

GLOBAL EDUCATORS NETWORK

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



6th GEN TEFL 2022 International Conference

Novotel on Siam Square, Bangkok, Thailand
3 - 5 December 2022



Vision: We envision Global Educators Network Inc. to be a leading network of transformational educators globally.

Mission: To enrich the lives of educators, administrators, researchers, students, and interested individuals through professional development, research, conference, meetings, seminars, webinars, training, and workshops.

BOOK OF
ABSTRACTS

6TH GEN TEFL INTERNATIONAL CONFERENCE

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2022

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Welcome Message

Dear Delegates,

Welcome to the 6th GEN TEFL International Conference! We are thrilled to have you here.

The annual GEN TEFL International Conference strives to give educators a forum for learning, sharing, and discussing concepts, strategies, approaches, and methods utilized in ELT.

This conference features a wide variety of programs, including workshops, demonstrations, and presentations based on research and practical experience from the keynote speaker, featured speakers, and session presenters.

Take advantage of the conference, make new acquaintances, and share your wisdom and insights. Be productive in your involvement.

Sawasdee khruub.

The GEN TEFL 2022 Committee

TIMETABLE

Day 1: 3 December 2022 Online and Onsite

Venue: True Space, 4th Floor Center Point of Siam Square

Time: Dec 3, 2022 01:00 PM Bangkok

Join Zoom Meeting

<https://zoom.us/j/93025069282?pwd=Z0FVSzM3RWI1SUQ1MzJqb0FwNDRWZz09>

Meeting ID: 930 2506 9282

12:30 – 13:00	Welcome and Registration
13:00 – 14:30	GEN TEFL Forum (Partner Universities)
14:30 – 16:00	Partners/Members General Meeting Introducing new members, new MOU partners Election for New sets of officers 2023 – 2025 Oath taking of the new sets of officers
16:00 – 18:00	Reception Dinner and Acquaintance Night (Optional - not included in the registration fee)

Day 2: 4 December 2022 Online and Onsite

Venue: Novotel on Siam Square

Time: Dec 4, 2022 09:00 AM Bangkok

Join Zoom Meeting

<https://zoom.us/j/97395539152?pwd=dTZPck1HdE1SdUZncjRoU25JVGZ6QT09>

Meeting ID: 973 9553 9152

09:00 – 09:30	Onsite Registration and Opening Ceremony
09:30 – 10:00	Engaging with Literature Dr. Chinebeth Borja King Mongkut's Institute of Technology Latkrabang, Bangkok, Thailand
10:00 – 10:30	Coffee Break
10:30 – 11:00	Functional Literacy - Why Now? Mr. Aleksei Nekhaev Sarasas Witaed Suvarnabhumi School, Bangkok, Thailand

11:00 – 11:30	Transforming Research into Instructional Delivery Dr. Helmer B. Montejo Talisay City College, Talisay City, Cebu, Philippines
11:30 – 13:30	Buffet Lunch Break
13:30 – 13:50	Student's Perception Towards Handwriting Versus Computer-Based Writing Thanh Thảo Nguyễn, Chan Elina Lamovna, Trâm Nguyễn Ngọc, Nguyen Phuong Minh Vietnam National University, International School, Hanoi, Vietnam
13:50 – 14:10	Code Switching in the Teaching of English in the Elementary: Instructional Plan Dr. Jennilyn Geagonia, Talisay City College, Talisay City, Cebu, Philippines
14:10 – 14:30	Grammatical Errors in Written Discourse by Omani Students Dr. Annie Domede, University of Technology and Applied Sciences, Oman
14:30 – 14:50	Language Proficiency and Academic Performance of Buriram Rajabhat University Sophomore Students Ms. Lolita Uminga, Buriram Rajabhat University, Thailand
14:50 – 15:10	Relationship Between Collaboration and Teacher Self-regulation Development: A study of Iranian Pre-service Teachers Dr. Ali Zahabi, Shinawatra University, Pathumthani, Thailand
15:10 – 15:40	Tea Break
15:40 – 16:10	Filipino Science Teachers in Thailand: Orientations on the Pedagogical Content Knowledge Mr. Frederick Obniala, Marie Vithaya School, Thailand
16:10 – 16:30	Integrating Research Skills Training into Writing Course for the 2nd Year English Major Students Ms. Van Thanh Lai, Vietnam National University International School
16:30 – 16:50	The Influence of Social Networks on Students' Awareness of Environmental Issues Ms. Lam Ta Ninh Hoa, Ms. Anh Trieu Nguyen Que, Ms. Khanh Linh Do Vietnam National University International School
16:50 – 17:10	Emotiwriting: An Engaging Writing Approach for Digital Natives Dr. Andy Cubalit, King Mongkut's Institute of Technology Latkrabang
17:10 –	Closing and Awarding of Certificates

Day 3: 5 December 2022 Online Only

9:00 – 9:20	Digital Storytelling in Testing the Listening Comprehension Skills Ms. Marry Ann Aclao, University of Southern Philippines Foundation
9:20 – 9:40	Organizational Commitment, Work Values, And Attitude of Public Secondary Principals in Region 1 Dr. Romary Lincod, Pangasinan State University, Philippines
9:40 – 10:00	The Effectiveness of Integrating Music in Teaching English Language Through Modified Translations Mr. Jarre Laborte, Talisay City College, Talisay City, Cebu, Philippines
10:00 – 10:20	Internationalization of English Curriculum: Integration of Chinese Culture Mengjiao Yan, University of the Cordilleras, Baguio City, Philippines Dr. Gregerlin Lambenicio, University of the Cordilleras, Baguio City,
10:20 – 10:40	Documenting the Response and Accomplishments of Pangasinan State University, Lingayen Campus Dr. Randy Joy Ventayen, Pangasinan State University, Philippines
10:40 – 11:00	A Case Study of the Effects of Online Classes on Japanese Learners of English Ms. Hiroko Arao, Mie University, Japan Ms. Maiko Kimura, Mukogawa Women's University, Japan
11:20 – 11:40	Information Literacy Competency Standards Among the Students of PSU – Open University Systems Dr. Phillip Queroda, Pangasinan State University, Philippines
11:40 – 12:00	Students' Attitudes Towards the Use of Project-Based Learning: A Case Study at VNU-IS MA Thu Le Hoai, Vietnam National University International School
12:00 – 12:20	Student Support System Management Program of PSU – Open University Systems Dr. Liza Quimson, Pangasinan State University, Philippines
12:20 – 12:40	The Influence of Social Networks on Students' Awareness of Environmental Issues Ms. Lam Ta Ninh Hoa, Vietnam National University International School
12:40 – 13:00	Implementation of Mother Tongue-Based Multilingual Education in the Province of Abra Mr. Johnedel Barrota Peralta, University of the Cordilleras, Baguio City Dr. Gregerlin Lambenicio, University of the Cordilleras, Baguio City
13:00 – 13:20	Pre-service Teaching Practices of Selected State Universities in Region 1, Philippines Dr. Cristie Marie Dalisay, Pangasinan State University, Philippines
13:20 – 13:40	Lecturers' Employment of Mother Tongue in Teaching English in General English Program at VNU-IS Ms. Mai Pham Thi Tuyet, Vietnam National University International School

13:40 – 14:00	The Relevance of Acknowledging Diversities of Learners of Talisay City College Mr. Michael Atchaso, Talisay City College, Talisay City, Cebu, Philippines
14:00 – 14:20	College and Career Readiness of Senior High School Students of Pangasinan State University Dr. Salcedo Renato, Pangasinan State University, Philippines
14:00 – 14:20	Interaction in Online EFL Classrooms MA Huong Bui, Vietnam National University International School
14:20 – 14:40	Global Initiatives and Government Efforts in Poverty Reduction in the Philippines: A Review Dr. Erna Salazar, Pangasinan State University, Philippines
14:40 – 15:00	Level Performance of Multifactor Leadership Styles in the Philippines Dr. Ednaly Pureza, Polytechnic University of the Philippines, Unisan
15:00 – 15:20	Measuring Undergraduates' Evaluation of Scientific Information and Arguments Using Scientific Literacy Skills (SLS) Test Prof. Celeste Mercado, Pangasinan State University, Philippines
15:20 – 15:40	Learning About Language Literacy Testing at Vietnam National University, Hanoi International School Ms. Huyen Duong, Vietnam National University, Hanoi International School
15:40 – 16:00	School-Community Engagement and Learning of Indigenous Peoples in the New Normal Educational Setting Mr. Joemar Ramos, Department of Education, Philippines

Engaging with Literature

Dr. Chinebeth Borja

King Mongkut's Institute of Technology Latkrabang,
Bangkok, Thailand



The first purpose of this research was to: 1. Look into how well students used critical thinking while taking a literary course; 2. To assess the attitudes of students toward the usage of literary exercises like prose, poetry, and drama; 3. To understand the literature of India, China, Japan, and other Asian nations. The King Mongkut's Institute of Technology Latkrabang in Bangkok, Thailand, had 91 first-year English major students registered in the Introduction to Literature Course during the academic year 2021. The results of this study showed that students studying English as a foreign language have prominent levels of critical thinking ability and open-mindedness. They also showed greater rates of critical thinking ability and had favorable attitudes toward the use of literary activities to foster critical thinking abilities.

Borja, Chinebeth (PhD) 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 and adjunct professor in Philippine Christian University-Bangkok Transnational Education. Ph.D. 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 2013. Her research focuses on Motivation, Students Attitudes, English Competency, Interculture English and Schools Public Relations. Presented her research papers through GEN TEFL Bali, Indonesia, Thailand and CAMTESOL in Phnom Penh, Cambodia.

Functional Literacy - What's New?

Mr. Aleksei Nekhaev

Sarasas Witaed Suvarnabhumi School, Thailand



The talk is devoted to the consideration of the features of the interpretation of the "functional literacy" concept, presented in the theory of education. The relevance of addressing this issue is due to the growth of research interest in this phenomenon and the lack of its unique understanding, which is extremely necessary in the context of globalization and increased competition in the labor market, promoting the ideas of sustainable development in most countries of the world and expanding opportunities for obtaining quality education as lifelong learners. The study found that recently the concept of "functional literacy" has been experiencing a trend towards an increase in the number of interpretations and interpretative grounds, which indicates the emergence of new types of literacy and functioning, the qualitative originality of which varies depending on a specific context: socio-economic, information-technological, utilitarian-pragmatic, cultural-historical and religious. The talk attempts to determine the place of the concept of "functional literacy" in the categorical and conceptual apparatus of modern pedagogy and education and presents the author's forecast regarding its possible development under the influence of global transformations in the future.

Nekhaev, Aleksei graduated from Kuibyshev Branch of Novosibirsk State Teacher Training University in Russia and has 27 years of teaching experience. He has worked both at secondary schools and at higher educational establishments. Aleksei is a teacher, a teacher trainer, and a researcher. For the last 9 years he has been living and working in Thailand. Despite the university degree, Aleksei was doing research at Scientific Institute of Pedagogy and Psychology of Vocational Education in Kazan, Russia, and the topic of his research was "Peculiarities and Content of Linguistic and Cultural Studies as Part of Establishing the Dialogue of Cultures". His research interests are problems in teaching pronunciation, using literature in ELT classroom, teaching life skills, psychology in ELT, cultural studies in teaching English, and questions in developing functional literacy.

Transforming Research into Instructional Delivery
Dr. Helmer B. Montejo
Talisay City College, Talisay City, Cebu, Philippines



Instructional delivery anchors its primary goal in providing students with effective instruction through teachers' skills and knowledge. Research must be communicated to whoever benefits from it. A lot of research failed to serve its purpose and the gap between learning and practice is never addressed because research is not published in a manner accessible to ordinary people. Good research must be made available to a wider and broader educational community. Academic institutions have the responsibility to communicate promising research findings to students. But this action must not be limited to its own people, but it should go beyond borders impacting the entire public. Academic institutions must translate these findings into actionable information for the enhancement of instruction and upliftment of the quality of human life. Talisay City College takes this responsibility seriously. Students' research with significant findings were perused and put into use. Moreover, these select research were made public through research congress whether locally, nationally, or internationally, and other platforms where findings were shown and taken action. These varied research findings and sources of information, once evaluated, will help us understand the value of making inferences from the research evidence.

Montejo, Helmer (ED.D.) Young and dynamic. One of the advisers of Global Educators Network-Teachers of English as a Foreign Language (GEN TEFL) and a member of several reputable research organizations namely Asia Pacific Consortium of Researchers and Educators (APCORE), International Cross-cultural Exchange and Professional Development – Thailand (ICEPD-Thailand), and Asian Studies Association of Australia (ASAA). Research presenter in different national and international conferences and won Best Oral Research Presenter in 2017 and 2021. Published scholarly research in different reputable journals like Journal of Education and Culture Studies, Studies in Social Science Research, Asian Intellect Research and Education Journal, GEN TEFL Journal, TESOL International Journal, and The Asian EFL Journal. A sought-after speaker in different forums organized by different government and non-government agencies. Consultant of a surveying company. Trainer of employees in different Japanese companies. The current Associate Dean and Research Director of Talisay City College.

Level Performance of Multifactor Leadership Styles in the Philippines

Dr. Ednalyn Pureza

Polytechnic University of the Philippines, Unisan



Leadership has made the world what it is today. Since in this globally competitive world there are drastic changes happening around us. At present in the Philippines become more decisive in redirecting schools to achieve the educational goals. Thus, this research aims to find out the level of Performance of Multifactor Leadership Style in the Philippines. It also investigates the significant relationship of sociodemographic profile of the respondents to the level of their multi-factor leadership styles. Using stratify sampling technique, the respondents were grouped and divided according to their socio-demographic profile. Single Factor ANOVA revealed the result that there is no significant difference on the level of performance of Multifactor leadership style when respondents are grouped according to sex, age, civil status, length of service and educational attainment. But according to Laissez-Faire there exists a significant difference on the level of performance of multifactor leadership style when respondents are grouped according to sex and age. This implied that the level of performance of multifactor leadership style do not affect sex, civil status, length of service and educational attainment as a demographic profile. Keywords: Multifactor Leadership, Performance, Leadership Style, Socio-Demographic Profile

Dr. Ednalyn Pureza has been involved and authored studies related to Leadership and Gender Development, Challenges and Strategies in Leadership. Ednalyn is a Full-Time faculty member at Polytechnic University of the Philippines, Unisan Branch and currently the Head of the Admission and Registration. She renders Publications and Papers on Level of Psychological Traits in Gender Role in Higher Education and Level of Performance of Multifactor Leadership Styles in the Philippines.

Digital Storytelling in Testing the Listening Comprehension Skills

Ms. Marry Ann Aclao

University of Southern Philippines Foundation



Listening comprehension is a cognitive process as it works with the development of memory, attention, vocabulary, grammar, and comprehension monitoring. Storytelling on the other hand is a customary education tool for passing information down through generations in which listening skill is necessary to receive, understand, interpret, and respond to verbal and non-verbal messages. This study was conducted by two Education students using the quasi -experimental design which aimed to determine the listening comprehension skills of Grade six pupils. Using the Listening Comprehension Test from ELLO.org. The findings revealed that the pupils who were exposed to digital storytelling get better scores in the posttest compared to those who were exposed in the traditional storytelling. The researchers concluded that digital storytelling is an effective instructional tool for teachers to help augment the listening skills of the learners.

Keywords: Listening comprehension, traditional storytelling, digital storytelling, quasi - experimental design

Marry Ann M. Aclao is the Department Chair of the Teacher Education Department at the University of Southern Philippines Foundation. She has taught English subjects in basic education and professional courses in Teacher Education. She finds research interesting and loves to learn more about it. She has been an adviser for students' research. She is an avid reader, a nature enthusiast, and a pet lover.

Lizly B. Dela Pena is a graduate of Bachelor in Elementary Education major in Content Area at the University of Southern Philippines Foundation. She has been exposed to conducting research in her undergraduate years. Her love for online selling makes her discover the passion of becoming an entrepreneur.

Ilona Mae E. Libron is a student leader who graduated Bachelor in Elementary Education major in Content Area at the University of Southern Philippines Foundation. Her passion to serve landed her to a local government employment.

Student's Perception Towards Handwriting Versus Computer-Based Writing

Thanh Thảo Nguyễn,
Nguyen Ngoc Tram,
Nguyen Phuong Minh,
Chan Elina Lamovna

Vietnam National University International School, Hanoi, Vietnam

Writing is the most common skill among higher education students, and it has been shown to influence school grade point average. Nowadays, because of the rapid advancement of technology, computer-based writing is gradually replacing handwriting positions. This study is being conducted to investigate university students' perception toward handwriting and computer-based writing, as well as their preferred method of writing for various types of writing, with the goal of providing recommendations for university students to become more proficient in writing computer-based essays. A total of 111 university students in Hanoi city participated in the research through an online questionnaire. The survey provided 11 different writing styles, with participants choosing to lean toward computer-based writing (64,13%) as a result. One conspicuous feature is those who favor the typing method find it more convenient to write long documents, whereas others prefer handwriting to written form for making notes such as journals, poems, and letters. Following that, most of the participants' opinions given are that taking notes on the computer can help with better storage and document quality. Furthermore, technical issues and typing proficiency have little influence on their typing experience or their choice of method in writing. In conclusion, in the era of technology extension, computer-assisted notetaking is becoming increasingly popular because it provides numerous benefits for students. Schools and educational institutions should have computer-based note-taking training and orientation courses for students so that they may become accustomed to and effectively apply it in their studies and jobs in the future.

Our group consisted of four members: three Vietnamese students and one international student from Russia, namely Nguyen Thanh Thao, Nguyen Ngoc Tram, Nguyen Phuong Minh, and Chan Elina Lamovna. We are currently sophomores at International School - Vietnam National University, majoring in English Language. We are overly excited to participate in the 6th GEN TEFL International Conference 2022 with the topic of "Student's perception towards handwriting versus computer-based writing" thanks to the suggestion and guidance of Ms. Lai Thanh Van, lecturer at International School. We guarantee that our work is genuine and that the statistics come from real people.

Code Switching in the Teaching of English in the Elementary: Instructional Plan

Dr. Jennilyn Geagonia
Talisay City College, Talisay City, Cebu, Philippines

This study aimed to assess code switching in the teaching of English in a public elementary school in Talisay City, Cebu, Philippines with the intention to help the selected group of students as foundation to propose an instructional plan. The center of this research was to develop and deepen the understanding of the teacher respondents' age and gender, highest educational attainment, teaching strategies, appropriate trainings/seminars, and dialect spoken as well as to extend and enhance the understanding of the student respondents' age and gender, exposure to social media, dialect spoken, and previous academic performance in English. The study made use of descriptive methods. Survey questions were administered to teacher and student respondents. Random sampling was employed observing the specific guidelines in the data gathering procedure. Results revealed that after employing code switching method, student respondents in Talisay City Central Elementary School showed improvement in their performance determined through the gained scores in English along the basic communication skills as to listening, speaking, reading, and writing. Wherein, students had improved from satisfactory to outstanding performance in listening, from did not meet expectation to fairly satisfactory performance in speaking, from satisfactory to very satisfactory performance in reading, and while their performance remained as did not meet expectation in writing. This showed that code switching was indeed very effective. However, there are still identified weaknesses specifically in writing skills by which students' performance remained as did not meet expectation even after code switching method had been utilized.

Keywords: code switching, descriptive method, communication skills, academic performance, instructional plan

Jennilyn Geagonia is a Doctor in Development Education and a Master of Arts in Education major in Administration and Supervision with the said degrees earned at Cebu Technological University. She has completed her academic requirements in Master's in Education major in English Language Teaching at Cebu Normal University. She is a graduate of Bachelor in Elementary Education at Talisay City College. She was an Elementary Teacher III at Talisay City Central Elementary School, Department of Education, Talisay City Division for six years. She was an Elementary Teacher at La Tierra Montessori School in Espanola, New Mexico USA for a year. She is currently the Talisay City College Alumni Association President and an Instructor II at Talisay City College handling Professional Education, Elementary Specialization subjects, as well as minor English subjects. She is also a Research Facilitator at Talisay City College. She is a bearer of dual Elementary Teaching License: Philippine Professional Elementary Teaching License and New Mexico, USA Level 3 Professional Elementary Teaching License.

Grammatical Errors in Written Discourse by Omani Students

Dr. Annie Domede
University of Technology and Applied Sciences, Oman

This study sought to find out the common grammatical errors in writing by Omani university students and the sources of these writing difficulties. In this error analysis, fifty-two business emails were studied. These are the output prepared and submitted by the students for their first continuous assessment in Technical Writing at the University of Technology and Applied Sciences, Al Musannah, Sultanate of Oman. The errors from each writing were recorded and classified into 11 categories and then frequency counting, and ranking were utilized in identifying the most common grammatical mistakes of the students. The result of the study shows that there are a total of 930 grammatical errors incurred by the students in their writing. A closer look at these errors reveals that missing grammatical or function words comes as the error that has the highest number of occurrences in the collected student writing. This is followed by spelling errors, the use of wrong words, deviations from capitalization rules, and errors in the use of punctuation marks. These errors comprise 85% of all the identified errors while 15% are other writing errors that include using a wrong verb tense, missing content words, sentence fragments, run-on sentences, subject-verb agreement, and sentence structure.

Keywords: Grammatical Errors, Written Discourse, Writing Errors, Omani Students, Error Analysis, University Students, Writing Difficulties

Annie Bangtegan Domede is an English language educator with more than 18 years of varied and exceptional undergraduate and graduate teaching and administrative experience in the Philippines and abroad. Prior to working overseas, she was an Assistant Professor at the University of the Cordilleras in the Philippines. At present, she is employed as a senior lecturer and Quality Assurance Coordinator at the University of Technology and Applied Sciences (UTAS), Al Musannah, Sultanate of Oman. Dr. Domede is a published author and a member of the Editorial Board of the Oman Journal ELT and the UTAS-A e-magazine. Her research interests are orthography, language education, quality assurance, and gender empowerment. Dr. Domede has a Ph.D. in Language Education.

Language Proficiency and Academic Performance of Buriram Rajabhat University Sophomore Students

Ms. Lolita Uminga
Buriram Rajabhat University, Thailand

This study has been conducted to evaluate in depth the magnitude to which the English language communicative skills imbibed by the students could guarantee success in their academics vis-à-vis if their academic success could be attributed to their improved level of English language proficiency by using the Buriram Rajabhat University (BRU) test as a barometer in establishing its relationship. To statistically prove the foregoing hypothetical assumptions, the descriptive-correlational method was utilized to flesh out the existence of an association between the variables by using BRU test results and English-related Grade Point Averages (GPAs) as the criterion-referenced of this study. However, taking the dimensions singly, they were highly proficient in the language markers listening, speaking, and vocabulary while need improvement in the areas of reading and writing. Students are performing at par in English-related subjects and were shown that the listening subject had been their cup of tea. There was a highly positive correlation between reading and its parallel subject while no correlation exists between speaking and its related subjects. Overall, it can be deduced that there is a moderate and substantial relationship exist between students` English language proficiency level and the respondents` academic performance. Thus, the researcher recommends that students must be provided with more pedagogical mind exercises geared toward improving their writing and reading abilities. Some form of easy-to-understand, pliant and design-specific modules could be deemed helpful to augment students` interest in reading and writing.

Keywords: Language proficiency, communicative skills, grade point average

***Lolita Uminga** is an educator for almost 24 years. A graduate of AB- BSE History at the University of the Cordilleras, Baguio City, and a Master's in Social Studies at Benguet State University. I served as a Department Head of the Social Studies Area for six (6) years and a community coordinator of the College of Teacher Education of the University of the Cordilleras where she served for 20 years. She was also given a chance to be the adviser of the University's Supreme Student Council for three (3) years. Decided to move to Thailand in 2017 after filing her early retirement. She was a former English Communication Teacher of Sarasas Witaed Bangbuathong for three (3) years and was awarded as one of the excellent teachers under the foreign department and last year under the Nakhon pathom Rajabhat University English project in Samkhok School, Pathumthani. At present, she is a lecturer at the Human and Social Science Department of Buriram, Rajabhat University. Particularly teaching, English communication, Drama, and Public Speaking.*

Relationship Between Collaboration and Teacher Self-Regulation Development: A Study of Iranian Pre-Service Teachers

Dr. Ali Zahabi

School of Liberal Arts (SOLA), Shinawatra University, Thailand

This study investigated the relationship between collaboration among pre-service teacher trainees and their self-regulation in dealing with common problems in the language classroom. Twenty pre-service teacher trainees worked on various collaborative tasks such as Learning Together (LT), Student-Team-Achievement- Divisions (STAD), Group Investigation (GI), and Teams-Assisted Individualization (TAI) to develop strategies to handle challenges in the areas of language teaching and classroom management. Initially, the participants were given a Teacher Self-Regulation Scale (TSRS) Questionnaire and were also interviewed to discover the extent to which they engaged in self-regulation. Eventually, after 10 sessions, the TSRS Questionnaire was again employed to find out if there has been any change(s) in their self-regulation. In addition, when the trainees started to teach in their real classes, they were asked to keep a diary during their first two months of teaching to record their daily teaching difficulties and to suggest if and how they were able to draw on their collaborative experience during their teacher training course. The analysis of data reveals that the collaborative experience had a substantially positive effect on the trainees' self-regulation as it helped them develop a more positive attitude towards teaching, experience less anxiety and feel more motivated to help their students learn the language. The data also indicates that the trainees were able to largely utilize the knowledge shared during their collaboration with other trainees and could, as a result, improve their teaching practice.

Dr. Ali Zahabi is a senior lecturer at School of Liberal Arts (SOLA), in Shinawatra University, Thailand. He is a PhD graduate in applied linguistics from University Sains Malaysia. He has more than 15 years of teaching experience at different universities in Iran, Malaysia and Thailand and his areas of research are Reading proficiency, Task-based instruction, and E-assessment.

Filipino Science Teachers in Thailand: Orientations on the Pedagogical Content Knowledge

Mr. Frederick Obniala
Marie Vithaya School, Thailand

This study aims to understand how science teachers' pedagogical practices develop knowing how to 'measure' and represent these and establish what constitutes 'effective' pedagogy for teaching science will contribute to the overall understanding of what high quality science teaching looks like. Specifically, such knowledge will help to make explicit what science teachers actually do when teaching science; indicate how teaching approaches relate to students' learning; contribute to evidence that subject matter knowledge alone does not make a highly science teacher; ensure that teacher educators are well – informed about the PCK of 'expert' or experienced science teachers. The expectation is that gaining a better overall understanding of science teachers' PCK, its development and the relationship between PCK and SMK will help establish science teaching practice of consistently higher quality.

Frederick Pagalan Obniala is a graduate of Master of Arts in Education Major in Science Education in 2017 at Philippines Christian University and Completed Academic Requirements for his Doctor of Education (EdD) at the Pangasinan State University – Open University Systems. He earned his Bachelor in Secondary Education (ased) major in General Science in 2005 at Sacred Heart College, Lucena City Philippines. 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. At present, he is a full time Junior High school Science teacher (Intensive Program) at Marie Vithaya School, Nakhon Ratchasima, former part time adjunct professor at Saint Robert's Global Education, Bangkok Thailand consortium with Philippine Christian University teaching foundation education subjects and general education subjects for Bachelor in Secondary Education (ased). He also presented some of his research work at 2nd Gen TEFL International Conference, Bangkok, Thailand and International Conference on ESP, New Technologies and Digital Learning at The Hong Kong Polytechnic University. A Certified Microsoft Innovative Educator Trainer (MIE), Member of Philippine Alliance for Open Educational Resources, Inc. (PAOER), GenTEFL SIG Chair for English Language Teaching for Science Educator (ELTSciEduc).

Integrating Research Skills Training into Writing Course

Ms. Van Thanh Lai
Vietnam National University International School

There is no denying that university administrators and business leaders see research skills as an asset. Vietnamese students only enroll in these courses in their third year of study, despite the value put on these abilities. However, these courses are not the only ones that may provide instruction in research techniques. In this study, 70 second-year English majors took their third writing course while also integrating research techniques into a group project that involved performing a study and presenting the results as a poster. Along with challenges pertaining to the idea of research and the formation of a research ethos among students and staff, specific teaching tactics were also identified.

Van Thanh Lai is currently Lecturer of English at International School, VNU. She received a bachelor's degree in English Language Teaching from University of Language and International Studies (2015), then a master's degree in TESOL from Victoria University (2017). She has worked at British Council, Victoria University, Walailak University and various English centers around Hanoi, which has molded her beliefs in equity, celebrating diversity, and developing positive English language teaching for students of all ages. Her research interests are in the areas of teacher professional development, English Language Teaching, and applied linguistics.

The Influence of Social Networks on Students' Awareness of Environmental Issues

Ms. Lam Ta Ninh Hoa,
Ms. Anh Trieu Nguyen Que,
Ms. Khanh Linh Do

Vietnam National University International School

Current environmental issues highlight the importance of environmental awareness and the perceived need for action. Therefore, this study was built to show the impact of the relationship between social networking and university students' attitudes, awareness, and activeness toward environmental issues. In this study, survey questionnaires were used to record information such as gender, social media that surveyors use to access information, the interest level of people on environmental issues, and the level of readiness to act for the environment. One hundred and four students from universities mainly in Hanoi participated in this study. Quantitative studies were supported with qualitative data including spontaneous responses in the survey form, to provide data on students' awareness of the environment and awareness of activities suggested by social networks. The findings of this study indicated that access to information from social networks improves students' environmental awareness at different scales. In conclusion, recommendations were proposed to take advantage of the potential of social networks to raise students' awareness of the environment as well as practice protecting our Earth.

We are a group of students from International School – Viet Nam University. Our major is Bachelor in English Language (specialized in Business and IT).

Emotiwriting: An Engaging Writing Approach for Digital Natives

Dr. Andy Cubalit
King Mongkut's Institute of Technology Latkrabang

We are more likely to speak, read, and listen in our daily activities than to write. In the current technological age, where most digital natives prefer to send audio communications rather than texts (SMS) or messages, we frequently overlook writing more than the other talents. After conducting a random interview with lecturers and students, it was discovered that while writing is needed of students, there is also a dearth of support for students to improve their writing abilities. Short essays are typically required for final exams in English courses. IELTS and other standardized tests have writing components. Writing must therefore receive the same attention in the classroom as grammar, listening, reading, writing, and vocabulary. Writing can be challenging, monotonous, and infuriating. In contrast, the speaker will address Emotiwrite as an engaging writing approach for digital natives.

Andy Noces Cubalit is a lecturer at King Mongkut's Institute of Technology Ladkrabang. His research interest includes English language teaching, assessment, and development. He has presented his research papers in various conferences in Asia, Europe, the UK, and the USA. He is the founding president of GEN TEFL.

Organizational Commitment, Work Values, and Attitude of Public Secondary Principals in Region 1

Dr. Romary Lincod
Pangasinan State University, Philippines

The study assessed the extent of manifestation of organizational commitment, work values, and attitude of public secondary principals in Region 1. The descriptive method of research was utilized in the study. A stratified random sampling technique was also utilized in identifying the respondents who are public secondary principals in Region 1. The research instrument that was utilized in gathering the data is a questionnaire which was validated by experts and eventually distributed and retrieved by the researcher. The data were analyzed and interpreted using frequency counts, percentages, mean, Spearman's rho Correlation, and MANOVA. The thorough analysis of data revealed salient findings. Public Secondary Principals in Region 1 manifest high organizational commitment, particularly in affective, normative, and continuance. They also perform well based on OPCR rating and have a very high level of work values and attitude toward work. Further, there is a significant correlation between the extent of manifestation of organization commitment along affective with the profile variables position and religion. Likewise, there is a significant difference in the overall Extent of the Manifestation of Organizational Commitment of Principals I, II, III, and IV.

Keywords: Organizational Commitment, Work Values and Attitude, Public Secondary Principals

Dr. Romary R. Lincod is an Associate Professor V of Pangasinan State University, Philippines. She is designated as the University Director for NSTP, PE and Sports Development, as well as the Deputy Director for Administration, Planning and Quality Assurance of the PSU-Open University Systems, and a former Director for Culture and Arts of the university for three years (2016-2019). She is an Accreditor of Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) and a certified Flexible Learning Tutor (FLT) in SEAMEO-INNOTECH. She has been a faculty member of the General Education, PSU Lingayen Campus since 1995 to date. And engaged in most of the Culture, Arts and Sports activities both within and outside Philippines.

The Effectiveness of Integrating Music in Teaching English Language Through Modified Translations

Mr. Jarre Laborte
Talisay City College, Talisay City, Cebu, Philippines

This study aimed to improve teaching English Language to the learners of Talisay City College, Talisay City, Cebu, Philippines with the integration of music in modifying translations. The focus of this study was to develop the appreciation of music by the language learners allowing them to create their own translations through composing songs for a more comprehensive learning and enrichment in vocabulary. In gathering the data, the study made use of the descriptive method and administered survey questions to teacher and student respondents. Results revealed that when music is integrated to learning English language particularly in modifying translations enriches vocabulary, improves memorization, develops focus, and motivates the learners to learn more about language. In that sense, students may find that learning is more fun when integrated with music especially when they are involved in the highest order thinking skill of the Revised Bloom's Taxonomy which is creating. Results also showed that music integration in teaching language opens a lot of opportunities for the learners to become more intrinsically motivated in terms of doing tasks and activities. This showed that integration of music in teaching English language is effective and can be improvised in many ways.

Keywords: Integrating music, modified translations, comprehensive learning, vocabulary enrichment.

Jarre Laborte is a graduate of Bachelor of Secondary Education Major in English in Talisay City College. He participated in a seminar in Music Theory: Basic Note Reading last 2016 when he was a member of Pagdayeg Music Ministry, a music ministry that helps support in creating and promoting Salesian music. He engaged his life in musical journey for almost 15 years by joining different choir groups. He is a song writer and at the same time a choir trainer of two choir groups in different churches. He used to compose songs in different genres and some of his compositions were used as graduation songs last March 2019 and August 2022. Because of this, he became the Head Coach in Voice Lesson during the Summer Workshop conducted by the Sports Commission of the Local Government Unit of Talisay City, Cebu last July 2022. He is currently teaching at Talisay City College and at the same time, an Associate Chorale Director of Talisay City College Chorale led by Mr. Praiselou B. Labajo.

Internationalization of English Curriculum: Integration of Chinese Culture

Ms. Mengjiao Yan
Dr. Gregerlin Lambenicio
University of the Cordilleras

The development of globalization promotes the nationalization of the curriculum. For College English Teaching in China, how to carry forward Chinese culture in curriculum internationalization is a contentious issue. Using a mixed research method, this study examined the strategies English teachers use to incorporate Chinese culture into curriculum internationalization, identified the effectiveness of these strategies, and determined the challenges encountered during the integration process. With a total enumeration of 15 teacher-participants, this study discovered that English teachers are experimenting with various tactics to raise the degree of integration of Chinese culture in the internationalization of the English curriculum, both in curriculum and consciousness; the current system of the effectiveness of the strategies has been implemented to a certain extent and has produced some results, with a mean of 3.23, described as adequate. Furthermore, there are still various challenges to improving Chinese culture's integration into English internationalization courses. This research is expected to bring some suggestions for developing the English curriculum in China.

Keywords: internationalization, English curriculum, Chinese Culture

Ms. Mengjiao Yan is a student at the University of the Cordilleras.

Dr. Gregerlin Imbat Lambenicio has been a licensed professional teacher for over two decades. She is currently affiliated with the University of the Cordilleras as the Program Chair of the Language and Communication department, College of Arts and Sciences. She is an alumna of Saint Louis University with the degree Bachelor of Arts in English. Further, she obtained her master's degree on Master of Arts in Language Teaching at Don Mariano Marcos Memorial State University-South La Union, Agoo Campus, and her Doctor of Philosophy in Language Education at the University of the Cordilleras in 2013. As an educator, she published a textbook/workbook entitled Writing in the Discipline (2006), & Study and Thinking Skill (2011,2015). As an experienced teacher, coach, and adviser, she received the 2019 Gold Medalist Outstanding Mentor Award, Hands-on Adviser Award, Adviser- Best Community Involvement Program, Adviser- Outstanding Academic Organization, Adviser- Best Environmental Project, Adviser-Outstanding Students Organization Officer, and Adviser-Outstanding Academic organization President. Furthermore, she is a published international researcher and an international research reviewer.

Documenting the Response and Accomplishments of Pangasinan State University, Lingayen Campus

Dr. Randy Joy Ventayen
Pangasinan State University, Philippines

Universities and academic institutions all over the world have been challenged and disrupted by the current global public health crisis. In the early weeks of the pandemic, classes were suspended and many school administrators were at a loss in determining their next steps. Despite the extreme difficulties faced, school administrators and faculty had to ensure that learning could continue in an alternative setting that would not necessarily require face-to-face interactions. This paper provides information on the response and accomplishments of Pangasinan State University, Lingayen Campus since the start of Pandemic in March 2020 up to September 2022. It provides information on the best practices of the campus aligned to the strategic direction of the University.

Dr. Ventayen is a faculty of Pangasinan State University, a recipient of the CHED K to 12 Transition (SGS-Local) Scholarship for 2016 to 2019, and resumed his government service last July 2019 as the Dean of the College of Business and Public Administration of PSU Lingayen Campus. He serves as the Director for Public Relations, Publication and Information Office (February 2021 to November 2021) and is currently the Campus Executive Director of Pangasinan State University, Lingayen Campus (November 2021-Present). Dr. Ventayen has the academic rank of Associate Professor V.

A Case Study of the Effects of Online Classes on Japanese Learners of English

Ms. Hiroko Arao
Mie University

Ms. Maiko Kimura
Mukogawa Women's University

Since the COVID-19 outbreak in 2020, teaching and learning styles in English classes have dramatically changed. Both teachers and learners have been getting used to remote classes, such as synchronous, asynchronous, and hybrid online classes, and in the process, there have been some discoveries about the pros and cons of remote classes. The result of an English writing class survey reveals that online classes sometimes unexpectedly turn out to be highly effective and helpful for students who need special assistance. In this study, the description “students who need special assistance” does not necessarily refer to students who are medically identified as having a learning disorder (LD) but rather to those who show signs of slight symptoms and have trouble learning in classes. This study especially focuses on those types of students as it is said that they often go unnoticed, and their special needs are not recognized. For instance, there is a distinct subgroup of university students who have never been formally diagnosed or identified with an LD and are overlooked (Lefebvre, 1999). Therefore, the number of such students with special needs is often unknown but expected to increase. The present study investigates how asynchronous online classes affect these types of students in English writing classes and the possible improvements in teaching and predicaments for the future.

Hiroko Arao teaches English in Mie University, Japan. Her special interest is affective factors in learning English.

Maiko Kimura teaches English in Mukogawa Women's University, Japan. Her special interest is vocabulary learning and teaching.

Information Literacy Competency Standards Among the Students of PSU – Open University Systems

Dr. Phillip Queroda
Pangasinan State University, Philippines

This study was carried out to know and understand the information literacy competency standards among the students of Pangasinan State University – Open University Systems (PSU-OUS). Specifically, it aimed to know the extent of acquisition of the information literacy competency standards of the students. The standards were adopted from the Association of College and Research Libraries (ACRL). The descriptive survey method was employed in the study. A five-point Likert type of questionnaire was used in gathering data. Percentages and weighted mean were used in analyzing and interpreting the data gathered. The study generated the following standards. The students have a high acquisition of the first standard of information literacy competency which is determining the nature and extent of the information needed. On the other hand, the students have moderate acquisition of the second, third and fourth standards which deal with accessing needed information effectively and efficiently; evaluating information and its sources critically and incorporating selected information into his or her knowledge base and value system and applying new and prior information to the planning and creation of a particular product or performance. And lastly, the students have a low acquisition of the fifth standard which deals with understanding many of the economic, legal, and social issues surrounding the use of information and accessing and using information ethically and legally.

Phillip G. Queroda is a Doctor of Education major in Educational Management. He is an Associate Professor V of Pangasinan State University (PSU) and is currently designated as the Executive Director for PSU – open University Systems. He is a Certified Flexible Learning Tutor (Batch 2018) of SEAMEO-INNOTECH and was trained in Seoul, South Korea. He is actively engaged in research as the Editor-in-Chief of the Multidisciplinary Research Journal of PSU and an Associate Member of the National Research Council of the Philippines (NRCP). He has conducted studies on pedagogy, instructional strategies, and online distance learning and presented his outputs at research conferences in the Philippines, Malaysia, Thailand, and Taiwan. He has produced numerous research articles for refereed journals and Scopus-Indexed Publications and garnered 118 citations worldwide, including seven (7) h-index and four i10-index citations.

Students' Attitudes Towards the Use of Project-Based Learning: A Case Study at VNU-IS

MA Thu Le Hoai
Vietnam National University International School

In the current context, Project-Based Learning (PBL) plays a fundamental role in teaching and learning at universities. At the International School, Vietnam National University Hanoi (VNU-IS), PBL has become one of the indispensable forms of formative assessment. Not only that, for some subjects such as English for Academic Purposes for students majoring in Management Science, PBL is performed instead of the final exam. This study aims to find out the cognitive, emotional and behavioral attitudes of students majoring in Management Science with the application of PBL in English for Academic Purposes 1 (ENG110) and English for Academic Purposes 2 (ENG112). 74 students participated in the survey in the form of multiple-choice questions and level assessment questions on a 5-level Likert scale. The results show that students have a very high appreciation of PBL as an irreplaceable form of assessment in two subjects ENG110 and ENG112. Students show specific positive attitudes in terms of cognition, emotion and behavior towards PBL. These preliminary findings hope to contribute to a better understanding of the current views on applying PBL instead of the assessment test, thereby having practical implications for improving the quality of education at VNU-IS.

Keywords: Project-based learning, cognitive attitudes, affective attitudes, behavioral attitudes

Le Hoai Thu is a lecturer at the Faculty of Applied Linguistics, Vietnam National University Hanoi, International School (VNU-IS) in Vietnam. She has got 14-year teaching experience in General English, English for Academic Purposes, Business English Language. 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 in the academic years 2017-2018 and 2019-2020.

Student Support System Management Program of PSU - Open University Systems

Dr. Liza Quimson
Pangasinan State University, Philippines

This study assessed the student support system program utilized by Pangasinan State University – Open University Systems through its activities anchored on the critical learning supports of the institution. Quantitative descriptive research method was used in the study. Participants were the faculty members and students from all centers of the school cutting across all programs in the doctorate and masters. The respondents were selected through stratified random sampling technique. Survey questionnaire was used as the main tool in gathering the data using Google forms sent in e-mails and other social media channels. The questionnaire was validated by experts in the field of student services, guidance, and counseling. Results suggested that personalizing classroom climate and instruction to enable and re-engage students is very highly implemented student support system program, the highest among the elements. On the other hand, family school community partnerships are moderately implemented, the lowest of the programs. Results are further discussed in terms of its implications to the online instructional modality, module preparations and pedagogical perspectives.

DR. LIZA L. QUIMSON has an academic rank of Associate Professor V and the current Campus Executive Director of the Pangasinan State University- Bayambang Campus. A woman of tenacity and leadership, she has served several offices at the Pangasinan State University – Lingayen Campus and was the former Executive Director of the Open University Systems (August 2018 – July 2020). Her rich learning-teaching experience and love for growth made her aim for higher ground. She is now an Internal Auditor ISO 9001:2015 and a Senior Accreditor from 2018 to present in the AACUP and a trained Assessor of the Philippine Quality Award. She is a product of Pangasinan State University Bayambang Campus having finished her Bachelor of Elementary Education (Cum Laude), Master of Arts in Education major in Guidance Counseling and Doctor of Education major in Educational Management from Pangasinan State University School Graduate School, Urdaneta City. She is married to Dr. Pedro Jun-Jun S. Quimson and blessed with three kids, Julia Francesca (16), Abigail Jean (14) and John Kenneth (7).

Implementation of Mother Tongue-Based Multilingual Education

Mr. Johnedel B. Peralta
Department of Education, Schools Division of Abra

Dr. Gregerlin Lambenicio
University of the Cordilleras

The study looked at the state of mother-tongue-based multilingual education's implementation in terms of instructional materials, teacher readiness, and learner readiness. Furthermore, the challenges, issues, and gaps were investigated, as were the practical solutions to these problems. The study used a combination of qualitative and quantitative research methods. The data was obtained using questionnaires and interview guides from 50 respondents from 9 elementary schools in Abra. The results show that the MTB-MLE's implementation status in the Province of Abra's chosen elementary schools is average. Meanwhile, before its implementation in 2012, MTB-MLE faced challenges, issues, and gaps, primarily in teaching-learning aids and teacher and learner preparedness. The study also examined the measures teachers took to resolve the problems with a lack of teaching-learning resources, teachers' abilities, and student capacity. This implies that teachers should approach authorities if there are opportunities to present the challenges, issues, and gaps encountered during Learning Action Cells, School-Based seminars, and the like for them to be adequately addressed the issue at hand. Moreover, considering the challenges, issues, and gaps, teachers made practical interventions: the improvisation of teaching aids using the learners' native tongue; peer assistance; learning learners' dialects; utilization of English, Tagalog, and Ilocano as mediums of instruction; teachers enrolling in free and self-paid short courses; learners practicing and reading stories written in the mother tongue independently; learners being allowed to use the language they can understand; and parental involvement. It is a manifestation that teachers should continue to capacitate themselves and revitalize skills and knowledge on pedagogy, techniques, and methods.

Keywords: MTB-MLE, Implementation, Status, Challenges, Issues, Gaps, Interventions

***Johnedel Barrota Peralta** is an English teacher at the Department of Education, Schools Division of Abra, Philippines. He is a graduate of Bachelor of Secondary Education major in English at Abra State Institute of Sciences and Technology – Bangued Campus, now the University of Abra. He also obtained his Master of Arts in English degree at the University of the Northern Philippines, Vigan City, Ilocos Sur. Currently, he is pursuing his Doctor of Philosophy in English Language Studies at the University of the Cordilleras, Baguio City. He was recognized as one of the Outstanding Teachers of the Year during the Third Instabright National Awards for Educators 2022 by the InstaBright International Guild of Researchers and Educators. He is also affiliated with other local, national, and international organizations related to education, research, advocacy, student welfare, etc.*

***Dr. Gregerlin Imbat Lambenicio** has been a licensed professional teacher for over two decades. She is currently affiliated with the University of the Cordilleras as the Program Chair of the Language and Communication department, College of Arts and Sciences. She is an alumna of Saint Louis University with the degree Bachelor of Arts in English.*

Pre-service Teaching Practices of Selected State Universities in Region 1, Philippines

Dr. Cristie Marie Dalisay
Pangasinan State University, Philippines

Pre-service teaching is an integral part of the teacher education curriculum which allows the future teachers a chance to experience the actual teaching and learning situation and as well perform the roles of a teacher. The quantitative and qualitative study determined and analyzed the pre-service teaching program of Pangasinan State University and the pre-service teaching practices of the other teacher education institutions in Region 1. The study used a survey questionnaire administered to pre-service teachers, cooperating teachers, supervising teachers and Teacher Education Institution (TEI) Dean. Likewise, an interview was conducted to pre-service teaching supervisors of the five SUC's in the region to determine their best practices. Findings revealed that the pre-service teaching program along its objectives is rated much attained while along the requirements and selection criteria for cooperating teachers, both are rated very much attained by the respondents. On the level of attainment of the duties and responsibilities of the four groups – pre-service teachers, cooperating teachers, supervising teachers and TEI Dean, the study yielded a Very Much Attained descriptive rating. Further, the problems encountered by pre-service teachers were rated Moderately Serious. Best practices include strengthening the mastery of subjects in the professional education, providing more opportunities for demonstration teaching and the extensive guidance provided by competent supervising/cooperating teachers.

Keywords: pre-service teaching practices, pre-service teachers, duties, cooperating teachers, best practices

Dr. Dalisay has been in the field of teacher education, psychology, and guidance and counseling in the undergraduate and graduate level for more than two decades. She served as guidance counselor for eight years, Student Services Coordinator and a Practice Teaching Coordinator prior to assuming office as Campus Executive Secretary and Dean in the College of Education. At present, she is Director of the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) of the university. Likewise, she is a member of various organizations in teacher education, psychology, and research.

Lecturers' Employment of Mother Tongue in Teaching English in General English Program at VNU-IS

Ms. Mai Pham Thi Tuyet
Vietnam National University International School

With the aim to investigate the use of Vietnamese among English language teachers at International School, Vietnam National University, Hanoi, Vietnam, an ethnographic research design (with direct observation and interviews) is applied. It places a focus on the situations of and reasons for teachers' use of their mother tongue - Vietnamese in a class of the English General program. It was found out that the teachers use Vietnamese very commonly especially when presenting vocabulary, pronunciation, grammar rules, correcting mistakes and keeping class management. The reasons for their practice range from the teachers' personal reasons to those for students' sake: students' English proficiency, time saving strategy and teachers' habits. The teachers themselves can identify certain problems with their frequent use of Vietnamese. Based on the findings of the study, recommendations are provided for English teachers for situations where teachers' code-switching could be encouraged and those where their code-switching should generally be avoided.

Mai Pham Thi Tuyet is currently a Lecturer of English at International School, VNU. She received a bachelor's degree (2007) and then a master's degree (2011) in English Language Teaching from University of Language and International Studies. Her research interests are in the areas of teacher professional development, English Language Teaching, and applied linguistics.

The Relevance of Acknowledging Diversities of Learners of Talisay City College

Mr. Michael Atchaso
Talisay City College, Talisay City, Cebu, Philippines

This study aimed to reveal the high relevance of acknowledging the differences of learners in Talisay City College, Talisay City, Cebu, Philippines in terms of their learning styles and their multiple intelligences for their proximal developments. This is also aimed to support and reinforce in the educative process the theory of learning and development of Lev Vygotsky in which he used the term “Zone of Proximal Development (ZPD)” to refer to the gap between what a learner can accomplish when he is on his own and what a learner can accomplish without the supervision of an adult or when he is involved to a group of learners who have different learning capabilities in terms of age, religion, culture, self-esteem, language proficiency, schemata or prior knowledge, and intelligence. The researcher of this study used descriptive method and administered survey questions to teacher and student respondents in the data gathering procedure. Results revealed that after stimulating differentiated instructions and activities to learners while putting emphasis in acknowledging their learning differences, student respondents in Talisay City College showed improvement in their performance in the educative process in relation to age, religion, culture, self-esteem, language proficiency, schemata or prior knowledge, and intelligence. This showed that implementing behavioral activities and letting learners do what they do best in the educative process as means to celebrate learners’ learning differences was indeed a proficient way to transform them from being low-performing to being involving in the teaching-learning process. This also showed that implementing differentiated instructions as way to celebrate learners’ learning differences thaws their fear in showing their capabilities in class and makes them even more performing.

Michael S. Atchaso is a graduate of Bachelor of Secondary Education, major in English, in Northwest Samar State University, main campus, Calbayog City, Philippines. He is also a licensed professional teacher and a direct recipient of Civil Service Commission honorary professional eligibility for being an outstanding Filipino graduate with GPA of 1.5 (90%). He is an accredited course graduate of a 120-hour TESOL/TEFL program by World TESOL Academy. He was a program director of DYSF 104.9 Heart FM, a radio program of a school in Samar, Philippines. He was also a journalism pioneer in Calbayog City, Philippines, teaching three teams of school paper writers and English and Filipino radio broadcasters and trained them to compete and win in the Division, Regional, and National Schools Press Conferences in the Philippines. He devotes his life as a language teacher and as a journalism enthusiast to creating an army of locally and globally competitive individuals. Currently, he is teaching English and Literature subjects in Talisay City College, a full-fledged institution in Talisay City, Cebu, Philippines, and handling classes from different programs: Industrial Technology, Bachelor of Secondary Education, and Hotel Management.

College and Career Readiness of Senior High School Students of Pangasinan State University

Dr. Salcedo Renato
Pangasinan State University, Philippines

The Enhanced Basic Education Act of 2013 or RA 10533 established the K to 12 program which seeks to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. The Four Keys to College and Career Readiness by David Conley provides a valid framework for measuring college and career preparedness of Senior High School students. This descriptive and correlational study revealed that the SHS students who finished ABM, HUMSS, STEM, Industrial Arts, ICT, and Home Economics strands generally showed very high manifestation of college and career readiness. It was also found out that those from the academic strands were more prepared than the technical-vocational students. In addition, it was found out that the areas where the students are most prepared in each key are problem formulation for Key Cognitive Strategies; experience with technology for Key Content Knowledge; collaborative learning strategies for Key Learning Skills; and college and career preparation for Key Transition Knowledge. Moreover, the study revealed that there were significant differences in the college and career readiness among the male and female students and in the culminating subject they took across all the four keys. No significant differences were revealed in the GWA, SHS exit chose, and family income of the respondents across the four keys. Lastly, it is essential that the university ensure that SHS students are provided meaningful career guidance to develop particularly their career, financial aid, and scholarship awareness.

Keywords: college and career readiness, K to 12 program, Senior High School

Dr. Renato E. Salcedo is currently an Associate Professor V in Social Studies Education at the Pangasinan State University, Philippines. He specializes in Assessment and Evaluation, Educational Technology, Research in the Social Sciences and Education. Dr. Salcedo is also a professor at the university's Open University systems handling masteral and doctoral programs. He is a holder of degrees in BSEd Social Studies, MAEd Instructional Leadership, and Ph.D. Educational Administration. Moreover, he is currently pursuing his Master's in Development Management degree as a full government scholar at the Development Academy of the Philippines. He is also a Flexible Learning Tutor of the SEAMEO-INNOTECH, a senior program and institutional accreditor, and an active member of various professional organizations. A winner of several institutional and international awards in research, Dr. Salcedo has several publications in Scopus-indexed journals. He also recently passed the Career Executive Service Written Examination of the national government.

Interaction in EFL Online Classrooms

Hoai Huong Bui
International School Vietnam National University

Online teaching and learning have been familiar to many teachers and students around the world because of their convenience and flexibility even before the covid-19 pandemic outbreak, which has caused numerous difficulties for the world in many aspects of life including education. However, online teaching and learning may result in a lack of interaction between teachers - students and students - students in the classroom, which probably degrades class quality. For this reason, this paper's aim is to discover the challenges the teachers face in improving interaction in certain online EFL classrooms and the solutions to this issue. The participants are four EFL high school teachers who were running online teaching during the pandemic, and their experiences reveal the difficulties they confronted when fostering classroom interactions in their virtual classes. Online learning tools, giving regular feedback, organizing peer work and group work, and flipped classrooms are the main measures those participants employed in their EFL online classrooms, and those methods had several positive impacts on classroom interaction. Via a questionnaire and a semi-structured interview, the participants share their experiences and suggestions explicitly. The research results would be of benefit to other teachers, educators, parents, or anyone concerned.

Keywords: language teaching and learning, online teaching and learning, classroom interactions, EFL online classrooms, virtual classes

Hoai Huong Bui is an ELT teacher who has a keen interest in teaching methods, language learning, and classroom management.

Global Initiatives and Government Efforts in Poverty Reduction in the Philippines: A Review

Dr. Erna Salazar
Pangasinan State University, Philippines

This article explores the global initiatives and government efforts to address poverty reduction programs, especially the Pantawid Pamilya in the Philippines to build a guided global-to-local perspective in poverty reduction. The author shows in this paper poverty reduction initiatives from the global to the national to the provincial government. The author points out that local efforts to address poverty reduction need to be aligned with and, in fact, rooted on global targets as well as national targets within pre-determined timeframe as shown in the AmBisyon Natin 2040 and the Philippine Development Plan of 2017-2022. The implementation of the Pantawid Pamilya, or 4Ps, from the national government to the local government units have been monitored through impact evaluations which is a strong display of the government agencies' strong commitment towards eradicating poverty in the Philippines. The Philippines as a nation has responded to the call towards combatting poverty, and efforts to curb the poverty rate within the next generation of Filipinos is clear even as early as today.

Keywords: Global Poverty, Pantawid Pamilya, Philippines, Poverty Reduction, 4Ps

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Measuring Undergraduates' Evaluation of Scientific Information and Arguments Using Scientific Literacy Skills (SLS) Test

Prof. Celeste Mercado
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There is a consistently poor performance of Filipino students in international assessment (TIMSS and PISA) studies and national assessment studies. Studies reveal that Filipino students have low retention of concepts, have limited reasoning and analytical skills, and poor communication skills. Findings of this study will be used to strengthen emphasis on information literacy to rid from fake news or misinformation. The study sought to present the scientific literacy skills profile PSU Lingayen students, what science literacy skills do most PSU students possess or need improvement. The research was conducted in Pangasinan State University, Lingayen Campus in January – August 2018. The population in this research was third year students of all programs offered on campus. The sample used was 390 students, thirty students from each program using purposive sampling technique. The study is descriptive in nature. The design is to make description systematically, factual, and accurate about scientific literacy skills undergraduate students of PSU Lingayen. The research did not provide treatment, manipulation, or alteration to the independent variables, but describes a condition as it is. It utilized the Science Literacy Test was adapted. The study found that most of the students have scored below the median score based on Scientific Literacy Skills (SLS) test conducted. Students from the BS Math have the highest SLS while the students from BS IT have the lowest SLS. On average, College of Education has the highest SLS and College of Technology has the lowest SLS. There is varied performance of students on the different SLS skills. Curricular reform to include activities and provide opportunities targeting the development of SLS, send teachers to be trained to gain pedagogical skills in delivery science lessons, integrate SLS to other courses, conduct seminar on Information Literacy among teachers and faculty focusing on evaluation of scientific arguments are the recommendations provided in the study.

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Teachers' Use of Perfect Tense in Oral Discourse: A Linguistic Analysis

Dr. Edna Luz de Guzman
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Teaching does not only require dedication, intense drive, and love for work. Generally, the teacher should be equipped with communication skills for it is his secret weapon to apportion his knowledge and field of expertise to his clientele. However, for anybody teaching a language not his own, it is an acceptable phenomenon that difficulties and errors, whether they be slip of the tongue, over generalization or unconsciousness of rules may find an excuse from committing any of the earlier mentioned grammatical faults. This linguistic study analyzed the teachers' use of perfect tense in their deliberation of a specific subject. Anchored on Murcia and Freeman's (1999) Descriptive Grammar which is built up by the analysis of how the speaker deduces the rules that he follows and the Prescriptive Grammar that emphasizes the use of well-defined rules in using a language, the following are deduced from the transcribed 60-minute recorded classroom lecture of eight Senior High School teacher-participants: the teachers' use of perfect tenses were all aligned and patterned after Murcia (1999) except that other uses had to consider prior events found in previous sentences. Furthermore, the perfect tenses were erroneously used: with incorrect tense, as embedded clause in interrogative forms, in wh-structure, in an incorrect past participle form and the misuse of verb form. Incorrect use of tense were evident in the following discourse examples: "Because I have told you that is your assignment yesterday", "Okay...so...ahhmmmm. I don't know if you observed this one but...", "How many of you had remembered our lesson before?". The perfect tense was also erroneously used as embedded clause in interrogative form such as: "Just explain briefly what you have learned about our lesson or during our lesson..." and "So I want all the groups to share what have you experienced a while ago." Error on the use of perfect tense was also noted in the utterance: "Class, when you have been to situations where you cannot be understood...?" as it was incorrectly used in the wh-question structure. The perfect tense was also used incorrectly as past participle form of the verb in: "Here are the interpretation on the score that you have gain on this particular activity" and in the statement, "Have you ever experience an intimate communication with your mother?" Finally, the perfect tense was noted to be misused in this verb form: "Okay, have we done that?"

Keywords: perfect tense, oral discourse, linguistic analysis

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Learning About Language Literacy Testing at Vietnam National University,
Hanoi International School

Ms. Huyen Duong
Vietnam National University, Hanoi International School

Literacy in language assessment has developed into a crucial skill for language teachers. There have been studies in the literature examining various facets of language assessment literacy. However, there aren't any Vietnamese authors looking into how language instructors create effective assessments. In practice, the alignment between curriculum, lesson objectives, and assessments has not been carefully realized. Therefore, the purpose of this study was to shed light on how teachers developed language assessment. It tries to ascertain how teachers create assessments as part of their regular instructional procedures and what techniques were employed. Ten participants who worked at VNU-IS participated in the study, which was planned as a qualitative study. Data was gathered using the Think-aloud procedures, and the content of the data was examined. The study's findings suggest that creating language assessments has a crucial, student- and course book-centered structure contributing to the validity of tests in terms of both construct validity and content validity. The use of brainstorming, outlining, private speaking, and self-evaluation throughout the pre-, during, and post-exam preparation stages are essential for development language tests. Since students are prioritized in all activities linked to assessments, it is student-centered. Additionally, this structure aids in producing favorable washback effects on students.

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School-Community Engagement and Learning of Indigenous Peoples in the New Normal Educational Setting

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The study was designed to determine the relationship of school-community engagement to the learning of Indigenous Peoples (IPs) in the new normal educational setting. Further, it aimed to determine which among the indicators of school-community engagement that significantly affect the learning of Indigenous Peoples (IPs) in this new normal set-up of education. The study employed quantitative design, specifically a descriptive correlation. The purposive sampling technique was utilized to identify 100 IP learners in General Santos City as respondents of the study based on the set standards. To ensure ethical standards in this research, necessary permissions were asked by the researcher including giving of informed consents and assent forms. It was done face-to-face provided that IATF safety health protocols were followed. The researcher found that the school-community engagement and learning of Indigenous Peoples (IPs) are both high. Also, the results indicated that the relationship between the level of school-community engagement and learning of Indigenous Peoples (IPs) in the new normal showed a positive correlation and significant result, which implies that an increase of school-community engagement also tends to increase the learning of Indigenous Peoples (IPs). Further, in relation to the analysis, it was revealed that the indicators of school-community engagement such as consultative decision-making and participating significantly influence the learning of Indigenous Peoples (IPs). Thus, to improve the learning condition of IP learners, school and community may focus their efforts on consultative decision-making and participating.

Keywords: School-community engagement, learning of Indigenous Peoples, consultative decision-making, participating

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