Advanced. Over the period of five weeks, the participants were scheduled to practice their speaking skills on Second Life in different group sizes, undertaking various activities such as discussion, individual sharing or going on field trips, etc. Three instruments namely students' journal, group interview, and individual interview were adopted as data collection methods. The research findings indicated a moderate to high level of engagement with a majority of participants reporting increased willingness to orally express their opinions thanks to the friendly, stress-free atmosphere of Second Life. Shy students were revealed to have benefited most from oral practice in the 3D environment thanks to the absence of non-verbal reactions. However, technical issues encountered by participants during the implementation of this innovation were revealed to be overwhelming and adversely affected participants' engagement. For future implementation of this innovation, small class size, better technical guidance and use of small group discussion/sharing, pronunciation practice and virtual field trips as main activities were suggested.

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Linh Chi Hoang is currently teaching in the Fast-track Division, Faculty of English Teacher Education, University of Languages and International Studies. Her research interests include English for Young Learners and Computer Assisted Language Learning.

### **The Efficacy of Using Picture Strategy in Teaching Writing Skill of Procedure Text to Indonesian EFL Students**

Shanty Halim

Politeknik Negeri Ujung Pandang

This research was aimed at finding out the effectiveness of using picture in teaching procedure text for improving writing skill to Indonesian EFL students. This research was conducted at the second semester of Building Construction Engineering Study Program of Civil Engineering department of SPUP (State Polytechnic of Ujung Pandang). The total number of samples were 20 students in academic year 2018/2019. The research design used was classroom action research which comprised into 5 procedures they are reconnaissance, planning, acting, reflecting and revising plan. These procedures then were implemented in 3 cycles. The first cycle is used as pretest showed that the result of writing skill was still low. Next, the action classroom research was then conducted by using picture strategy in teaching procedure text for improving the students writing skill in two planned cycles to gain the data of progress and posttest. The findings showed that using picture strategy is effective for improving students writing skill of procedure text. It is supported by the result of the post test for each cycle apparently revealed that there was significant improvement of the subjects' procedure text paragraph of writing skill. Therefore, the use of Picture Strategy in improving students writing procedure text to Indonesian EFL Students is recommended.

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Shanty Halim is an English lecturer at Politeknik Negeri Ujung Pandang, Makassar-Indonesia. Her research interests include English Teaching and Sociolinguistics. She has a master degree in English Language Studies at Hasanuddin University, Makassar-Indonesia and currently teaching English Skills. She can be reached at [shantynurul@yahoo.com](mailto:shantynurul@yahoo.com).

### **The Effectiveness of Adopt A Child Reading Program Among Grade Six Pupils of Tupi South District**

Pablo Eulatic, LPT, RN

Tupi South District, Division of South Cotabato

This study determined the reading and comprehension levels of the intermediate pupils in Glamang Elementary School Basis for Reading Enhancement Activity Program (REAP). There were one hundred twenty eight (128) intermediate students who were the respondents of the study from Glamang Elementary School, Polomolok South Cotabato. Findings revealed that the group of Grade six pupils had the highest percentage of independent level of comprehension; while the grade four group of pupils had the least percentage. In terms of instructional level of comprehension, the Grade six had the highest percentage, while the grade four had the least percentage. In the frustration level, mostly of the Grade four pupils had a frustration level, and the Grade six had least percentage. The researcher developed and compiled appropriate intervention activities to enhance the reading skill of pupils who are slow readers and non-readers. These intervention activities may be used with slow readers and non-readers regardless of grade level.

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Pablo L. Eulatic Jr. R.N. School Principal II and Principal In-Charge of Tupi South Cotabato Department of Education Division of South Cotabato. Graduated Bachelor of Arts in Sociology in 1999 at Mindanao State University, Bachelor of Secondary Education in 2001, Bachelor of Science in Nursing in 2006, Master of Arts in Education Major in Educational Management, Bachelor of Science in Agriculture in 2016 and Completed Academic Requirements in Doctor in Philosophy in Institutional Development and Management at Sultan Kudarat State University and Doctor in Education major in Educational Leadership and Management at University of Visayas Cebu City completed academic requirements.

### **The Education Students' Proficiency in Making Graphic Organizers and their Reading Comprehension in English**

Ms. Abigail Marie P. Obierez

University of Southern Philippines Foundation

A graphic organizer is a visual imagery and an effective teaching tool in the 21st century to facilitate reading comprehension in the narrative and expository texts. In this study the Education students' level of proficiency in making graphic organizers in the aspects of coherence, consistency and creativity were correlated with the student's reading comprehension level in English when using graphic organizers and without using graphic organizers. The researchers utilized the descriptive correlation method. Reading passages which were adopted from the TOEFL standardized test were used as tools to measure the reading comprehension. The findings revealed that the Education students were slightly proficient in making graphic organizers. Furthermore, the students were very proficient in their reading comprehension level when they use graphic organizers, and were proficient when they do not use graphic organizers, hence a significant difference was noted. Moreover, a significant relationship was seen between the students' proficiency in making graphic organizers and their level of reading comprehension. Therefore, the students comprehend better when using graphic organizers, and that their proficiency in making graphic organizers has affected their level of reading comprehension.

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ABIGAIL MARIE P. OBIEREZ is currently a third year, Bachelor of Elementary Education student of University of Southern Philippines Foundation.

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

### **Three add-ons: Best Practices in the Classroom**

Ms. Aprellene Marquez, Department of Education, La Union District

Mr. Cezar Estillore III, Department of Education, La Union District

Ms. Loraine Carmel Agustin, Department of Education, La Union District

Ms. Ma. Lourdes Pulanco, Department of Education, La Union District

These best practices in the classroom were implemented among the learners of Quinavite Elementary School and Eulogio Clarence Martin De Guzman Jr. Elementary School. The three add-ons used in teaching learning process were *PICTURE BLOCKS*, *WORD BLOCKS* and *SENTENCE BUILDING BLOCKS*. Through this, learners increased their picture awareness; enriched vocabulary development and enhanced their writing skills. Interactive learning has been gradually stimulated because learners became active and motivated with these activities; where they experienced a more environment friendly and enjoyable atmosphere of a class-home. This workshop presents how to use these three add-on.

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### **The Efficacy of Team Teaching in TEES (Teaching English at Elementary Schools) in Japan**

Prof. Keiko Yamauchi

Kobe Shoin Women's University

Team teaching refers to a teaching method performed by a group of instructors usually between 2 to 4 or 5 to teach the same group of students, but this particular research focuses on a TT being gradually implemented in Japanese elementary schools, where TEES will officially start in 2020 as a part of an ongoing education reform. At elementary schools, all subjects with only occasional exceptions are taught by classroom or 'homeroom' teachers as most commonly referred to in Japan. The teachers are trained and qualified for teaching subjects, managing a classroom, and looking after children's welfare while at school, but teaching English has never been their requirement. Usually a foreign language teacher is assigned to a specific language subject, but it has been limited to middle school and upward. However, the reform urges the classroom teachers to teach English. So, to overcome challenges inflicted to unskilled, undertrained elementary school classroom teachers, a TT with native speakers of English or trained Japanese teachers of English is suggested and introduced. This presentation will report the efficacy of TT viewed from the classroom teachers' side, based on the findings from questionnaires and interviews.

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Keiko Yamauchi is a professor of Education at Kobe Shoin Women's University, Japan. She teaches English, Culture Studies; she is also in teacher training for TEYL.

### **Teachers Training: Empowering Teachers in the Methodologies in Teaching English**

Ms. Cindy Sumao-I

Department of Education, Division of La Union

Teacher training refers to the policies, procedures, and provision designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. Many teachers were recruited to facilitate students' access to the education system. These recruitments result in the presence of a relatively high number of untrained teachers and few teachers having benefited from pre-service training. The respondents are the teachers in English of Antonino Memorial Elementary School from Grade 1 to Grade VI. The activities to be done are the following: 1. The Art of Questioning. The teachers ask questions in order to teach, the student replies, and repeats in order to learn. The teacher talks all the time, the student listens, replies and learns. It is mainly a question of lessons based on dialogue. The questions asked are closed-ended and factual and require the expected answer. 2 & 3 Delivery of the Lesson. It is important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. 4. Use of Instructional Materials any resource a teacher uses to help him teach his students is an instructional material. There are many types of instructional materials.

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Ms. Cindy Sumao-I works at the Department of Education, Division of La Union.

**Teacher Awareness on Environmental Issues and Integration Practices: Basis for an Environmental Education Program**

Mr. Joseph Dagupan, T1

Department of Education, Lagao Central Elementary School Division of General Santos City

The purpose of this study is to develop Environmental practices of Education program for Lagao North District, General Santos City. The researcher decided to adapt the questionnaires from Lagao Barangay Development Plan 2015 - 2020. Based on the results of the study the following were the findings. As evaluated by the teachers, their level of awareness is high with regards to population issues, resources issues and pollution issues. Teachers have High Level of awareness regarding the environment particularly about population issues, resources issues, and pollution issues. Environmental issues are often integrated by the teachers when teaching English, Science, and Mathematics, Integration of environmental issues when discussing Science, Mathematics, and English leads to greater awareness about the environment. Based on the results of the study the Proposed Environmental Education Program was developed to address the environmental issues of Barangay Lagao, General Santos City. This will be a basis for planning on how to resolve some environmental issues. School curriculum should provide for the inclusion of environmental issues when discussing different academic subjects such as Mathematics, English, and Science. Teachers should be well informed and knowledgeable about environment issues so that they can impart them to the pupils.

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Joseph Florencio Dagupan, 27 years old, is Teacher-I from Lagao Central Elementary School, Division of General Santos City, Philippines. He is designated as the Material Recovery Facility (MRF) Coordinator of his school. He finished BSED- English in 2015 at Gen. Santos Foundation College Incorporated. He is currently taking a Master of Arts in Education Major in Educational Management at Holy Trinity College of General Santos City. Previously, he served in the Southeast Asia Ministers of Education Organization (SEAMEO).

**Teachers' beliefs and principles behind listening instruction in Iranian private English schools**

Mr. Morteza Bagheri Sangachin

University of Auckland

Although there has been growth in recent years in the number of studies related to teacher cognition in teaching other skills such as writing, reading, and sub skills such as grammar, relatively little research and scholarly interest have been directed to the skill of listening. This study therefore aims to investigate teachers' cognition underpinning listening classroom practices in private English institutes in Iran. In order to gain a more comprehensive image of the complex nature of teacher cognition, this study adopted a mixed method research design at stages of data collection and data analysis. Phase one, based on questionnaire data from 72 experienced teachers, explored teachers' beliefs and principles. In phase two, drawing largely on data from observations and stimulated-recall interviews, eight teachers were observed 64 times and 32 interviews were conducted. Observations and stimulated-recall interviews were transcribed and coded. Results revealed that teachers stated 11 justifications underpinning their classroom practices. The most frequently cited cognitions were relevant to the procedures followed to ensure comprehension and make students more engaged. Using listening to improve other skills, helping students to complete the task, and activating background knowledge were other justifications.

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Morteza Bagheri is a PhD candidate in Applied Linguistics at the University of Auckland, New Zealand. He has an MA in TESOL and a BA in English Language translation. His career began in 2009 as an English teacher in Iran. In 2016, he became an English instructor teacher trainer at Edenz Colleges in Auckland, New Zealand. His research interests include teacher cognition, teaching methodology, task-based language teaching, and language teacher professional development. He has published on these issues in the International Journal of Applied Linguistics and English Literature and the International Journal of Social Science and Education.

### **Utilizing the Google Classroom App as a Way to Begin Blended Learning**

Ms. Amy Bohman

English Language Fellow, U.S. Department of State, Kandal Regional Teacher Training Center in Cambodia

Many regions in Asia are working hard to keep up with technological advancements both in and outside of the classroom. In order to catch up with more progressive learning practices, students and teachers are trying to find quicker ways to adapt with limited resources. One way to do this is by creating equal opportunities to learn with technology based tools through the use of mobile phones. Computers are not regularly available for all students to use, but most student have or will have access to a mobile phone in the near future. Apps can provide a way to share information, collect feedback, or assessments from students. Since Google Classroom is a free application, it is easy for students to download and for instructors to make it part of their courses. It is also a great way to begin developing blending learning. Therefore, examining how to implement the Google Classroom app, will also demonstrate the benefits of utilizing blended learning in this workshop.

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Amy Bohman is currently an English Language Fellow at Kandal Regional Teacher Training Center in Cambodia. Her research interests include educational policy, integrating technology, and reading.

### **Word Clouds as a Strategy to Improve Reading Comprehension: A Case Study in a Selected Chinese-medium School in Malaysia**

Mr. Sean Chen Tieu

School of Education, University of Nottingham Malaysia Campus

This study was carried out to investigate the effectiveness of using word clouds as a strategy to improve ESL learners' reading comprehension. 134 Year 4 ESL students from a suburban Chinese-medium primary school in Johor, Malaysia were the participants of the study. This study applied mixed methods research. In this research, participants were divided into two control and treatment groups. In addition, pre-test and post-test, interviews, feedback, and observations were used to collect data. There was a significant improvement in both vocabulary and reading comprehension scores based on the data obtained for the treatment groups. The results of the study also consistent with the results of previous studies on graphical organizers. Besides, the findings also revealed that visuals and colours play an important role in helping students in remembering all the words. Likewise, students' feedback showed that personalisation is important in learning as it enables learners to develop their own learning capacity. Since, word cloud is an emergent study, more studies need to be done to help to develop word cloud into an establish tool for language teaching in the future.

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Sean Chen Tieu Wei is an English teacher at SJK(C) Nam Heng, Bandar Seri Alam, Johor, Malaysia. He is in his second year of teaching at the school when this research was carried out. He is also currently a part-time MA TESOL student at University of Nottingham Malaysia Campus.

## **Notes**

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