

# 5<sup>th</sup> GEN TEFL

International Conference



**GEN TEFL 2021**

11 -12 December 2021

Bangkok, Thailand

## **Theme:**

*English Language Teaching as an Instrument  
for Cross - Disciplinary Studies*

**Global Educators Network**

**Teachers of English as a Foreign Language**

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5<sup>th</sup> **GEN TEFL** International Conference

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Bangkok, Thailand

December 11 – 12, 2021



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#### **GEN TEFL**

Global Educators Network

Teachers of English as a Foreign Language

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Book of Abstracts

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# Welcome Message

Dear Delegates,

The 5th GEN TEFL International Conference is delighted to welcome you.

The goal of GEN TEFL Conference is to give an opportunity for both students and 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 and Sawadee khruub!

The GEN TEFL 2021 Committee

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



Republic of the Philippines  
Province of Cebu  
City of Talisay  
**TALISAY CITY COLLEGE**  
Poblacion, Talisay City, Cebu



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### OFFICE OF THE ASSOCIATE DEAN AND RESEARCH DIRECTOR

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December 9, 2021

Greetings!

I take pride in welcoming all the attendees of the GEN TEFL International Conference on December 11-12, 2021. This year's theme "**English Language Teaching as an Instrument for Cross - Disciplinary Studies**" may seem simple but the pandemic has an immense impact on the teachers as well as the students.

Adversity is the great leveler of the human race. It is no respecter of age, race, net worth, or physical or spiritual delineation. If trouble hasn't reached you yet, it is probably coming. Every one of us faces moments of truth when we confront obstacles that could slow us down, trip us up, and seek to knock us out of the race. In these trying times we must be overcomers. We must live in victory rather than give in to defeat.

*Since this conference covers very global aspects on English language teaching, we are looking forward to an excellent meeting with great teachers from different countries around the world.*

*I congratulate you for your commitment and active participation and wish you all the success. Thank you for your attention.*

Respectfully yours,

A handwritten signature in black ink, appearing to read "Dr. Helmer B. Montejo".

**DR. HELMER B. MONTEJO**

Associate Dean & Research Director

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

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# Schedule

11 December 2021

9:00 – 9:30 Opening Session

9:30 – 10:30 Plenary Session 1

**Realities Behind the Screen: Addressing the Immediate and Planning for the Ultimate**

Dr. Helmer Montejo, Talisay City College

10:30 – 11:00

**Promoting Deep Learning: Designing Deep Learning Activities for Senior High School Homeschoolers**

Ms. Michelle Galwisky-Espique, Macao Institute for Tourism Studies

11:00 – 11:30

**A Narrative Inquiry on the Students' Language Learning Experiences Through Radio Based Instruction**

Mr. Edgar Fernandez, Department of Education

11:30 – 12:00

**Teaching Writing Online Interactively**

Ms. Van Than Lai, Vietnam National University

11 December 2021

13:00 – 13:30

**Teaching Science to English Language Learners (ELLs): An Online Instruction**

Prof. Hiroko Arao, Mie University

13:30 – 14:00

**Teaching English Literacy to Young Children Based on the Factors of the Orton-Gillingham Method**

Asst. Prof. Maiko Kimura, Mukogawa Women's University

14:00 – 14:30

**Students' English Communication Skills Relative to Thailand Ordinary National Educational Test (O-NET)**

Dr. Melvin Calixton, Sakolrajwittayanukul School

14:30 – 15:00

**Mock-conference with Real-life Participant Model as a Cross- disciplinary Approach in Simultaneous Interpreter Training**

Ms. Than Nhan Vuong, University of Languages & International Studies, VNU

15:00 – 15:30

**Status and Prospects towards enhancing the Work Immersion Program for Technical Vocational Livelihood of New Cabalan Senior High School**

Mr. Wilbert C. Venzon, New Cabalan Senior High School Olongapo City, Philippines

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

15:30 – 16:00      Featured Talk:  
**Affected Commitment of English Teachers: Interweaving of Nested Emotions**  
Dr. Helmer Montejo, Talisay City College

12 December 2021

9:00 – 9:30      Opening Session

9:30 – 10:30      Plenary Session 2  
**Storytelling and Science Teaching at the University of Southern Philippines Foundation (USPF)**

Dr. Haydee Gabriel, University of Southern Philippines Foundation

10:30 – 11:00      **Determining the Challenges of Mathematics Teachers in Communications Technology Integration: A Phenomenological Study**  
Asst. Prof. Joel Soriano, Pines City Colleges

11:00 – 11:30      **Remedial Program and Students' Performance Level in Solving Mathematical Problems**  
Mr. Marjohn Mantawil, Department of Education

11:30 – 12:00      **The Effectiveness of Mobile Aided Instruction Application in Teaching Mathematics**  
Asst. Prof. Ricson Ricardo, STI College

12 December 2021

13:00 – 13:30      **Teaching Science to English Language Learners (ELLs): An Online Instruction**  
Dr. Frederick Pagalan Obniala, Marie Vithaya School

13:30 – 14:00      **Project Key: The Creation of Electronic Modules in Mother Tongue Based-Multilingual Education of K to 12 Education Curriculum**  
Ms. Aprellene Marquez, Department of Education

14:00 – 14:30      **Pointers for Effective Report Writing**  
Chi Vo

14:30 – 15:00      **Public Relations and Communication Management in Technical- Vocational Schools in the Province of Rayong, Thailand**  
Dr. Chinebeth Borja, King Mongkut's Institute of Technology Latkrabang

15:00 – 16:00      **GEN TEFL Programs and Open Forum**  
English Language Teaching as an Instrument for Cross - Disciplinary Studies



# abstracts

11 -12 December 2021

Bangkok, Thailand

**Plenary Talk:**

**Storytelling and Science Teaching in the University of Southern Philippines Foundation (USPF)**

**Dr. Haydee Gabriel**

The idea that storytelling could bring excitement to science teaching was enough reason to pursue this research. It described storytelling as a science teaching technique among the science teachers of USPF. Specifically, it sought to describe the respondents' experiences in the use of storytelling as a teaching technique in their science classes, their pre-service and in-service trainings in the use of storytelling, their attitude towards storytelling as a teaching technique and their learners' reactions to the storytelling activities. The descriptive method was used employing the narrative approach of a qualitative design in data collection. Particularly, audiotaping and transcribing the respondents' experiences gathered the necessary data. The respondent science teachers were chosen through purposive sampling.

The data gathered found out that the science teachers infrequently used storytelling and if ever they did, they used it only for motivation purposes. The respondents had inadequate pre-service and in-service training in storytelling as a teaching technique. It also revealed that the teachers had storytelling as a personal skill even before their college days but admitted that they did not perceive storytelling as a possible teaching technique in science learning. The respondents also had observed their students' attention, enthusiasm and interest every time they did storytelling.

Based on the results, it is concluded that storytelling as a teaching technique among science teachers is not a popular choice. Although they saw positive feedback from their learners, hesitance to use storytelling was only due to lack of pre-service and in-service trainings. There is a need to train the science teachers on the art and science of storytelling to enhance the teaching and learning of science in the classroom.

**A Narrative Inquiry on the Students' Language Learning Experiences Through Radio Based Instruction**

Mr. Edgar Fernandez, Department of Education

The study aimed to narrate the language learning experiences of learners in the utilization of Radio-Based Instruction as a Learning Delivery Modality. It employed qualitative narrative inquiry as its research design. The participants of the study were the ten (10) purposefully selected learners who are using Radios while learning. Data were gathered through in-depth interview with the learners. Prior to the conduct of the study, essential permits were secured by the researchers. The results suggested that the learners have different learning experiences before, during and after utilizing radio-based instructions. It was revealed that the learners viewed learning as interactive and easy during the face-to-face classes. They also believed that learning is sacrificial and difficult during the utilization of radio-based instructions. Also, they perceived that learning is fun and exciting after the utilization of radio-based instructions. With the results of the study, teachers are encouraged to sustain eagerness and excitement of the students while learning through radio-based instructions and the parents should also be encouraged to extend support to their learners. On the other hand, as it also suggested that the school should provide mechanisms to help learners who struggle in learning.

Keywords: Radio-Based Instructions, Narrative Inquiry, Language Learning

*About the Speaker:*

*A Language Teacher in the Department of Education. A graduate of Bachelor in Secondary Education Major in English at Mindanao State University General Santos, Master of Arts in Education Major in English at Ramon Magsaysay Memorial Colleges General Santos City and now currently pursuing Doctor of Education with concentration in Educational Management. I am a research enthusiast who have been invited as a resource speaker in conducting classroom-based action research in the different schools in Sarangani Division. I have also been invited as an adjudicator in the different research congresses across Sarangani Province.*

**Multisensory Approach to Teaching Reading and Writing for Young EFL Learners**

Prof. Hiroko Arao, Mie University

Prof. Maiko Kimura, Mukogawa Women's University

This study explores the effective ways to teach reading and writing in English to students in elementary school. The Orton-Gillingham Method is one of the ways to teach students with dyslexia. The method takes multisensory approach and can be used to help students with different preference in learning approach. The research finding allows English teachers to make use of the elements in The Orton-Gillingham Method in EFL classroom.

*About the Speakers:*

*Maiko Kimura teaches English and intercultural understanding in Mukogawa Women's University in Japan. She majors in EFL teaching and learning. Her special interest is vocabulary acquisition.*

*Hiroko Arao teaches English and methodology of teaching English in Mie University in Japan. She majors in EFL teaching and learning. Her special interest is learner's affective factors.*

**Teaching English Literacy to Young Children Based on the Factors of the Orton-Gillingham Method**

Prof. Hiroko Arao, Mie University

Prof. Maiko Kimura, Mukogawa Women's University

Due to Covid-19 pandemic, all the classes including language classes became online. The authors faced a lot of challenges to teach vocabulary to the students in asynchronous classes. Some applications and platforms helped the classes a lot. We would like to share our attempts together with our students. We implemented "Quick Response" to measure the size of the vocabulary as well as how they converted "passive vocabulary" into "positive vocabulary."

*About the Speakers:*

*Maiko Kimura teaches English as a general education subjects. Her main interest lies into vocabulary acquisition of college level students.*

*Hiroko Arao teaches English teaching methodologies at a college in Japan. She's interested in how dyslexia students develop their reading skills.*

**Students' English Communication Skills Relative to Thailand Ordinary National Educational Test (O-NET)**

Dr. Melvin Calixton, Sakolrajwittayanukul School

English, one of the core subjects taught in Thailand, is measured through a standardized test called O-NET. In the recent exam, Thai students got 32.98% in English and 33.75% in Language Communication which was described as fairly low based on the National Institute of Educational Testing Service, 2019. This prods the researcher to do an investigation on how the students in Sakolatwittayanukul school performed in English and Language Communication relative to the national rating.

The study examined the ONE-T achievement of the Mattayom 4 students, the profile of their communication skills, English Language Achievement in school, and the comparison of their performances. Results show that the students in Sakolrajwittayanukul school perform better than the average school in Thailand relative to their performance in the English language in the 2019 O-NET test. Moreover, students have a high observance of their communication skills and they have a very good English language achievement in school. Results also revealed that there is a significant difference when their scores are compared to the National score. It was also found out that the communication skills of the students are significantly related to their English language achievement in school.

Thus, the study believes that if students improve their English communication skills, the better they can perform on their language subjects in school. This study also proposes that a study on the comparison of students' achievement in relation to other subject areas should also be taken into consideration.

*About the Speaker:*

*The researcher is currently based in Thailand working as Foreign Mathematics Teacher at Sakolrajwittayanukul School, Sakon Nakhon Province.*

**Mock-conference with Real-life Participant Model as Cross-disciplinary Approach in Simultaneous Interpreter Training**

Ms. Than Nhan Vuong, University of Languages & International Studies Vietnam National University

As one of the most difficult skills in the language service industry and a demanding mode of translation, simultaneous interpretation requires intensive practical training for student interpreters. Over the years, translation majors from the Faculty of English Language Teacher Education (FELTE), University of Languages and International Studies (ULIS) have been offered with a variety of practice-based activities in their academic program. Among which, mock-conference has become part and parcel of simultaneous interpretation courses. This type of learning task, however, as perceived by students, has not adequately provided authentic experience for them since the trainees themselves are allocated to play the role of conference members. The mock conference with real-life participant model was implemented for two classes of 46 fourth-year majors as an in-course assessment component. It is notable that the guests have different academic, professional and language background and they joined the conferences in different roles (i.e., key-note speakers, organizers, audiences). Findings from classroom observation, document analysis, survey questionnaires and semi-structured interviews with stakeholders have highlighted the merits of integrating a cross-disciplinary approach in designing learning activities for interpreter-training courses. Despite inevitable challenges in classroom management (via both online and offline platforms), financial resource mobilization and invited guests' availability, the model has better equipped students with knowledge and skills for their future interpreting tasks which require multifarious subject competences.

*About the Speaker*

*Ms. Nhan Vuong is a lecturer at University of Languages and International Studies (Vietnam National University). She received a master's degree in English Linguistics in 2012 and had more than 11 years of experience as a freelance translator. She is currently serving as the Head of Translation Division at the Faculty of English Language Teacher Education. Her research primarily focuses on translation studies and foreign language teaching.*

**Status and Prospects towards enhancing the Work Immersion Program for Technical Vocational Livelihood of New Cabalan Senior High School**

Wilbert C. Venzon, New Cabalan Senior High School Olongapo City, Philippines

Immersion of students in the industry forms part of their experiential learning while in school. This typically involves intensive academic instruction and exposure to complex socio-cultural issues, often taking students from their active participation from theoretical school activity to critically examine their own pre-conceived notions. Bowman, Brandenberger, Mick, and Smedley (2010) conducted one of the few quantitative studies using questionnaires to show that well-structured immersion experiences can positively influence senior high school student's attitudes and understanding of actual work, even suggested that immersion can be as effective, impactful, than traditional semester-long classes.

Work Immersion should provide SHS learners with opportunities to become familiar with the workplace, simulate employment, and to apply their competencies in areas of specialization. With all the answers of the Work Immersion students, the problems and challenges they noted are divided into five categories. These are communication skills, waking up early, heavy traffic, not enough money for transportation and nothing at all. As a result, to better enhance the Work Immersion Program, the school should conduct the following activities: To conduct English Proficiency to the students, To look for sponsorship to provide financial assistance to the students, To aware the students about the problems that they may encounter, To aware the students about the importance of Work Immersion and conduct Job Fair activity. to achieve the goal of DepEd to have employment among students after graduation.

About the Speaker

*WILBERT C. VENZON is currently studying Doctor of Philosophy in Management at Angeles University Foundation. A graduate of Master in Business Administration at President Ramon Magsaysay State University, Bachelor of Science in Information Technology and Associate in Computer Technology at COMTEQ Computer and Business College, Bachelor in Secondary Education at St. Joseph College – Olongapo City. He is the President/CEO of Philippine Alliance for Open Educational Resources, Inc. (PAOER, Inc.). An International Certification in Microsoft as Microsoft Certified Educator, Microsoft Innovative Educator Expert, and Microsoft Education Ambassador. He is a Community Leader of International Society for Technology in Education. A National Teacher Broadcaster, ETULAY Mentor and a National OER Core Leader of the Department of Education. He organized and conducted different seminar-workshop in the use of Blended Learning APPS, Lego Education and Robotics of Felta Multimedia, Inc. and Microsoft Office 365 Productivity Tools, a Researcher and a dynamic Public Senior High School*

**Public Relations and Communication Management in Technical-Vocational Schools in the Province of Rayong, Thailand**

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

This study was conducted at Technical-Vocational Schools in the Province of Rayong, Thailand. The objectives of this study were to investigate (1) The Public relations of the 10 Technical-Vocational Schools belong to the public and private schools; (2) The Communication Management of Technical-Vocational Schools; (3) The relationship between the levels of practices in public relations and the degree of communication management by schools. The participants were asked to answer and complete the survey questionnaires that would reveal their differences in public relations practices between private and public schools.

The findings revealed that there is a significant difference in terms of public relations practices from public and private schools by their profile; for the communication management of technical-vocational schools has a significant difference in terms of school assignment; and there is no significant difference to the levels of practices in public relations and the degree of communication management by schools. The researcher provided the recommendations for the administrators and teachers for their public relations practices towards students, parents, and stakeholders to develop a program that would encourage and engage the community to cooperate with the schools.

*About the Speaker*

*Borja, Chinebeth is a lecturer at King Mongkut's Institute of Technology Latkrabang, Bangkok, Thailand and has been as English Teacher since 2002. She has been teaching English as a Second Language in South Korea, Vietnam, China and currently in Thailand. Ph.D graduand in Educational Management of Ifugao State University through a 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. Asides from studying and teaching, she loves painting, traveling, hiking, mountain climbing, reading books, novels, watching documentaries and historical events.*

**Remedial Program and Students' Performance Level in Solving Mathematical Problems**

Mr. Marjohn Mantawil Department of Education - Division of General Santos City

This study primarily aimed to determine the effects of remedial program to the performance level of Grade VII students in Ligaya High School in solving mathematical problems. This study used pre-experimental research design utilizing 33 Grade VII students of Ligaya High School. Based on the discussions presented, all Grade VII students have a poor performance level in solving mathematical problems before the conduction of the remedial program. There was a significant increase in the performance level of the students after the remedial program. Findings revealed that there was a significant difference between the performance levels of the students in solving mathematical problems before and after the conduct of remedial program. Also, there was a significant relationship between the performance level of the students in solving mathematical problems after the remedial program and their attendance in the program.

*About the Speaker*

*Currently, I am the School Research Coordinator and Learning Resource Coordinator of Bawing National High School in the Division of General Santos City. I am also a division and regional Learning Resource Evaluator, division and regional writer of learning materials, a trainer and resource speaker in different trainings and seminars in Research and Mathematics in the Division of General Santos City. Last school year, I was given the opportunity to become the Chairperson of all Learning Resource Evaluators of all learning resources in Mathematics in the Department of Education - Division of General Santos City.*

### **The Effectiveness of Mobile Aided Instruction Application in Teaching Mathematics**

Asst. Prof. Ricson Ricardo, STI College

Mathematics is one of the considered boring subjects because of its nature as abstract, difficult, and complex. Hence students tend to dislike any topic related to it. In the traditional board and chalk, the bare presentation of the instruction adds up to the unappealing image of mathematics which hampered the learning process hence instructional factor greatly affect achievements in fundamental mathematics. So, the purpose of this study was to develop a Mobile Aided Instruction Application (MAIA) in teaching mathematics and intended to answer the following questions: What stages were undertaken in the development of MAIA? What is the evaluation of the math teachers and IT practitioners in terms of functional suitability, performance efficiency, usability, reliability and security? What is the difference between the evaluation of the teachers and IT practitioners on MAIA? In this study, the researcher utilized the developmental and descriptive designs. Under descriptive design, survey method was employed to evaluate the effectiveness of MAIA by seven (7) math teachers and ten (10) Information Technology practitioners via a questionnaire. For the developmental design, the researcher employed Rapid Application Development (RAD) software model.

Finally, upon careful analysis of the data gathered, the following findings and conclusions were drawn to address the issues raised in this study: the RAD Model was effective in the development of MAIA; Math teachers and IT practitioners deemed MAIA as very effective and effective respectively in the instruction of Mathematics and there was no significant difference between the evaluations of math Teachers and IT practitioners in the effectiveness of MAIA.

11 -12 December 2021

Bangkok, Thailand

#### *About the Speaker*

*Ricson Miguel Ricardo, is an assistant professor at STI College Alabang, Philippines. He is a licensed professional teacher and a civil service eligible. He earned two master's degree. His first degree is Master of Divinity in Biblical Studies at Asian Seminary of Christian Ministries, Philippines while the second is Master of Arts in Instructional Technology at Rizal Technological University, Philippines. He currently teaches subjects under secondary and tertiary education level. Under Senior High School, he is teaching General Mathematics, Business Ethics and Entrepreneurship while in tertiary he is teaching Understanding the Self, Professional Ethics and Mathematics in the Modern World. He is the present College of Business Administration Coordinator of STI College Alabang. He is also well involved in community development and leadership under Social Brethren Church, Philippines. Finally, he designed an educational technology tool called Mobile Aided Instruction Application and conducted research on it entitled "The Effectiveness of Mobile Aided Instruction Application in Teaching Mathematics."*

**Teaching Science to English Language Learners (ELL's) During Online Instruction**

Dr. Frederick Pagalan Obniala, Marie Vithya School

The traditional approach to the Education of Language minority students separates English language development from content instruction because it is assumed that English language is a proficiency is a pre – requisite for subject matter learning. The instate of Education Science of the United States Department of Education defines English Language Learners (ELL's) as “individual” who (1) were not born in the United States or whose native language other than English; (2) come from an environment where language other than English is dominant or (3) who come an environment where language other than English has had a significant impact on their level of English proficiency. In Thailand, since English language is considered as a second language and it is taught as freeing language both in Basic Education level and Higher Education level, the rough outline of the course study include the four basic skills for communication in English (listening, speaking, reading and writing). Krisri (2008), found out the major factor influencing English language achievement to be the student's characteristics, home background, peers, teachers and school. Science classroom is often a frustrating place for English language learners. Science has a complex vocabulary that is difficult even for a native English speakers to learn, difficulty learning English should not be confused with inability to think scientifically. Many of the strategies that are useful for English Language Learners are effective for differentiating instruction for other students as well. Using a variety of methods to see which work best with your teaching style and students.

*About the Speaker:*

*Frederick Pagalan Obniala, earned his Bachelor of Science in Secondary Education (BSEd) major in General Science in 2005 at Sacred Heart College, Lucena City Philippines. A graduate of Master of Arts in Teaching (MAT) Science at Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST) in 2015 and Master of Arts in Education (MAEd) major in Science teaching at Philippine Christian University in 2017. Currently pursuing his Doctor of Education (EdD) major in Educational Management through Open University of Pangasinan State University. He was a former College Instructor at Columbus College, Lucena City for two years, teaching Chemistry, Physics and Biology before moving to Thailand in the year 2008. He was also a former lecturer for the Seminar Development Project for Training Private School Administrator and Teachers in Nakhon Ratchasima under the Ministry of Education on Curriculum Development: Teacher Training Course for Teachers Teaching English in Elementary Level 3 – 6. Presently, he is a full time Junior Science Teacher at Marie Vithya School, Nakhon Ratchasima, Thailand.*

# 3<sup>rd</sup> International Education Conference

(I-EDCON 2022)

14 – 16 May 2022

Bangkok, Thailand

**Theme: Coping up with the New Normal Education: Research, Methodologies, and Best Practices**

International Education Conference (I-EdCon) is an annual affair provided for educators in various fields 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.

## **Important Dates**

- **Deadline for abstract submission: 20 March 2022**
- **Early Bird Registration: Now - 30 March 2022**
- **Regular Registration: 1 April - 13 May 2022**
- **Conference Dates: 14 - 15 May 2022**
- **City Tour: 16 May 2022 (optional)**

# 6<sup>th</sup> GEN TEFL

11 - 13 December 2022



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## Important Dates

- Deadline for abstract submission: 20 October 2022
- Early Bird Registration: Now - 30 October 2022
- Regular Registration: 1 November - 10 December 2022
- Conference Dates: 11 - 13 December 2022
- City Tour: 14 December 2022 (optional)

For more information visit [www.gentefl.org](http://www.gentefl.org) or email us at [info@gentefl.org](mailto:info@gentefl.org)

