

6th Global Educators Network English Language Teacher's International Congress



ENGLISH LANGUAGE TEACHERS' INTERNATIONAL CONGRESS

29 – 30 JULY 2023

BANGKOK, THAILAND

THEME: MULTIDISCIPLINARY CLASSROOM VOICES: BEST PRACTICES

Global Educators Network Inc.

www.gentefl.org



ENGLISH LANGUAGE TEACHERS' INTERNATIONAL CONGRESS

29 – 30 JULY 2023

BANGKOK, THAILAND

THEME: MULTIDISCIPLINARY CLASSROOM VOICES: BEST PRACTICES

Disclaimer: All views expressed in this book of abstract are those of the authors and do not necessarily represent the views of GEN TEFL, the reviewers, and the advisory board. GEN TEFL do not warrant that the information in this book of abstracts is free from errors or omissions. The GEN TEFL do not accept any form of liability, be it contractual, tortuous, or otherwise, for the contents of this book for any consequences arising from its use or any reliance place on it.

GEN Inc

Global Educators Network
23/12 Prap Traichak Rd., Muang Phitsanulok,
Thailand 65000

Email: info@gentefl.org

Web: www.gentefl.org

Book of Abstracts
Printed in Thailand

@GEN TEFL – July 2023

All rights reserved.

Welcome Message

Dear Delegates,

The 6th GEN ELT International Congress is delighted to welcome you.

The goal of GEN ELT International Congress is to give an opportunity for educators to learn, share, and discuss ideas, tactics, techniques, and approaches utilized in the teaching and learning environment.

Our keynote speaker, featured speakers, and session presenters will deliver a wide range of topics, including research-based, practice-based lectures, seminars, and demos.

Enjoy the conference, make new friends, and share what you've learned and experienced with others.

Have a fruitful participation.

Thank you for joining, Sawadee khrub!

The GEN ELT Congress Committee

TIMETABLE

Day 1: Onsite Presentations

Venue: Bangkok Christian Guest House Meeting Room 2

Date: 29 July 2023

8:30 - 9:00	Registration
9:00 - 10:00	Opening Ceremony
10:00 - 10:30	Coffee Break
10:30 - 11:00	Dr. Annie Bangtegan Domede Dr. Sree Lakshmi Ammanamanchi University of Technology and Applied Sciences-AI Musannah
11:00 - 11:30	Mr. Aleksei Nekhaev Shinawatra Univeristy
11:30 - 12:00	Mr. Erwin E. Saballa Cebu Technological University
12:00 - 13:30	Lunch
13:30 - 14:00	Ms. Lucy Sequira Dr. Annie Domede University of Technology and Applied Sciences-AI Musannah
14:00 - 14:30	Prof. Hiroko Arao Mie University, Japan
14:30 - 15:00	Ms. Aprellene Marquez Department of Education
15:00 - 15:30	Coffee Break
15:30 - 16:00	Ms. Lolita Uminga Buriram Rajabhat University
16:00 - 16:30	Dr. Andy Cubalit King Mongkut's Institute of Technology Latkrabang

6th GEN ELT International Congress

Day 2: Online Presentations

Platform: GEN TEFL Website

Date: 30 July 2023

Link: <https://www.gentefl.org/elt-congress-2023.html>

Ms. Le Hoai Thu, Vietnam National University- IS

Dr. Evita S. Ngo, University of Southern Philippines Foundation

Ms. Van Thanh Lai, Vietnam National University- IS

Ms. Marry Ann M. Aclao, University of Southern Philippines Foundation

Ms. Bui Hoai Huong, Vietnam National University-IS

Dr. Janet Arcana, University of Southern Philippines Foundation

Ms. Tran Thi Lan Huong, Vietnam National University-IS

Dr. Chinebeth Borja, King Mongkut's Institute of Technology Latkrabang

Ms. Pham Thi Tuyet Mai, Vietnam National University- IS

Day 3: School Visit

Meeting Place: TBA

9:00 - 12:00

Thu Le

Vietnam National University Hanoi, International School

Students' attitudes towards teacher's use of Vietnamese in EFL classrooms

The role of L1 in L2 classrooms has without any doubt been the hot topic of debates and discussions. In particular, some linguists and educators do not support the use of L1 in teaching L2, whereas others place an emphasis on the significance of L1 in L2 classes. Although some research has been conducted on the attitudes of both teachers and students towards L1 in the L2 classroom, it remains the question when and how L1 can become an effective supporting tool for L2. In view of the limited research on this issue, specifically in Vietnamese schools and universities, this study aims to report the findings on the functionality of L1 (Vietnamese language) in L2 (EFL classrooms). A total number of 126 students from intermediate to upper-intermediate level of General English programs at Vietnam National University Hanoi, International School (VNU-IS) were selected as participants for the study. A structured questionnaire was prepared to address the thoughts and experiences of the participant groups. The findings of the study suggested that there was a strong eagerness to use L1 among the student participants. Further, it was found out that L1 use was prioritized for the following purposes: Language functionality, Managerial functionality, Affective functionality and Social functionality, among which language functionality is most favored by VNU-IS students. The results also revealed that Vietnamese should be considered as a backup rather a barrier for Vietnamese teachers.

Thu Le is a lecturer at the Faculty of Applied Linguistics, Vietnam National University Hanoi, International School (VNU-IS) in Vietnam. She has got 15-year teaching experience in General English, English for Academic Purposes, etc. Her many interests include professional development, content and project-based learning, and technology in language teaching and learning, all of which require creative thinking. She has also taken some action research in her own class related to classroom management skills, teamwork skills, presenting skills and study habits. She has received the Best Teaching Performance Certificate evaluated by VNU-IS students in many academic years.

Mrs Huong Tran
International School, Vietnam National University

Strategy-based Instruction in Improving Listening Skill

Listening is one of the basic skills that requires to be given priority in learning a new language, especially for foreign language learners. However, first-year students at International School, Vietnam National University still find it challenging to master listening skill. In order to find a solution to the problem, the researcher conducted a study with the aim to examine the effectiveness of strategy-based instruction on first year students' listening performance at International School, Vietnam National University. The study applied quasi-experimental design and pre-test and post-test are research instruments. The findings indicated that experimental group outperformed better than the control group and therefore, strategy-based instruction has an significant role in enhancing learners' listening achievement.

Tran Thi Lan Hương is currently a Lecturer at the Faculty of Applied Linguistics of International School, Vietnam National University. She graduated from Vietnam National University with the major in English Language Teaching, then received a master's degree in Linguistics. She has spent more than 15 years teaching English for students of all ages in various educational institutions such National Economics University, Hanoi University of Technology and many language centers around Hanoi. She is a devoted and passionate lecturer who loves helping her students in achieving academic goals and witnessing them improving each day.

Dr. Annie Bangtegan Domede

Ms. Lucy Sequiera

University of Technology and Applied Sciences-Al Musannah Sultanate of Oman

Enhancing Reading Proficiency in a Mixed-Ability Classroom

Teaching in a mixed-ability class is a dilemma that teachers continue to face. As such, several studies were conducted to investigate the best possible teaching strategies and approaches for handling a class of students with differing learning abilities, interests, and skills. Undoubtedly, good classroom management and differentiation strategies are teaching fundamentals that help ensure that learning is maximized and the drawbacks of having mixed-ability students are minimized; thereby promoting a better teaching and learning process. However, implementing these strategies call for activities that target students in equal measure. At the English Language Center of the University of Technology and Applied Sciences – Al Musannah (UTAS-A), students are assigned to a level based on their scores on their English Proficiency Test. However, even with their placement according to the standard test result and students with almost the same level of English proficiency are grouped together, their differing attitudes, motivation, self-discipline, learning styles, and other personal factors will all come into play inside the classroom such that teachers will still end up teaching mixed-ability students. Hence, teachers must continuously adapt and innovate techniques to effectively engage all students while recognizing their unique learning styles, varying linguistic knowledge, and individual learning paces. One way of doing this is for teachers to embark on creating inclusive and engaging activities to scaffold classroom learning allowing mixed-ability students to take part, learn, and improve in their skills. Although there are different platforms online available, UTAS-A provides teachers and students with free access to elearning resources such as MSTeams and Moodle. During the pandemic and up to this date, MSTeams is the most preferred platform by the University for teaching and providing students with extra academic support. This paper seeks to elaborate on MSTeams Reading Progress is used to help students of varying language abilities improve their productive and receptive skills in general and reading proficiency in particular. Keywords: Reading Proficiency, Mixed-Ability Classroom, MSTeams, Reading Progress, Reading Skills

Dr. Janet A. Arcana
University of Southern Philippines Foundation

The English Proficiency of Teacher Education Students

English is the official language in fifty-three countries and is spoken as a first language by around four hundred million people worldwide. In the Philippines, English is spoken as the second language. The purpose of this study is to determine the English proficiency of the teacher education students in grammar, vocabulary and reading comprehension. Using a descriptive design, twenty-two respondents answered a 15-item test in grammar, 10 item test in vocabulary and another 10-item test in reading comprehension. The test was adapted from Transparent Language's English Proficiency Test. Using a 4-level rating scale, the findings reveal that the students got good scores in grammar, vocabulary and reading comprehension. Furthermore, a need to enhance the English proficiency is necessary to prepare them in their future career.

Keywords: English. English proficiency, Teacher Education, Philippines

Dr. Janet A. Arcana is an educator for 30 years. At present, she is the Dean, College of Teacher Education, Arts and Sciences at the University of Southern Philippines Foundation, Cebu City. Her passion for teaching and training students to develop their full potential has led to numerous recognition and awards received by the faculty, students, and student organizations. A researcher in the field of education who has presented in local, national, and international conferences. Her vision is to motivate individuals to succeed, help each one develops their skills and explore possibilities in all their endeavors.

Ms. Marry Ann M. Aclao
University of Southern Philippines Foundation

Codeswitching Among Teacher Education Students

Codeswitching is the tendency wherein a person would switch languages in a particular situation or context. In the Philippines, it is estimated that there are over one hundred seventy languages spoken all throughout; each with their own unique codes and systems that are spoken daily. These languages are spoken by children at an early age at their respective homes and localities. As the children enter school, they encounter a new language which is English. The transition from the mother tongue to English is quite difficult so teachers resort to codeswitching for students to better understand the concepts. The purpose of this study is to determine the attitudes of teacher education students towards codeswitching. Using an adapted 9-item test, the findings reveal that generally the students have a positive attitude towards codeswitching. Therefore, it is highly recommended that codeswitching might be used as a scaffold for better understanding new and complex ideas. Keywords: codeswitching, teacher education students, English language. Philippines

Marry Ann M. Aclao hails from Cebu City and is an instructor at University of Southern Philippines Foundation. A licensed professional teacher for twenty-one years, she has taught English subjects in Basic Education as well as professional subjects in Teacher Education. Furthermore, she has conducted conferences with parents and guardians to resolve school issues and problems and facilitated meetings and seminars with colleagues during her stay in basic education. Helping students reach their full potential motivates her to continue despite the arduous tasks and responsibilities of being an educator. Research has been a challenge to her; however, through the years, she has find it interesting and has learned to appreciate its importance. She has participated in several school research presentations and has also been an adviser for students' research. She is an avid reader, a nature enthusiast, and an animal lover. improve their lives. A master's degree in education with a specialization in special education followed, and it was richly capped off with a weeklong internship in a school for students with special needs in Hong Kong. She furthered her studies at the same university, majoring in educational management for her doctoral degree in education. Repeatedly, she attends conferences, seminars, and training.

Dr. Jane Evita S. Ngo
University of Southern Philippines Foundation

Attitudes of Teacher Education Students Towards English Language

Knowing English increases one's chances of getting an excellent job. As a second language in the Philippines, students taking up education need to master English. The purpose of this study is to get the baseline data on the attitudes of the education students towards English language. Using an adapted questionnaire, the students answered a 10-item test. Based on the computed weighted mean, although six out of the 10 statements show negative attitude towards the English language results reveal that students generally have a positive attitude towards the English language. The students' highest mean result is on the idea that English is vital to everyone while the statement with the lowest mean is on English as a second language, must be given less importance. In preparing the education students in teaching the learners in basic education, the department needs to intensify English language learning. Keywords: attitudes, teacher education students, English language, Philippines

Jane Evita Sagardui-Ngo received a degree in Bachelor of Arts in International Studies at Maryknoll College, Manila. Many years later, she found herself going back to school at the University of Southern Philippines Foundation where she attained a Diploma in special education. What played a significant role in deciding the area of specialization was having a nephew and a niece with Down syndrome and the need to learn what could be done to engage in research with colleagues and students. She views herself as a lifelong learner because when you teach, you continually learn.

The Use of Student Assistants in EFL Class Management

The use of teaching assistants as graduates has been quite widely applied in educational institutions. However, hiring graduates faces many difficulties, in which the lack of financial resources to support teaching assistants is a major problem. In this context, employing undergraduates as teaching assistants is one solution that has been applied at Faculty of Applied Linguistics - International School– Vietnam National University, Hanoi. This is a case study in English preparatory classes at VNU International School and the data for the study was obtained from interviews with 10 lecturers and questionnaires for 50 students of the English preparatory program. The interviews were used to analyze the effectiveness of employing student assistants in the 6 work groups listed in the English preparatory class. Data obtained from questionnaires were calculated as the percentage of English preparatory program students who evaluated the efficiency of 8 work groups student assistants performed, thereby assessing the level of student satisfaction. It was shown that student assistants' most effective work is managing students' attendance, contacting, and answering students' questions outside class time. The research has also made some suggestions for lecturers and the faculty for better use of student teaching assistants in the future.

Pham Thi Tuyet Mai is a lecturer of English at International School, Vietnam National University, Hanoi. She received a bachelor's degree in English Language Teaching from University of Language and International Studies (2007), then a master's degree in in English Language Teaching from University of Language and International Studies (2011).

Huong Bui

International School - Vietnam National University

The Analytical Reading Journal Project to Enhance the Critical Reading Skills

Critical reading is necessary for people in the era of technology and information due to the considerable need for seeking and selecting information. Therefore, college students need to gain this competence to cope with academic texts at the university and authentic materials in real life. For this purpose, this paper aims to explore the effectiveness of the project called Analytical Reading Journal in fostering the critical reading skills of first-year students at a university in Vietnam. 35 college students participated in this research, and via a questionnaire and a semi-structured interview, they expressed their opinions about the project. The research result shows the positive response and reaction of the students to the implementation of the Analytical Reading Journal project. Most of the participants stated that the project helped to improve their critical thinking and reading skills, and they were willing to do this project. This research would serve as a reference for teachers, educators or anyone concerned when designing and carrying out similar projects at their institutions. Keywords: critical reading, project-based learning, critical thinking

Huong Bui is a teacher of English at International School - Vietnam National University. She loves to implement different teaching approaches in her class and to explore the effectiveness of those instructions and the perceptions of the students as well. She is interested in language teaching and learning and new teaching methods.

6th GEN ELT International Congress

Dr. Annie Bangtegan Domede

Dr. Sree Lakshmi Ammanamanchi

University of Technology and Applied Sciences-AI Musannah

Utilizing Padlet for Teaching Speaking

In an English class where teaching speaking is made even more complex by students' lack of confidence, a teacher's creative and innovative skills prove more effective when coupled with an appropriate online tool. The added value of online learning applications to creativity and innovativeness inside the classroom is undeniable. When teachers provide students with the opportunity to complete speaking tasks online, students will have some degree of anonymity; thus, they feel less intimidated, less pressured, and more comfortable and confident enough to speak. This further means that they feel more relaxed than when speaking in front of their classmates and teacher. One of the online tools that teachers can easily access and utilize to enhance teaching and optimize students' participation and output in a speaking class is Padlet. Generally, Padlet works well for brainstorming, discussion, and collaborative outputs. However, as with educational technology, Padlet is multi-functional and can be a good platform for individual speaking activities. At the University of Technology and Applied Sciences, AI Musannah (UTAS-A), teachers provide students with extra online speaking exercises that will allow them to collaborate and/or perform independent learning. In these activities, students complete various speaking tasks such as recording short speeches for their Public Speaking course, answering common job interview questions in preparation for their mock job interview, and delivering other practice requirements for their speaking class. As shown by previous results, the majority of our students completed their speaking activities in Padlet with enthusiasm and improved confidence. Thus, this presentation was conceptualized purposely to bring to light some speaking activities that can be delivered using Padlet to help students improve their speaking skills.

6th GEN ELT International Congress

Dr. Andy Noces Cubalit
King Mongkut's Institute of Technology Latkarabang

Emotiwriting: Engaging Digital Natives to Think and Write Creatively

Majority of digital natives prefer to transmit audio communications rather than texts (SMS) or messages. Frequently, writing is overlooked more than the other skills in the current technology era. It was observed while conducting a random interview with professors and students that there is a lack of support to allow them to develop their writing skills, yet writing is required. For instance, exams for English courses frequently demand for brief essays. There are writing sections on the IELTS and other standardized assessments. Therefore, writing in the classroom must receive the same focus as grammar, listening, reading, and vocabulary. Writing can be difficult, tedious, and frustrating special for digital natives. However, in this session, the speaker will discuss Emotiwrite as a substitute approach through the use of emojis and emoticons.

Keywords: creative writing, critical thinking, emotiwriting, reading, vocabulary

CUBALIT, Andy is a lecturer at King Mongkut's Institute of Technology Latkrabang. A purpose-driven eclectic educator. Adept in developing, implementing, and managing quality instructional programs and curriculum design. Obtained professional education, training, certification, and teaching licenses. Organized local, national, and international webinars, seminars, training sessions, workshops, and conferences. Made presentations to renowned national and international conferences in Asia, Europe, and North America. Published articles in journals and conference proceedings. Written several ELT books and materials. Founded the Global Educators Network Incorporated (www.gentefl.org).

Lolita L. Uminga
English Program, Buriram Rajabhat University

Developing Students' English Communication Skills through Interactive Activities: An Experimental Approach

Communication skills are the abilities people use when giving and receiving different types of information. It can be defined as the skills used in practical life, whereby a person conveys ideas, concepts, or information to others. Human communication is one of the most important aspects of life (Scientific World,2020) Communication skills have become one of the basic requirements for personal and institutional development. Well developed communication skills are essential for a child's academic success and successful career. With this in mind, this study is inspired to investigate the effect of interactive activities immersion on the students' English communication proficiency and motivation to learn. And eventually, bridge the gap to a research supposition that a non-English country like Thailand could cope with the fast -paced era of globalization using English communication skills as criterion of description. Classroom action research will be utilized to investigate the impact of interactive activities in the development of students' English communication skills as well as the extent of interactive activities to students' motivation. A teacher-made test and an extemporaneous speech pitch will be instruments for collecting the data for interpretation. Weighted mean and t-test for independent samples is the main statistical tool to treat the data. Keywords: Communication, communication skills, interactive activities, experimental approach, development and proficiency

Erwin E. Saballa

Cebu Technological University – Main Campus

Integrating Contemporary Dance Steps in Utilizing Scaffold Instruction for Muay Thai Sports Among Grade 3 Students

The research determined the Integrating Contemporary Dance Steps in Utilizing Scaffold Instruction for Muay Thai Sport among grade 3 students of Marie Anusorn School, Buriram Thailand during the academic year 2022-2023. The study used an experimental research method, specifically, the pretest-posttest control group design. There were sixty-eight (68) participants. The findings revealed that the level of awareness of the experimental group showed full mastery and recognition of the needed knowledge, skills, and values while the level of awareness of the control group demonstrated full mastery and recognition in the practice of Muay Thai. A performance-based evaluation of the grade 3 learners' level of Muay Thai execution revealed great results, indicating that both the experimental and control groups' pre-test and post-test performances are both excellent. Based on the findings, it is recommended that Marie Anusorn School in Buriram, Thailand provide instructional materials such as a contextualized lesson plan in Physical Education combining contemporary dance steps in teaching Muay Thai sport during their PE lessons. As a result, integrating contemporary dance steps is a cogent tool in improving teaching pedagogy in Muay Thai sport.

Keywords: Dance Integration, Contemporary Dance, Physical Education and Sports, Muay Thai, Experimental-research method, Marie Anusorn School, Buriram Thailand

Aleksei Nekhaev
Shinawatra University

Best Practices in Teaching Listening in ELT: A Holistic Approach Utilizing Top-Down and Bottom-Up Strategies with Authentic Listening Materials

Effective listening skills are vital in second language acquisition, and English Language Teaching (ELT) instructors employ various strategies to enhance learners' listening abilities. This abstract explores the best practices in teaching listening, emphasizing the integration of both top-down and bottom-up approaches, as well as the utilization of authentic listening materials beyond traditional textbooks. The top-down listening strategy focuses on comprehension through the activation of learners' prior knowledge, expectations, and context. Instructors encourage learners to use their existing knowledge and cognitive skills to predict, summarize, and make inferences during listening tasks. This approach promotes learners' ability to grasp the main ideas, identify key information, and develop a broader understanding of the context. Conversely, the bottom-up listening strategy emphasizes decoding individual sounds, words, and phrases to comprehend the overall meaning. Learners develop their phonetic, grammatical, and vocabulary knowledge, enabling them to understand the details and nuances within the listening material. This strategy enhances learners' ability to recognize specific information, understand idiomatic expressions, and improve their overall listening accuracy. To enhance the effectiveness of listening instruction, authentic listening materials play a crucial role. Authentic materials, such as podcasts, videos, interviews, and news broadcasts, expose learners to real-world language usage, cultural nuances, and varying accents. By using authentic materials, instructors expose learners to a range of listening contexts and prepare them for real-life communication situations. Moreover, these materials engage learners through their intrinsic interest, relevance, and authenticity, thereby fostering motivation and active participation. While classic textbooks provide a structured foundation, incorporating authentic listening materials adds diversity, cultural richness, and real-life language experiences to the learning process. By combining top-down and bottom-up strategies with authentic materials, ELT instructors can optimize learners' listening skills, promoting comprehension, critical thinking, and communicative competence.

Keywords: ELT, listening skills, top-down strategy, bottom-up strategy, authentic materials, second language acquisition.

Call for Abstracts



9 – 11 December 2023

GENIC is an event provided for educators and students across disciplines to discuss a range of studies exploring approaches, methodologies, technologies and common or innovative practices and develop sustainable professional networks focused on the long-term advancement of knowledge in the academe.

Modes of Presentation:

- 1) Paper Presentation (research, theory, concept & practice based papers) - 20 min.
- 2) Workshop/ Demonstration – 30 min.
- 3) Poster Session – 1 hr. (onsite only)
- 4) Virtual Presentation – 20 min.
- 5) Students Presentation – 20 min.

Abstract submission Guideline

1. Abstracts should be no longer than 250 words. Please clearly summarize important findings of the paper, and include objectives, methods and major results. Please add at least three keywords.
2. Also submit a bio-statement of about 150 words. Include full name and affiliation.
3. Each participant is allowed to present one (1) paper only.
4. All proposals shall be reviewed. Authors will be informed by email if their abstracts have been selected for presentation within two to three weeks after submission.
5. Submit your abstracts to <https://www.gentefl.org/abstract-submission.html>

Registration Fee	Early Bird (15 May - 30 Aug)	Pre Registration (1 Sept - 30 Oct)	Onsite Registration**	ONLINE Early Bird (15 May - 30 Aug 2023)	ONLINE Regular (1 Sept - Nov 2023)
Presenter (non-student)	300 USD	350 USD	200 USD	50 USD	100 USD
Presenter (student)	250 USD	300 USD	100 USD	30 USD	50 USD
Participant (non-student)	200 USD	250 USD	150 USD	30 USD	100 USD
Participant (student)	150 USD	200 USD	100 USD	30 USD	50 USD

Registration Fee includes (for Early Bird and Pre-Registrations Only)

- 2 nights Hotel Accommodation (twin sharing) [9 - 11 Dec]
- 2 Hotel Breakfast [10 - 11 Dec]
- 2 Conference Lunches [10 - 11 Dec]
- Dinner Reception [9 December]
- Educational Excursion [11 December]
- Conference Kit

** Inclusive of Conference Kit and Conference Lunch only

All Fees are non-refundable and non-transferable.

Important Dates

- Now - July 2023: Call for Abstracts
- 30 August 2023: Last Day for early bird registration
- 30 October 2023: Submission of Full paper for publication
- 30 November 2023: Submission of PPT Presentation materials
- 9 December 2023: Table Talk Session and Reception Dinner
- 10 December 2023: Research Presentations/Keynote Speech
- 11 December 2023: Educational Excursion and Online Presentations
- 30 December 2023: Publication Date

Publication Opportunity: Accepted papers will be considered for GEN TEFL Journal Vol. 8 with ISSN 2520 209X (Online) and ISSN 2520 6648

For more Information visit www.gentefl.org or email us at info@gentefl.org

NOTES