Conference Proceedings

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25-26 June 2019

Conference Venue

The Regency Scholar’s Hotel, Universiti Teknologi Malaysia (UTM), Kuala Lumpur, Malaysia

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## Table of Content:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preface</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Keynote Speaker</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>List of Presenters</td>
<td>5-34</td>
</tr>
<tr>
<td>4.</td>
<td>List of Listeners</td>
<td>34-37</td>
</tr>
<tr>
<td>5.</td>
<td>Upcoming Conferences</td>
<td>37-38</td>
</tr>
</tbody>
</table>
Preface:

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

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Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.
KEYNOTE SPEAKER

Elmarie Potgieter
Founder and Managing Director of RITE Education, Kuala Lumpur, Malaysia

Topic: Let’s Not Get Lost in Translation: Implementing International Best Practices and Localising Curriculum Content

Elmarie Potgieter is the Founder and Managing Director of RITE Education, a consultancy passionate about delivering personalised, sustainable and cost-effective solutions to 21st century challenges in education. Elmarie brings with her a wealth of experience in education transformation, namely school leadership development, pedagogical coaching, as well as curriculum and accreditation framework development. She has international experience in leading research-based and impact-driven capacity building projects across developing and developed countries. These include the design, development, implementation and impact assessment of nationwide transformation programmes. Elmarie has also trained officials from the Ministry of Education, educators and school leaders, with a key focus on sustainable practice.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anik Setyowati</td>
<td>Experimental Classes With An Andragogy Approach To Make The Learning Atmosphere Fun And Vibrant (case study at the BSSN Training Center)</td>
<td>It takes a lot of innovation in adult learning, or better known as andragogy, so that it can achieve learning goals and keep the classroom atmosphere comfortable so that it supports the &quot;transfer of knowledge&quot; process. Obstacles often arise when training participants feel learning material is too heavy for reasons of lack of knowledge, boredom or have never known the material previously related. When the training implementation is relatively long and the age of the training participants who are often no longer young causes physical problems that interfere with the achievement of learning goals. This is coupled with low motivation and &quot;needs of knowledge&quot; factors. All of these factors lead to uncomfortable demotivation and class atmosphere because they affect all training participants. The author tries to do classroom observations as a training participant and conducts experimental classes as a teacher, to find the best method to overcome the problems mentioned above. Taking 3 examples of role model instructors with different, unique and efficient learning methods during the observation process. The author uses the learning method when teaching to observe the impact on training participants. Observations and experiments were strengthened by interviews with fellow instructors and training participants. The results of observations, experiments and interviews were compared with literature studies. From the results of the research conducted, it was proven that combining 2 or more teaching methods in teaching produced a pleasant classroom atmosphere and made the training participants enthusiastic in achieving maximum learning outcomes. The choice of learning method must be adjusted to the learning material, training participants and implementation time. Teachers are required to be able to map the training participants' abilities and classroom situations so that they are able to apply the best methods of learning. Keyword: Adult Learning, Learning Method, Role Model of Teaching</td>
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<tr>
<td>Abderrahmane Bassou</td>
<td>The Social Factors Mediating Autonomous Learning: An ELT Textbook Analysis</td>
<td>This paper is part of a doctoral research which turned around the factors mediating autonomous learning in language classrooms at the level of Algerian secondary school education. In fact, through this study the researcher tried to see whether First year secondary school ELT Textbook At the Crossroads was designed in such a way to include the cognitive, metacognitive, social, and affective factors mediating autonomous learning, since the syllabus is conceived under a learner centered curriculum ideology which is one of the main principles of the Competency-based Approach actually in use in the Algerian education system. However, in this paper we will only focus on the social factors which reflect social constructivism which is the basis of scaffolding within the zone of proximal development. In this study the researcher has used a referential as the main research tool to analyze the textbook and a questionnaire to the teachers and another one to the learners. The results have on one hand shown that this factor is taken into consideration for the conception of the textbook but not to the extent it should be. On the other hand, they have shown that teachers and learners classroom practices flow against the tide of change, which is that of fostering autonomous learning. Keywords: Autonomous Learning-social factors- Textbook analysis-Referential</td>
</tr>
<tr>
<td>Gina Laksamana</td>
<td>Proposed Teacher Observation Guide</td>
<td>Gina Laksamana Department of Education, Region IV-A, Batangas State University, Philippines</td>
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<tr>
<td><strong>Abstract</strong></td>
<td></td>
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<td>---------------------------------</td>
<td></td>
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<td>This study aimed to describe the existing teacher observation tool used by public instructional leaders of DepEd Batangas Province and also determined its effectiveness in evaluating the teaching competence of the elementary teachers. The problems met in the use of the existing observation tool were likewise explored with the end view of developing a teacher observation guide. The study utilized the descriptive research design with researcher-constructed questionnaire as main data gathering instrument complemented by focus group discussion and interviews. Respondents were 236 master teachers, 156 principals, and 44 supervisors from 37 districts in the Division of Batangas Province selected through random sampling. The statistical tools used were frequency, weighted mean, F-test, and Scheffe test.</td>
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</tbody>
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**Annie Rose Gheorghiu**  
**ERCICTEL1908054**  
**Level of Awareness of Grade Six-Rizal Pupils on Earthquake Response Activities: Basis for a Strengthened Education Campaign for School Disaster Risk Reduction Management Program**  
**Annie Rose Gheorghiu**  
**Department of Education-Sarangani Division, Department of Education, Philippines**  
**Annie M. Narvaez**  
**Department of Education, Division of Sarangani, Philippines**  
**Fenelia M. Cuaresma**  
**Department of Education, Division of Sarangani, Philippines**  

**Abstract**  
This action research aimed to answer the following questions; What is the level awareness on disaster management among Grade Six - Rizal Pupils before, during or after an earthquake?, What is the level of assessment of pupils on the implementation of SDRRM?, Based on the findings of the study, what action plan or intervention program can be developed? The researcher utilized 39 pupils as participants of the study. The researcher used the descriptive method of research by administering survey-questionnaire to the 39 participants of the study. Two sets of questionnaires were used to determine the level of awareness of the pupils in their preparedness before, during or after earthquakes, and on the pupils’ assessment on the implementation of School Disaster Risk Reduction Management program specifically on Information Education Campaign. For the data analysis, the frequency count and percentage was used. To support the quantitative data, an interview was conducted by the researcher with SDRRM Officer and Coordinator. Based on the data analysis of the study, this will be a baseline for Strengthened Information Education Campaign on SDRRM Program Implementation.  

**Fatima Mokhefi**  
**ERCICTEL1908057**  
**Effective Teaching: Going the Extra Mile**  
**Fatima Mokhefi**  
**Department of Foundation English, Niagara Female College of Excellence, Al Ahsa, Saudi Arabia**  

**Abstract**  
Have you ever wondered what makes a good teacher? If you are one of those inborn instructors, then, you must certainly have wondered. Away from those answers that would at once race into mind at such a question: fairness, reflection, creativeness, charisma…etc, I skip to the one which interests us the most; a good teacher is an ‘effective’ one. How so? It is no secret that effectiveness is no ready-made formula that comes handy to teachers at once. It is foremost the result of years of experience and experimenting different techniques and strategies. It is, moreover, a commitment to the profession as well as to the learners. As teachers concerned with Foreign Language Teaching (FLT), we have to live up to many expectations, those of students mostly. We have to assist them tirelessly so that they acquire the target language, improve their command of the different skills. We have likewise to encourage their endeavours, appreciate their individual efforts, correct their mistakes, criticize them constructively, and offer them a nuanced education that take their differences into consideration. The ‘have-to’ teachers’ list can go to infinite ends in the pursuit of an effective teaching. The paper at hand seeks to investigate effectiveness in education and account for the ways through which teachers may achieve it.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Abstract</th>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diksha Kadam</td>
<td>Learning English Language and Literature in an Innovative Way</td>
<td>Language plays an important role in the lives of men the common man and the research is undeniable when it comes to the English language and the second language of India it replaced the territory of the community and the region. Importance of a second language in India increased as per the rise of a globalization. Everyone knows the importance of English language in day today routine now a days, but only learning the language as per prescribed curriculum and format is not enough, the teacher has to be more and more innovative and creative. This paper will throw light on all these factors, which are relatively important to making the language simple and understandable.</td>
<td>Language, ICT Innovative Activities, LSRW</td>
</tr>
<tr>
<td>Fatima Muhammad Shitu</td>
<td>A Survey of Differences in Male and Female Use of Text Messaging in English as Second Language (ESL) Context: A Case of Federal College of Education Kano-Nigeria</td>
<td>Text messaging/texting is an emerging phenomenon which involves the use of Computer Mediated Communication (CMC) gadgets. In recent times, research that investigated text messaging from both sociolinguistics and communication paradigm are in abundance while many are still ongoing. This present study examines gender differences in text messaging in English as Second Language (ESL) context. The aim of the study is to determine the differences (if any) that exist in the use of text messaging between males and females in the study area. The samples for the study, which consists of randomly selected 100 participants (50 males; 50 females), were drawn from the academics. The samples age range is from 18 – 45 years. The data for the study was collected from the survey questionnaires administered to find out information on five major aspects namely: texting frequencies, texting styles, formalities and expectations, texting personalities and use of emoticon/emoji. Using a qualitative measure, some responses are graded on the 5 scales i.e., all of the time, Often, Sometimes, Rarely, and Never, while some simply require only Yes or No answer. The data was collated using simple percentages. The findings from the study show significant differences between males and females in the use of the 5 aspects of text messaging surveyed based on responses obtained from the questionnaire. These differences in the use of the aspects of text messaging investigated can be attributed to cultural assumptions/ restrictions about gender role. These findings provide new insight in the areas of text messaging and gender studies especially in ESL context.</td>
<td>Language, ICT Innovative Activities, LSRW</td>
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<tr>
<td>Eri Park</td>
<td>University College Roosevelt Students as Multipliers: College Students Teaching High-School Students Social-Emotional and Civic Skills</td>
<td>In a society that is becoming increasingly multicultural, the development of global citizenship skills and an appreciation for others is vital. Another issue, leaving its imprint on the 21st century, is the increase of acts of terrorism. Therefore, at UCR, we are developing a civic curriculum for high-school students not only to prevent processes of radicalization but also to foster emotional and social skills and to increase global citizenship competences at the same time. A group of University College Roosevelt psychology students receives training on topics, including: 1) mindfulness and emotional control, 2) prejudice and stereotypes, 3) perspective taking, 4) critical thinking, 5) ‘us’ versus ‘them’ thinking and social exclusion, 6) conflict negotiation skills, 7) positive identity and self-esteem, and 8) political efficacy and engagement in action. Students themselves develop teaching material on these</td>
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</tbody>
</table>
topics and then go to local (high-)schools to share their knowledge with pupils and work with them on these topics.

We have been developing exercises which are building onto each other in incremental steps: from a very tangible/hands-on level to more challenging and demanding ones which require to step into pre-existing networks on knowledge. After the execution of every exercise, a discussion follows which is all about building links between the ‘theme of the exercise’ and participants’ own lives experiences. It is all about helping students to develop a deeper theoretical understanding of the phenomenon in question (and therefore also of processes in their own lives); and to give them the required tools to break behavioural patterns, which may have under certain circumstances detrimental effects.

Uwani Saleh Muhammad

Investigating the Uses of Conjunctions in the Narrative Writing of Undergraduates in Federal College of Education, Kano

Uwani Saleh Muhammad
Federal College of Education, Kano State, Nigeria

Abstract
Writing is considered as an art of communication that is difficult to master. The purpose is to identify and examine ways in which undergraduates use conjunction in the 1st paragraph of their narrative writing.
Halliday and Hasan’s (1976) framework was used. Twenty five (25) out of seventy narrative essays were randomly selected for the research.
The finding revealed that additive conjunctions carried the highest percentage in the frequency of occurrence with 65%. It was followed by Adversative 20% causal with 10% while temporal 5%.
Finally, various suggestions were offered for pedagogical improvements.
Keywords: Conjunction, Narrative Essay, Undergraduates, Frequency of Occurance

Shehu Ibrahim
Relevance of Communicative Language Teaching Approach to Students Communicative Competence Skills Development

Shehu Ibrahim
Department of Liberal Studies, School of General Studies, Abdu Gusau Polytechnic, Sokoto-Gusau Road Talata Mafara, Zamfara State, Nigeria

Abstract
This paper discussed relevance of Communicative Language teaching (CLT) approach to students’ communicative competence. In doing so, it discussed the concept of Communicative Language Teaching approach describing it as a wild of circumstance. Thus, it originated to provide answers to variously raised questions about the efficacies and the theoretical frameworks underlying the previous methods and approaches. The paper discussed some language and learning theories to serve as interactive theoretical framework of the writing. The paper further presented some linguist’s views of what constitutes communicative competence as some other competences that must relate, interact and interweave for effective and successful communication. These include grammatical, strategic, discourse and socio-linguistic competences. Finally the paper highlighted few implications of the topic for competence teaching for effective communication; it concluded that language teacher should note the priorities among the various competences and suggested among other things that language teachers need retraining exercises to be abreast with useful and current perspective on the proper utilization of the CLT.

Jamiludin Hidayat
The Profile of High School Students’ Mental Model on Atomic Structure and Chemical Bonding Concept

Jamiludin Hidayat
Sekolah Pascasarjana (SPs UPI) Universitas Pendidikan Indonesia Prodi IPA, Universitas Pendidikan Indonesia (Bandung), Bandung, Jawa Barat, Indonesia

Harry Firman
Yayan Sunarya
Sri Redjeki
Abstract
Research on the Profile of High School Students’ Mental Model on Atomic Structure and Chemical Bonding concept has been carried out with the aim of identifying the profile and characterization of the mental models of high school students in the concepts Atomic Structure and chemical bonding. The research method used was descriptive research, with the subject of research as many as 177 students. The Science Program consisted at a State Madrasah Aliyah (MAN) in Ciamis, Indonesia. Data collection uses a mental model diagnostic test in the form of two tier diagnostic tests. The results showed that students' understanding at the sub-microscopic level on the concept of atomic structure and chemical bonds was still low, the categories of mental models in this material were very diverse for each level of representation. The results of this study can be used by teachers in improving the learning process and can be input for practitioners making chemical teaching materials in high schools.

Keyword: Chemical Bonding, Content Validity Ratio, Mental Models, Two Tier Diagnostic Test.

Paradigm Shift to Functional Literacy for National Development in Nigeria

Motanya Chukwuma Charles de
Department of English, School of Languages, Aminu Saleh College of Education, Bauchi, Nigeria

Abstract
While there are some exceptions, the generality of the products of Nigeria’s educational system today seems to have got it wrong. The main role of education in man's life is to expand people’s knowledge base thereby helping them to shape their destinies and move them towards desirable goals and better living. This in turn leads to national development. In Nigeria, the reverse is the case as majority of our youths are unemployed despite being graduates at different levels of education. This situation suggests that the kind of literacy acquired in our school system is disconnected with the realities on ground as these teeming graduates are unemployable. It is in the light of this that this paper proposes functional literacy for all as a remedy to the situation. The paper recommends that government should de-emphasize certification in preference to functional literacy for national development. Also, the government should review the school curriculum with the intention of making sure that technical subjects and the likes are given adequate attention.

Keywords: Growth, National Development, Functional Literacy

School Learning Action Cell as a Key for Teacher’s Continuous Learning and Development

Vivian Silva
Department of Education, Schools Division of Batangas, University of Batangas, Philippines

Abstract
This action research aims to institute measures that will continuously improve the competence of teachers based on their training needs in line with the national standards of practice, thereby ensuring their contribution in uplifting the general welfare of learners through school learning action cell. Using the descriptive method of research, the findings disclose that the training needs of teachers in terms of learners’ diversity and inclusion, content and pedagogy, assessment and reporting, 21st century skills and ICT integration, curriculum and contextualization have significant effect on the effectiveness of teacher’s teaching practices. The results contribute in proposing a plan to institutionalize the conduct of school learning action cell that will help create an effective learning environment and improve teaching-learning situations. Thereby, it provides teachers an avenue of reviewing some areas of concerned in performing their duties and responsibilities as an effective and efficient teacher.

The Role of School Head in Developing the Culture of Research in Calaca District

Cerilina A. Manalo
Department of Education Region IV-A, Division of Batangas, University of Batangas, Philippines

Abstract
This study “The Role of School Head in Developing Culture Research in Calaca District” aims to find out teachers’ perception on action research writing and determine the underlying causes that hinder them to conduct this activity. It seeks to gather the perception of teachers on the strategies that the school heads may adopt to institutionalize action research writing. It uses the quantitative, descriptive method of research and survey questionnaire is the data gathering method.
instrument. The respondents are the 182 out of 345 teacher in the district who are chosen using the “Small Sample Techniques” proposed by Krejcie and Morgan (1960). The frequency distribution, ranking and weighted mean that uses the Likert Method of Scaling Techniques that assigns a scale for each indicator are the statistical treatments used to interpret the data. The results showed that majority of the teachers perceived action research writing as important tool in enhancing their innovativeness and analytical thinking skills. It also showed that the multi-faceted tasks of teachers affect their performance in conducting a study. It stressed that the provision of rewards and incentives is the topmost strategy that must be adopted by the school to encourage teachers to delve into research writing. The significant output of this study is a project proposal based on the immediate needs of the teachers and the perceived roles of the school head in developing culture of research in Calaca district resulting to better delivery of services to the learners.

Keywords: Action Research Writing, Culture of Research, Knowledge, Skills and Attitude

Dr. Anabel R. Marasigan
Department of Education, Region IV-A, Batangas State University, Batangas City, Philippines

Abstract

Introduction: One of the strong partners of the school is the Local Government Unit. By establishing a relationship with LGU, schools become more effective in the delivery of its key roles in providing quality basic education that is accessible to all learners. At the same time, it become key hubs for the wider community, enabling more efficient delivery of community services and the use the use or development of public infrastructure. This study provides an overview of the impact of LGU/DepEd partnership programs in terms of pupils’ learning outcomes, teachers’ competence, health and nutrition programs, sports and physical fitness and physical facilities development. At present, school heads face challenges when it comes to the timeliness on the implementation of the programs that need to be addressed.

It is a qualitative study and uses phenomenological approach in describing the perspectives of the participants on the kind of linkage that exist between the two agencies. The findings reveal that these programs contribute for the success of DepEd Calaca in all aspects of development if and only if the challenges will be overcome through proper coordination and planning. This study will serve as basis in designing long-term strategic plan towards educational sustainability.

Keywords: Success, Mind Map, Partnership, Sustainability, Linkage, Collaboration

Franklin Galoyo
Science, Technology, Engineering and Mathematics (STEM), SHS in Calaca, Philippines

Abstract

The main purpose of the study was to describe (1) the students’ level of proficiency in science; (2) the extent of teachers’ implementation of spiral progression; and (3) the science teachers experienced on implementation of spiral progression approach. A total of 300 learners participated in the study; a descriptive quantitative research design was utilized. The reliability of the test using Cronbach’s Alpha is .95, indicating high internal consistency. The methods employed were: 60-item Science proficiency test that measure learners’ understanding on scientific explanation, scientific evidence, scientific knowledge and productivity in science; and a survey questionnaire using the Likert Scale that measures teachers’ implementation and experience on Spiral Progression approach. This study revealed that the level of proficiency of students in Science is approaching proficiency. This implies that students did not attain mastery and skills in Science, contrary to the expected outcome of using the spiral progression approach. Also, there is positive correlation between the proficiency level of students and the implementation of teachers on spiral progression. This study also show that Science teachers have negative experiences towards implementing spiral progression approach and still have misconceptions on the spiral approach.

Keywords: Science Proficiency, Spiral Progression Approach, Assessment
<table>
<thead>
<tr>
<th><strong>Role of Non-Formal Education in Improving Economic Status of Rural Women in Faskari Local Government Area, Katsina State</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Murtala Sale</td>
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<tr>
<td>Department of Education, College of Vocational and Technical Education, Hassan Usman Katsina Polytechnic, Katsina State, Nigeria</td>
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</tbody>
</table>

**Abstract**

This study examined the extent role played by programmes organized outside the formal environment pertaining to education which improved the economic status of rural women in Faskari Local Government Area. The study was guided by two research questions and one hypothesis. Purposive sampling technique was used to draw 1758 women in the different programmes organized by Non-governmental organizations as a non-formal education, out of which 1667 responded to the study. The questionnaire used for data collection was validated by experts in the fields of education and a reliability coefficient of 0.78 was obtained, using Cronbach Alfa formulae for determining the internal consistency of the instruments. The research question was answered using mean while hypothesis was tested using t-test statistics. The result shown that participation in the non-formal education programmes improved economic status of rural women in Faskari Local Government Area of Katsina State. There is no significance difference in mean response of rural women in Mairuwu community and rural women in Ruwangodiya community on the role of non-formal education programmes in improving their economic status. Therefore the study recommended that such programmes should be extended to all other local government in Katsina State as well as the other neighboring states.

**Keywords**: Non-Formal Education, Economic Status, Rural Women

<table>
<thead>
<tr>
<th><strong>Challenges Faced by Kindergarten Teachers in Adapting to the Required Skills of the 21st Century</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Naglaa Alzahar</td>
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<tr>
<td>Department of Kindergarten, Faculty of Early Childhood, Imam Abdulrahman University, Al Jubail, Saudi Arabia</td>
</tr>
</tbody>
</table>

**Abstract**

For kindergarten teachers to be in line with the times, they must be equipped with essential skills and updated information. In gaining these skills and information, plenty of obstacles and challenges are expected. The current study aims to shed a light on the skills Kindergarten teachers need in order to build strong, independent, and creative children who can accommodate the dramatic change the world is facing. The study also attempts to highlight the difficulties kindergarten teachers are expected to encounter while assisting their children to exceed their potentials. The difficulties are examined from the school administration’s point of view, and seen from three different angels; (1) teaching instruments and strategies, (2) administration’s cooperation and support, and (3) the child’s abilities and perceptions to change. Thus, an observation card is used to answer two main questions, (1) what are the major challenges that most kindergarten teachers face in the 21st century?, and (2) how does the level of adversity vary among these three areas?

<table>
<thead>
<tr>
<th><strong>Contextualized Session Guides in Learning Strand 5 for Lower Elementary of Als K to 12 Basic Education Curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Armelinda Palo</td>
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<td>Department of Education, DEPED, Batangas, Philippines</td>
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</tbody>
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**Abstract**

| **Jesusa D. Perez** |
Abstract
The study aimed to describe the existing teaching guides used by ALS teachers of DepeEd Batangas Province and its effectiveness in developing concepts and transferring skills to out-of-school children, youth and adult (OSC/Y/A) was also determined. The effectivity of the existing session guides in the teaching-learning engagements for the ALS learners was likewise considered. The problems met in the use of teaching guides were also explored with the end view of developing a contextualized session guides in Alternative Learning System (ALS) K to 12 Basic Education Curriculum of Learning Strand 5 for lower Elementary.

The study utilized the descriptive research design with researcher -constructed questionnaire as main data gathering instrument complimented by focus group discussion and interviews. Responses were gathered among 71 ALS teachers from 37 districts in the Division of Batangas. The statistical tools used were frequency, weighted and composite means.

The findings revealed that the respondents concurred that the existing teaching guides were unavailable as per current ALS K to 12 Basic Education Curriculum, for the Learning Strand 5-Lower Elementary. The respondents strongly agreed that the existing session guides for ALS – Lower Elementary has not been evident. It needs to be contextualized to help the learners and teachers to be actively engaged in the teaching-learning activities in providing for every opportunity to learn and relearn the competencies as part of the major changes in the educational system. The effectiveness of the existing session guides was also determined including the problems met in the use of ALS teaching guides. On the basis of findings, ALS session guides in Learning Stand 5 – Expanding One’s World Vision for Lower Elementary be developed in the A & E program as an intervention was proposed to increase the level of performance of ALS learners who are the future pillars of the country.

It was recommended that the ALS session guides in Learning Stand 5 – Expanding One’s World Vision for Basic Learners be used in the delivery of instruction and be subjected for future review or enhancement prior to implementation. Proper consultation among instructional supervisors, looking into the individual components of the session guide may also be conducted to address the problems met. Lastly, similar studies may be conducted on the other criteria to determine the effectiveness of the session guide for ALS individual-learners.

Evelyn Jayapala
ERCICTEL1908086

Psychomotor Activities Build Self-Confidence amongst Homeless Students

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Abstract
In most of the school holiday programs, psychomotor domain is always the dominant skill applied to build a student in many areas. Similarly, in these eight days of school holiday program, the activities that are organized are on psychomotor activities. The level of behaviours adopted in this study are Manipulation, Precision and Articulation. Twenty-four homeless students are involved in this RS SHoP program. The purpose of this study is to explore how these homeless students develop self-
confidence through psychomotor activities. Observation with the guide of checklist and semi-structured interview are employed to obtain the findings. The teachers and researchers are involved in the eight days of students’ observation towards their reaction to build self-confidence. Three students are chosen based on random sampling for the interview. This study demonstrates the students are confident when they work in teamwork and that makes them feel emotionally stable to compete with other teams. The students claim that the confidence increases when the winning group is rewarded and the losers get punished. This result suggests the great impact of psychomotor activities builds the confident level of the homeless students.

Keywords: Psychomotor Activities, Self-Confidence, Manipulation, Precision, Articulation

Jenevieve P. De Leus
ERCICTEL1908088
Perception of Teachers on the Instructional Supervisory Practices in Bambang Elementary School at Calaca District

Jenevieve P. De Leus
Deped Calaca/Division of Batangas Province, Batangas, Batangas, Philippines

Abstract

At school level, how supervisors should professionally support while working with teachers was the discussion about the field of instructional supervision and was a main derive for developing the different supervision models because they produced different practices. The aim was to increase for the best method by which supervisors could best improve the teachers’ performance; provide them with the needed assistance; for the total school improvement and providing quality education for the learners. The descriptive method of research which aimed to determine the supervisory practices usually employed by the school head. The respondents of the study were the seven (7) female teachers of Bambang Elementary School. The frequency, ranking and weighted mean were the statistical treatment used to interpret the data. The researcher utilized survey method as data gathering procedure. Survey questionnaire served as the data gathering tool. As school leader, the school head was able to employ the supervisory practices listed to a very great extent which implied that the school head effectively performed the duties of instructional supervisor. The teachers preferred the supervisory practices of school heads with regards to the proper and effective communication with teachers during post observation such as rating their performance fairly and giving valuable suggestions after observation. All teachers perceived that instructional supervisory practices employed by the school head enhanced the delivery of their instructions. Results of the study emphasizes that the preferences of teachers on instructional supervisory practices must be given attention by the school leaders. Likewise, reviewing the current supervisory practices of school heads with regards to instructional supervision to really foster professional growth among teachers is a must.

Keywords: Perception, Instructional Supervision, Supervisory Practices, Instructional Competence, Performance

Maricel M. Munoz
ERCICTEL1908090
The Implementation Of Special Science Elementary Schools Curriculum In Lemery Pilot Elementary School: An Assessment

Maricel M. Munoz
Department of Education, Region IV-A Division of Batangas Province, Batangas, Philippines

Abstract

The study was conducted to ascertain the extent of the implementation of Special Science Elementary Schools Curriculum in Lemery Pilot Elementary School in terms of learners, teachers, school head, school and curriculum as assessed by teachers and parents during the school year 2016-2017. The study employed the descriptive design and used questionnaire for data gathering. The statistical tools applied were weighted mean and t-test. This study revealed that implementation of Special Science Elementary Schools Curriculum was outstanding as assessed by teachers and parents. There was a very significant difference between the assessment of teachers and parents in implementation of Special Science Curriculum. The program of activities was proposed to sustain the Special Science Elementary School Curriculum. The following conclusions were drawn based on the findings of the study. The physical, intellectual, socio-cultural, motivational leadership and creative traits were outstandingly exhibited by the SSES learners. The teaching competencies demonstrated by teachers to an outstanding level. The strengths of the teachers were in the mastery of subject matter, classroom management and public relations and interpersonal skills. Although the implementation of Special
<table>
<thead>
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<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Science Elementary Schools Curriculum was outstanding, there is still a need to maintain and sustain the status of such curriculum especially in each component. The study is beneficial to stakeholders: Department of Education, school heads, teachers, parents, pupils and community. Keywords: Curriculum, Parents, School Head, SSES Project, Teachers</td>
<td>Nihal Anabel A.K. ERCICTEL1908095</td>
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<tr>
<td>Developing S2T2 – A Student Skill Tracking Tool for 21st Century Learning</td>
<td>Nihal Anabel A.K. Socio-Emotional Department, Muktangan Education Trust, Mumbai, India</td>
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<td></td>
<td>Malvika Fernandes Socio-Emotional Department, Muktangan Education Trust, Mumbai, India</td>
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<tr>
<td>Abstract</td>
<td>Mainstream school curriculum has been transforming to accommodate 21st century skills. The objective of this tool is to help educators track these skills in students thereby facilitating necessary adjustments in curriculum to meet individual needs of the learner. Apart from looking at the four Cs of 21st century learning, the tool also serves as a referral mechanism for providing additional support (remedial education, counseling, mentorship) to the learner. Data was obtained from 49 elementary school teachers belonging to low-income NGO run public schools in Mumbai. Quantitative analysis of the tool reveals its user-friendly, time effective and reliable nature. Further testing of the tool in varying contexts would provide for its assimilation into school systems Keywords: 21st Century Skills, Collaboration, Communication, Creativity, Critical Thinking</td>
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<tr>
<td>Improving Student’s Academic Performance using Digital Game-Based Learning in Physics</td>
<td>Faith Micah D. Abenes Science Department, Rizal Technological University, Mandaluyong, Metro Manila, Philippines</td>
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<tr>
<td></td>
<td>Dr. Virginia Sobremisana Arts and Science Department, Rizal Technological University, Mandaluyong, Metro Manila, Philippines</td>
</tr>
<tr>
<td>Abstract</td>
<td>In this generation, everything that one wants to know and get is just one click away. The education also must cope with the fast-changing world where everything revolves in the Digital World so as the Instructional Materials and Methodologies also must adapt to this change. A drift from a plain chalk and talk method to a click and learn is the Digital Game-Based Learning (DGBL). It is a new trend in education where the students learn through mobile devices while having fun. Researchers found out that one of the reasons of the decrease academic performance of students is the over usage of mobile devices. To solve the emerging decrease in the Academic Performance of the students is through integrating Digital Games in Teaching and Learning process. The study aims to determine the effect of Digital Game-Based Learning (DGBL) in learning Physics for Grade 7 junior high school students, specifically in the topics on Light, Sound and Heat. A quasi-experimental non-randomized pretest and posttest group design was used in this study. One experimental group is classified with 42 students are the under-achievers in the Grade level. The delivery of the teacher in teaching the subject, motivation, and professional qualifications were taken into consideration the whole time that the study was conducted. The students’ mean scores in the pretest and posttest tremendously differ significantly with computed t-value of -39.60 for sound, -36.83 for light and -30.18 for heat, which is greater than the tabular value of ±2.08 determined at 0.05 level of significance. The Academic Performance of the students increases as they use the Digital Game-Based Learning. Mobile Devices can be integrated in the teaching and learning process and has a greater impact in the academic performance of the students. Keywords: Academic Performance, Digital Game-Based Learning (DGBL), Mobile Games, Physics</td>
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<tr>
<td>Meditatinal metacognitive engagement in flipped learning; A case study in junior secondary school in China</td>
<td>Lina Guo The University of Waikato, New Zealand</td>
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</table>
There are three kinds of engagement in learning - behavioral, emotional, and cognitive. There appears to be limited research which explores cognitive and metacognitive engagement in secondary school classrooms in China. This presentation outlines my proposed research to explore how students and teachers can work together, to develop a flipped learning environment to support higher order thinking and active learning. Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subjects matter. In this presentation, the researcher’s interest in the topic, and the story of the researcher’s teaching will be presented. This story reveals some of the drivers for the proposed study. As well, 21st-century learning, and flipped learning, learning theory and social-cultural aspects of learning, cognition and metacognition development, self efficacy, engagement, of which main points in my literature review will be mentioned for making sense of the rationale of the proposed research. Among this, the researcher will particularly emphasize on the history and development of the flipped learning only to address the significance of my research in the context of the Chinese education system in China. The proposed research is socio-cultural in nature. Methodology framework used in the proposed study will be introduced in the presentation including the research design, participants and the data collection to give a holistic picture of my study. It will develop a case study, which outlines teachers, students, and principal and parents perspectives of flipped learning in one junior secondary school in China. This study is a case study with workshops for teachers using Dewey’s reflection model, so the recursive research design and procedures used in the proposed research will be emphasized.

Keywords: Flipped Learning, Engagement, Mediation

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<tr>
<th>Rizal Bin Nawi</th>
<th>Whatsapp Messaging In Use: Assisting Esl Students In A Task Based Learning Environment (Speaking Skill)</th>
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</table>
| ERCICTEL1908099 | Rizal Bin Nawi
English Language Unit, Negeri Sembilan Matriculation College, Kuala Pilah, Negeri Sembilan, Malaysia

Hazrina Binti Abu Hassan
English Language Unit, Negeri Sembilan Matriculation College, Kuala Pilah, Negeri Sembilan, Malaysia

Abstract
The use of WhatsApp Messaging (WA) in language learning is seen as an alternative way for educators to attract students in learning as well sustaining their interest in acquiring the target language. Moreover, this will also help to keep the educators up to date with the latest technology used in education. Yahoo Messenger (YM), Skype, Gtalk and FB chat are some of the Instant Messaging clients in chatting online. This tool is seen as the nearest to the students considering that they spend most of their time online. A mixed method study was carried out to examine the effect of WhatsApp Messaging (WA) on ESL students’ performance in Task-Based Learning (TBLL) environment. Using the embedded design, a quasi experimental study was carried out to a group of 27 first year students who are pursuing pre university course in the Negeri Sembilan Matriculation students. The WhatsApp Messaging (WA) treatment took about 7 consecutive weeks for a 15-minute meeting twice a week. Students were asked to work in groups to discuss topics assigned on their final project by their lecturer using WhatsApp Messaging (WA). A set of close ended questionnaire was distributed before and after together with follow up interviews after WhatsApp Messaging (WA) conference sessions conducted to see the attitude of students’ change after undergoing IM treatment in TBLL environment. Other than that, data were also collected from close ended questionnaire and structured interviews done to see the effectiveness of using IM in Task-Based Language Learning (TBLL) environment. Results of the study have shown that students have positive attitudes towards using WhatsApp Messaging (WA) in TBLL environment and perform better in completing task. Feedbacks from students’ responses have also proven the effectiveness of WhatsApp Messaging (WA) in Task-Based Language Learning (TBLL) environment.
| Winnet Chindedza  
| ERCICTEL1908102 | Assessment Strategies for Effective Teaching and Learning: A Case for Zimbabwean Secondary Schools  
| Winnet Chindedza  
| Department of Curriculum Studies, Faculty of Linguistics, Great Zimbabwe University, Masvingo, Zimbabwe |  
| Abstract | This paper focuses on the strategies used by teachers to assess pupils in Zimbabwean secondary schools. Library research was adopted to find out what strategies teachers use in assessing their pupils. Assessment strategies are geared to promote effective teaching and learning. So, the methods centre on examination and frequent testing and evaluation. This continuous assessment is done throughout the year for effective teaching and learning to take place. The research found out that, in Zimbabwe, teachers use marks, extension and remedial record books for pupils. These records help the teachers to continually assess pupils’ progress in mastering concepts in different subject areas on a daily basis. Continuous assessment comes in through the use of revision tests at the end of each chapter and pupils are also examined during and at the end of every term in order to assess their progress. At the end of the year, ‘O’ and ‘A’ level classes are given examinations based on vigorously maintained standards. An examination requirement that will demonstrate competence on the part of the pupil and the passing of these exams will show that effective teaching and learning took place in the classroom. So, continuous assessment gives pupils the right practice for achieving excellence in examinations. The study concludes that if assessment strategies are given due attention in the teaching and learning process, they promote quality education. Therefore, the study recommends that teachers and learners be seriously involved in the assessment process to promote excellence in teaching and learning.  
| Keywords: Assessment strategies, effective teaching, learning |  
| Azizah  
| ERCICTEL1908105 | Teachers and Parents’ Need for Parental Involvement in Elementary Education.  
| Azizah  
| Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia |  
| Sofendi  
| Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia |  
| Rita B. Ruscoe  
| Department of Education, Faculty of Teacher Training and Education, Normal University, Philipina |  
| Yosef  
| Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia |  
| Sri Sumarni  
<p>| Department of Education, Faculty of Teacher Training and Education, Sriwijaya University, Indonesia |<br />
| Abstract | The objective of the study was to explore teachers and parents’ needs for parental involvement in elementary education. 36 teachers and 144 teachers of elementary schools were involved as respondents. Data for the purpose of answering the research questions were obtained through administering questioners to teachers and parents. In addition, selected teachers and parents were interviewed to obtain the context of determining parental involvement. Researchers analyze the data by comparing score variance using t test and describing teachers and parents’ perspective on the context of determining parental involvement. The findings showed that teachers and parents have relatively similar needs for parental involvement across types parenting, communication, learning at home, volunteering, decision making, and collaboration. It suggests that both Filipino and Indonesian elementary schools should establish programmatic effort across types of parental involvement based |</p>
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<tr>
<th><strong>Author</strong></th>
<th><strong>Title</strong></th>
<th><strong>Affiliation</strong></th>
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<tbody>
<tr>
<td>Efry Mindayula</td>
<td>The Perception of the Teachers and Pre-Chemistry Teachers on the Most Effective and Efficient Chemical Learning in a Digital Era.</td>
<td>Department of Chemistry Education, Yogyakarta State University, Yogyakarta, Indonesia</td>
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<td>Setyabudi Indartono</td>
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<td>Department of Chemistry Education, Yogyakarta State University, Yogyakarta, Indonesia</td>
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<tr>
<td>Kaye Gabrielle Ariz</td>
<td>Weaving the Culture of Digital Tourism in the Context of the Summer Capital Of the Philippines</td>
<td>Lorma Special Science High School, Lorma Basic Education Schools, Philippines</td>
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<td>Joshu Abiezer Marayag</td>
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<td>Lorma Special Science High School, Lorma Basic Education Schools, Philippines</td>
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<td>Ma. Sophia Isabelle Gaspar</td>
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<td>Ana Sofia Loreen Mirambel</td>
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<td>Cloie September Lang-ay</td>
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<td>Lorma Special Science High School, Lorma Basic Education Schools, Philippines</td>
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<td>Mariano Rafael Florentino</td>
<td></td>
<td>Lorma Special Science High School, Lorma Basic Education Schools, Philippines</td>
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</table>

Abstract

This study is aimed to investigate the perception of the teachers and pre-Chemistry teachers on the highest effective and efficient chemical learning in a digital era. It is important to explore the most effective and efficient on chemicals learning to improve achievement of student. It is very important to explore effective and efficient chemical learning to improve students' chemistry learning achievement. As many as 100 teachers in Yogyakarta and 100 pre-Chemistry teacher as respondents in this study. Data collection was obtained by interviews and questionnaires. The results show that there are various unique responses from teachers and pre-Chemistry teachers on the most effective and efficient chemistry learning to improve achievement of student.

Keyword: Effective And Efficient Learning, Chemical Learning, Achievement, Digital Era.
implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly applicable to the City of Baguio and is adhered by tourists, locals and the government.

**Keywords**: Tourism, Technology, Culture, Identity, Globalization

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<tr>
<th>S M Akramul Kabir</th>
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<tr>
<td><strong>Listen or lose: Prioritizing the Difficulties of Listening Comprehension of IELTS Students in Bangladesh</strong></td>
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<tr>
<td><strong>School of Teacher Education, University of Canterbury, Christchurch, New Zealand</strong></td>
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</table>

**Abstract**

Being a core language skill, listening skill is tested in IELTS examination. The purpose of this study was to explore the difficulties in comprehending IELTS listening tasks experienced by Bangladeshi students, and how to deal with these difficulties. This study was administered to IELTS preparatory students at an IDP affiliated preparatory centre in Bangladesh. A multi-method research design was used. A survey of 122 students was conducted which was underpinned by interviews of IELTS trainers and high-scoring experienced IELTS test-takers in order to identify the difficulties of the students. The findings from this study are that the main causes of difficulty for the students are their inability to recognize known words due to unfamiliarity of accents and speed, their lack of vocabulary knowledge. These difficulties are particularly evident when students listen to a previously unknown topic in IELTS. This study suggests some strategies that Bangladeshi students could follow to deal with their listening difficulties in preparing for IELTS listening test.

**Keywords**: Listening comprehension, IELTS listening, Bangladeshi IELTS students, IELTS Preparation.

<table>
<thead>
<tr>
<th>Elvida Safitry Zainuddin</th>
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<tbody>
<tr>
<td><strong>Learning The Properties of Buton Asphalt as An Oil Shale in Buton Island to Expand The Knowledge of Students About Physics</strong></td>
</tr>
<tr>
<td><strong>Masters of Teaching Program, Institute Technology Bandung, Bandung, Indonesia</strong></td>
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**Prof. Lilik Hendrajaya**

**Physics of Earth and Complex System Research Division, Institute Technology Bandung, Bandung, Indonesia**

**Abstract**

Asphalt in Buton Island, Southeast Sulawesi, Indonesia, has a large reserve amount of around 650 million tons. In Buton, asphalt is only used for road construction, but this asphalt has characteristics that can be utilized as a substance to produce crude oil. We study its characteristics to know the process of processing Buton asphalt into crude oil based on literature. Asphalt characteristics are studied from their physical properties and mineral content. Samples are taken in Kabungka (Wintomine), Lawele, and Sampolawa to compare their density. They are found that the density obtained from all samples is in the range of the literature and has the characteristics that approximate the characteristics of oil shale in the Green river, United States of America. It is expected that learning about Buton asphalt can expand the knowledge for students about the advantage of Buton asphalt as a natural resource and a source of learning physics.

**Keywords**: Asphalt, Oil Shale, Buton Island

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<tr>
<th>Aufa Maulida Fitrianingrum</th>
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<tbody>
<tr>
<td><strong>Student Concept Understanding of Fluid Mechanics in Semarang East Floodway Current</strong></td>
</tr>
<tr>
<td><strong>Physics of Earth and Complex System Research Division, Institut Teknologi Bandung, Bandung, Indonesia</strong></td>
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**Lilik Hendrajaya**

**Physics of Earth and Complex System Research Division, Institut Teknologi Bandung, Bandung, Indonesia**
### Abstract

Physics learning aims to make students gain not only facts but also understanding scientific concepts. Physics learning approach can be taken from the surrounding environment, so the students are able to directly imagine the natural phenomena and connect them to physics. One branch of physics that has a lot of phenomena is fluid mechanics (static and dynamic). Fluid dynamics can be learned using river current such as Semarang East Floodway. Students can learn about debit, current velocity, volume, topographic, and flood hydrograph. Students also can learn about canal's functions and problems, and how to decrease flood threatening using physics method. From the topographic map, students can understand about meander that happened in upstream canal (Penggaron River), erosion and sedimentation in the river body, narrowing under the traffic bridge, delta at the mouth of river (towards the Java Sea) which is used as a pond. Physics learning along the Semarang East Floodway was able to make contextual physics teaching materials for students.

**Keywords:** Fluid Mechanics, River Current, Semarang East Floodway, Physics Learning

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### Blended Learning: Alternative Methods for Improving Social Studies Critical Thinking In 21st Century Education

Yunike Sulistyosari  
Universitas Negeri Yogyakarta, Yogyakarta, yunikesulistyosari2018@uny.ac.id

**Abstract**

Online-based learning is a trend in the 21st century education era with the availability of increasingly sophisticated and practical technologies. The use of technology in education can be used to create creativity in the learning process. So far there has been no in-depth study of the effects on students' critical thinking. The development of technology also results in an attitude of individualism in response to social phenomena in the surrounding environment. This study aims to reveal whether through blended learning can improve students' critical thinking and the quality of social studies learning towards the current social phenomena. A mixed approach that is used to analyze data both quantitatively and qualitatively. Differential power analysis used in quantitative aspects with respondents from 50 social studies students, while analyzing themes and participant response patterns used in qualitative aspects. The results of the analysis show that learning using the blended learning method successfully increases student thinking in response to social phenomena. This is evidenced by the value of the results of evaluations and observations in analyzing social phenomena, thus the application of blended learning is effective in improving the thinking skills of IPS students.

**Keywords:** Blended Learning, Critical thinking, 21st Century Education

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### Analysing Constructivist Teaching and Learning in Adult Non-formal Education Centres in KwaZulu-Natal, South Africa

Dr Celestin Mayombe  
School of Built Environment and Development Studies, University of KwaZulu, Durban, South Africa

**Abstract**

In South Africa, adult non-formal education (NFE) programmes are an opportunity for unskilled adults with low education achievement to acquire marketable skills in order to access the means of living. This article provides graduates’ views on teaching and learning methods for skills acquisition in adult NFE centers in KwaZulu-Natal province. It analyses how teachers applied the principles of constructivist theory in teaching and assessing the learners. The researcher used the mixed of stratified and purposive sampling methods to select six NFE centres and 12 (out of 200) learners who studied skills training and became self-employed. The data collection techniques were semi-structured interviews. The findings reveal that the teaching and learning process had aspects of interactive learning, collaborative learning, facilitating learning, authentic learning and learner-centred learning. The researchers conclude that the use of these five constructivist principles indicates that the approaches in teaching and learning in adult NFE centres served to link the course contents to the labour market reality of the adult learners. Continuous sourcing the views of adult learners about how they experience and understand the nature of learning can only enhance teaching and learning environment. It can inform practice and theory.

**Keywords:** Adult Education, Non-Formal Education, Constructivist Theory, Learner-Centred Learning, Authentic Assessment, South Africa.
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<th>Author</th>
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<th>Abstract</th>
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<tbody>
<tr>
<td>Rana Almaroof</td>
<td>Students Acceptance of Google Classroom- An Exploratory Study using PLS-Sem Approach</td>
<td>English Department, Al Buraimi University College, Oman</td>
<td>Google classroom can work in unidirectional process as it can serve the teachers’ strategies and styles on one hand and students’ perception, understanding, and effective participation in different classroom skills on the other hand. The factors that affect the Google classroom acceptance are still not apparent and need further investigation to determine them. Based on the previous assumption, this study is an attempt to examine the factors that affect the Google classroom acceptance by students at Al Buraimi University College (BUC) in Oman. The Technology Acceptance Model (TAM) was adopted to formulate the hypotheses of the current study. The data was collected through an online questionnaire with 337 respondents. The Partial Least Square-Structural Equation Model (PLS-SEM) approach was used to assess both the measurement and structural models. Results indicated that perceived ease of use (PEOU) and perceived usefulness (PU) positively influence the behavioral intention, which in turn influences the actual usage of Google classrooms. This study provides the decision makers of the higher educational institutions a better understanding of the factors that influence the Google classroom acceptance by university students.</td>
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<tr>
<td>Patricia Liana M. Ramo</td>
<td>Using Online Platforms as an Extension of Learning – an Instructor’s Perspective</td>
<td>Institute of Arts and Sciences, Far Eastern University, Manila City, Philippines</td>
<td>Media and technology applications, particularly online platforms, have been widely used in the classroom. Learners exhibit a more positive attitude towards their learning experience when instruction includes technology. On the other hand, instructors are challenged to innovate curricula to include the use of various electronic and digital materials. Previous studies regarding the application of online platforms have revealed various benefits in the area of convenience and ease in disseminating information from both the perspective of the learners and the instructor. This research employed Social Information Processing Theory by Walther (2008) in the analysis of a semi-structured interview with a participant regarding her perceptions of how an online platform affects the communication process between the instructor and the learners. The data gathered and analyzed reveals that communication in an online platform is diversified, and that online platforms provide an extension of the traditional learning environment. This research implies that users of online platforms use such technology for an improvement in both the teaching and learning experience of the instructor and the learners.</td>
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<tr>
<td>Parvana Guliyeva</td>
<td>How the Mechanism of Approaches to Teaching Increases Understanding of Learning and Outcomes in Education</td>
<td>International Educator/Teacher, UCSI International School, Seremban, Malaysia</td>
<td>Approaches teaching embody the main pedagogical principle that way of looking at teaching and learning so that students have multiple options for receiving the information, making sense of ideas, and demonstrate what they learn. The learning community has an important role in supporting the understanding and development of Approaches to learning. In a social—constructivist environment, students co-construct knowledge with peers and teachers to develop their skills. Understanding cannot be transmitted from one person to another; it is always constructed in learners mind. In order to develop a learner’s understanding, their existing knowledge must be challenged and extended. Approach to teaching is student-centred. Our goal is to empower students to be a lifelong learner with skills and knowledge. Nowadays, strategies, skills and attitudes permeate the teaching and learning environment. Successful schools and successful school system believe that...</td>
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educators have the highest impact on students’ learning, performance and personal growth. Understanding cannot be transmitted from one person to another; it is always constructed in learners mind. In order to develop a learner’s understanding, their existing knowledge must be challenged and extended. Approach to teaching is student- centered. Our goal is to empower students to be a lifelong learner with skills and knowledge. Nowadays, strategies, skills and attitudes permeate the teaching and learning environment. Successful schools and successful school system believe that educators have the highest impact on students’ learning, performance and personal growth. It is necessary to mention that there is no single recipe for excellent teaching. Although different schools operating in different countries and cultures, powerful practices and approaches help learners fulfill their potential. The most effective teaching practices and learning environments challenge learners’ thinking beyond what they could achieve independently. The role of the teacher is to support students’ learning. (Vygotsky1978). Teachers have to listen to the voice of the learner in the classroom and help learners develop their own understanding. This process gives a chance to be self- regulated learners as they start to model teachers’ approach. The approach to teaching enhances students learning based on inquiry, focused on conceptual understanding, developed in a local and global context. This is the area of challenge that learners can manage with the help of a skilled person where the effective teamwork and collaboration happens. To enhance student’s learning both, teacher and student become the part of the active learning process. The importance of “Active Learning” is mentioned in my presentation “active refers that learners are engaged actively in the process. Teachers also need to be active leaders rather than a transmitter of knowledge. To meet the needs of all learners Differentiation is another crucial approach to teaching that students must be offered different approaches on what they learn, how they learn it, and how they show what they have learned. In a differentiated classroom, students take more responsibility for their learning. Effective learners understand that learning is an active process involving questioning, discovering barriers, overcomes the barriers and constantly evaluating the progress. Teachers need to be clear in their objectives in their subject area connecting to the real world, scaffold learning and problem-- solving with a variety of teaching strategies. The key element of the quality of learner engagement and the opportunities provided for feedback between the learner and teacher that informed by formative and summative assessment. The aim of my presentation is to show how the school environment and culture nurture the learning and how teachers understand their role in helping students to learn how to learn.

Nancy Ng Yut Kuan
ERCICTEL1908128

Social Learning Model in Lesson Study

Nancy Ng Yut Kuan
Pejabat Pendidikan Daerah Beluran, University Malaysia Sabah, Sandakan, Sabah, Malaysia

Prof. Dr. Lay Yoon Fah
Faculty of Psychology and Education, University Malaysia Sabah, Malaysia

Abstract

Researcher has built the 2P2S Instrument to identify the perceptions of Mathematics teachers in mastery of pedagogical content knowledge (P ), the simulation model (S ), clinical observation (P ) and synergy (S ), Professional Learning Community (PLC) and the behavior of the planned (TLT) in the Management of Professional Social Learning in Lesson study. Researcher was used a combination of quantitative approaches by Rasch Model as well as PLS-SEM and qualitative approaches by triangulation approach in design of this study. The 2P2S Instrument was built to support the Model Of Professional Social Learning Management Through Lesson Study with PDCA and SMART. The 2P2S instrument and the model were intended to foster innovation that supports the management of PLC implementation through lesson study within local context in the country. As a result of the final findings, the researcher found that Rasch analysis shows the distribution of respondents on a scale up 0.61 to 1.41 logit logit and has good of individual reliability (0.73) and very excellent of item reliability (0.99). While through PLS-SEM, the researchers found that relationship between the latent variables have positive influences on the relationship between the management aspects of pedagogical content knowledge, simulation models, clinical observation, synergy, behavioral planned and PLC through PDCA, unless the relationship of some latency variables such as PP1 -> P1 (design of pedagogical content knowledge), P1 -> TLT (pedagogical content knowledge with behavioral planned), S1 -> TLT (simulating model with the behavioral planned), P2 -> TLT (clinical observation with the behavioral
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7th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Malaysia

The Regency Scholar’s Hotel, Universiti Teknologi Malaysia (UTM), Kuala Lumpur, Malaysia

22
Keywords: CLT, Communicative Competence and Higher Secondary Education

A Survey on Interest and Reading of EFL Students

Hendrikus Male
Universitas Kristen Indonesia, Jakarta

Abstract
Reading plays important skills in language in developing the students’ success in their learning. This study aims to find out if EFL students preferred reading skill. It also intends to determine their interest in learning English in general. It employed a descriptive statistics technique. Data were collected from questionnaires and observation. The result showed that the interest and reading are somewhat varied. The majority of EFL students have no interest in reading other sources like newspaper and magazines and the rest have little interest in reading other sources in general. It also indicated that it is contrary to their statements stating that reading is important to their future. It is concluded that teachers and parents should encourage the students to like reading as well as providing a wide range of reading books so that they may have various sources to read. It could be interesting to consider the awareness of the students. Teachers are then to build and motivate the students’ interest on reading.

Keywords: Reading, Students’ Success, Interest

The Impact of Hr. Practices on Organizational Commitment (With Reference to Selected Commercial Banks in Puttalam District –Sri Lanka)

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Abstract
The current study intended to provide in-depth analysis of the impact of HR Practices on Organizational Commitment. The study attempts to examine the impact of HR practices on organizational commitment of non managerial employees in selected listed commercial banks in Puttalam district of Sri Lanka. Data were collected on employee’s perception about HR practices of training, pay, promotion and organizational commitment by using structured questionnaires. Sample consisted of 100 non managerial employees from selected four commercial banks. Research was deductive in nature and descriptive statistics, correlation analysis and simple and multiple regression analysis were used for various analysis of the study. The findings of the study revealed that HR practices are positively and significantly correlated with organizational commitment and HR practices have a significant impact on organizational commitment. Correlation coefficient between the HR Practices and Organizational Commitment was .509 with the significant level of .000 and 99% confidence level. It was founded a strong positive relationship between the HR Practices and organizational commitment. According to the multiple regression analysis with enter model adjusted R square was 0.436 which indicated that 43.6% of the variation in Organizational Commitment is explained by the HR Practices. According to the Stepwise Multiple regression analysis promotion explained 40.9% of organizational commitment and this is increased by 2.1% when training added to the model. The model explained 43% of the variance in organizational commitment. Pay is excluded from the model. Thus pay does not have a significant impact on organizational commitment. According to the multiple regression analysis HR practices significantly impact on organizational commitment. The stepwise regression and enter regression prove that promotion and training are the key factors which determine the organizational commitment, While promotion has a strong positive impact on organizational commitment. According to the findings of the correlation analysis, regression analysis it provides enough statistical evidence to accept all the hypotheses which were determined for the study.

Keywords: HR Practices, Organizational Commitment

Redefining the Leaving Process of the Junior High School Faculty

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Abstract
The unsettling mix of sadness and joy you’re feeling is normal. Leaving somewhere you grew to love for something new feels wrong, but just know that it’s for the best, and it’s what you have to do. Teachers are the ones who create the interest of every student in order for the to develop. The ideal manner why teachers stay in their institution because of the outstanding support of the authorities/organization, and they are used to teach students with high standards of learning. However, Teachers also needs to enhance and improve their practices that’s why they leave the institution to find better opportunities with their profession. This research aimed specifically the unique experiences and the reasons why former faculty members from Private Schools in La Union left the institution regardless how they did they deal with the authority/organization, how they dealt with their personality towards work and the learning experiences from their former institution. This descriptive research used unstructured interviewing as the main component to gather data to derive an accurate result with the objective to redefine the leaving process and to describe their unique learning experiences. Faculty members from Lorma College Special Science High School, 8 respondents from Saint Louis College and 7 respondents from La Union Cultural Institute from year 2016-2018 were interviewed. Through a questionnaire. Furthermore, it is undeniable that teachers leave the institution because of the lack of support from the institution. Teachers also claimed that they find their working environment stressful due to the unsettling issues to their co-workers and the behavior of the students.

Keywords: Professional Development, Job Transfer, Teacher Retention

Information and Communication Technology Skills of Computer Systems Servicing Student of Junior High Schools in Imus City

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Abstract

Information and Communication Technology Skills are a requisite in every aspect of our lives today. It is no longer an edge or an advantage but more of a life skill that everyone must have. Nonetheless, the Department of Education has intentionally incorporated these skills in the Junior High School programs, particularly in the Computer Systems Servicing (CSS) program to ensure that those taking up this coursework will have above-level ICT skills. The study looked into the level of ICT skills of the Junior High School students of Imus City in school year 2017-2018. It made use of a descriptive research design employing a self-assessment questionnaire. Respondents were grade 10 students from three (3) junior high schools, and they were given self-assessment questionnaires. Part 1 of the questionnaire aims to get the profile of the students and the part 2 is lifted from the curriculum guide of the Department of Education and the training regulation of TESDA which seeks to ascertain the level of ICT competencies of the respondents. Statistical tools were applied in measuring and analyzing the data gathered. The core competencies measured are based on the competencies set forth by TESDA and DepEd namely: a) installing and configuring computer systems, b) setting-up computer networks c) setting-up computer servers and d) maintaining and repairing computer systems and networks. As a whole, the students have very good ICT skills; however there are some areas that must be strengthened, particularly those that concerns documentation and reporting.

Keywords: ICT Skills, CSS, Computer Systems, Networking, Technology

A Case Study of Bolder Meaningful Learning: Affective Filters Focused Culture Based Learning Strategy in Mid-Career

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Abstract

Mid-career development in education is essential for a language instructor who aspire to advance his/her career as well as to meet the rising standards at workplace. Thus, this study aims to investigate importance of meaningful learning of second language acquisition in an American cultural context as an English Language Instructor. This is a case study of a Fulbright Foreign Language Teaching Assistant (FLTA) from Bangladesh, in an esteemed institution. This study elicited information from journal entries and substantiated with structured interview responses to add credibility to the findings from the participant of this study. The results indicated the importance to have an experience of
cultural based learning during the mid-career for an aspiration for professional advancement, monetary gains and improving their quality of lifestyle. Mostly because, culture refers to shared ways of being, knowing, and doing where the participant learnt the values, norms, knowledge, belief, practices, experiences and language that are the foundation. The results also revealed that professional network and connection with fellow language instructors around the world lead to meaning learning and able build oneself as a teacher. The lessons learned are presented to help current and upcoming language instructors to meet their goals and progress in career.

Keywords: Professional Development, Midcareer, Language, Teaching and Learning, Education

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ERCICTEL1908140

The Professional Competence of Graduates of Mathematics B.Sc. Degree Program in Proving and Argumentation

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Abstract

This study aims to determine the competence of graduates of B.Sc. degree program in proving and argumentation. The population of the research was 2015/16 Mathematics B.Sc. graduates of three universities purposively selected, and one hundred twenty math-graduates were sampled proportionally and using stratified and systematic random sampling techniques. The research instruments used in the study included questionnaire and proving task. First, the questionnaires were distributed and then the proving task was conducted. Quantitative data were analyzed by descriptive and inferential analysis. The math-graduates’ results of proving task were assessed by assigning new scores based on an assessment rubric adapted for the proving task.

The analysis of the data revealed that the respondents are far more likely to correctly conceive theorems, proofs and the relationships between them; they were not able to analyze mathematical statements and arguments using the tools of logic. Though the respondents were better in mentioning common methods of proving, they were poorer in identifying the method already used in proving. The respondents were also poor in selecting those sound techniques and strategies that are most suitable for them to reach at a conclusion, and in their attempt to prove a theorem and to understand the significance of the theorem and its applicability. The analysis also revealed that the respondents’ ability to pause and check their work is sensible ($p = 0.013$), to draw a diagram if appropriate to appropriate to show them something which they would not otherwise have noticed ($p = 0.000$) and to try a few other approaches if what they are trying do not seem to work while proving ($p = 0.000$) significantly affect their competence in proving and argumentation. Further, the variation in the competence (dependent variable) of the students in proving and argumentation can be explained by variation in the independent variable as r square value is 86.7%. From the findings of the research, it can be concluded that many students who participated in the study do not appeared to have the competence in proving and argumentation required for their profession.

Keywords: Competence, proving and argumentation, assessment with the rubric

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Principals’ Intelligence Key: Its Impacts on School Organizational Climate

Abstract

Intelligence can be viewed in different ways like in the abstract, concrete, general, cognitive and biological form. It is the ability to make effective use of abstract concepts and symbols in thinking and dealing with new situations. Its functioning involved in perceiving, knowing and understanding sometimes measured through the use of problems involving relationships sometimes restricted to performance in perceptual tasks. This ability makes the successful and rapid adaptation to new situations and to learn from experience and it is the capacity to integrate experience. It also reacts successfully to an immediate stimulus and this mental functioning determined and limited by the native constitution of an individual. The intelligence of a principal is one of the most important factors for becoming a successful educational administrator. In secondary schools, principals are also the true administrators but there is no formal training for them with the result that the principals have no sound theoretical and practical experience of administration. Almost all of them are concerned merely
with the maintenance and stability. They do not possess needed technical, conceptual and human skills. Sometimes, they are more interested in exercising power rather than in achieving the goals of education. Improvement in the quality of teaching learning process and creating a good organizational climate all depend on the impact of the intelligence of the school principal. The study focused on finding (i) the relationship between the various dimensions of leadership behaviour of secondary school principals and each dimension of school organizational climate and (ii) the relationship between the various dimensions of leadership behaviour of secondary school principals and each dimension of school organizational climate after moderating them on “Intelligence”, the psychological factor of the principals. With the help of School Organizational Climate Description Questionnaire (SOCDQ) developed by M.L.Sharma and the Sixteen Personality Factor Questionnaire (16 PF – Form A) developed by R.B.Cattell and H.W.Eber, the investigator tries to collect the reliable information from the randomly selected fifty (50) principals and five hundred (500) teachers of fifty (500) schools. The collected data has been analysed by using the product moment and partial correlation methods. The product moment correlation method has been used for finding out the relationship between each dimensions of leadership behaviour with the different dimensions of school organizational climate and the partial correlation method has been used for finding out these relations after the factor of personality, that is, “Intelligence” has been partially out. The study can be concluded that (a) Intelligence of the principals was the significant moderator in the relationship between “Demand Reconciliation” and “Controls”, (b) Keeping the effect of “Intelligence” as constant, there existed change from significance to non significance in the relationship between (i) “Demand reconciliation” and “Alienation” (ii) “Consideration” and “Alienation” and (c) After the effect of “Intelligence” was partially out, there existed significant and closer positive relationship between some variables. Keywords: Intelligence, Organizational Climate

### The Learning Brain: Optimizing its Use

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**Abstract**

This article describes the ‘learning and thinking’ brain, as an interconnected set of parts, each having different functions, yet operating as a unified whole. It explores the cognitive (thinking) as well as the emotional (feeling) elements, and their various roles in learning and memory. The article also discusses brain hemisphericity, and how different types of information are processed in each hemisphere – the left and right! It explains the role that chemicals play, especially neuro-transmitters, in learning, as well as the importance of emotional connections in memory and recall. Also included is the concept of learning styles and how they are more genetically predisposed, and shaped by our strong personality traits. It concludes by emphasizing that the more senses (multi-sensory) are used, and the more talents and intelligences we use, the stronger will be our laying down of memory traces.

### The Learning Principles In Video Games

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**Abstract**

The aim of this paper is to provide an overview of main learning principles and highlights how video games support each principle. Also, the purpose is to review recent research into the important of video games in learning. There are eight learning principles: individualization, feedback, active learning, motivation, social, scaffolding, transfer, and assessment. Each principle was discussed and matched with video games generation characteristics. Moreover, it determines the extent to which video games can support learning principles. Also, it compares the difference between the current gamer generation and previous generations.

### Influence of Grammar Translation Method (GTM) on Libyan Students’ Communicative Competence

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**Abstract**
Despite the fact that the Libyan government provides free schooling, sends graduate students to study abroad, and sends English language inspectors to supervise publishing English textbooks, yet Libyan students are still poor users of English, namely in communicative situations. Mainly, the method of teaching English in Libya is GTM. Thus, the study is directed to discover the effects of this method on Libyan students’ progress in using English in communicative situations. The researcher is using qualitative research method, basing on literature review, as secondary resources, and interviewing 20 Libyan teachers of English, as primary resources. The researcher obtains several findings, the most important amongst of which is that GTM helps students know about English, but not to use English in communicative situations. The researcher presents various recommendations regarding using GTM in teaching English in Libya.

Keywords: GTM; Communicative Language Teaching Approach; Lingua Franca; Foreign Language; Second Language

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**Challenges Faced by Kindergarten Teachers in Adapting to the Required Skills of the 21st Century**

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**Abstract**

For kindergarten teachers to be in line with the times, they must be equipped with essential skills and updated information. In gaining these skills and information, plenty of obstacles and challenges are expected. The current study aims to shed a light on the skills Kindergarten teachers need in order to build strong, independent, and creative children who can accommodate the dramatic change the world is facing. The study also attempts to highlight the difficulties kindergarten teachers are expected to encounter while assisting their children to exceed their potentials. The difficulties are examined from the school administration’s point of view, and seen from three different angels; (1) teaching instruments and strategies, (2) administration’s cooperation and support, and (3) the child’s abilities and perceptions to change. Thus, an observation card is used to answer two main questions,(1) what are the major challenges that most kindergarten teachers face in the 21st century?, and (2) how does the level of adversity vary among these three areas?

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**Assessing Students’ Attitudes in Learning Mathematics in the Modern World**

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**Abstract**

It is said that Mathematics is all around us. Everywhere we can find numbers, measurements, angles, shapes, and the like. Even when we go to the market and buy our basic necessities, it involves the basic processes of Mathematics. In the study of Devades & Yoon (2011), it was found out that students’ attitudes towards Mathematics were found to be significantly related to their achievement. Moreover, the aforesaid study examined three factors towards mathematics achievement: perceived parental influences, teachers’ affective support, and classroom instruction. The key therefore is to engage the students so that they could learn Mathematics. This study primarily made use of the descriptive method of research to determine the prevailing attitudes of students towards learning Mathematics in the Modern World. The following significant conclusions were derived:

1. Majority of the respondents of the study were females. Data gathered implies that females are
more mathematically inclined than males. This find credence in a recent study by Jaen & Bacoy (2016) who studied about Curiosity, Motivation, Attitude, Gender, and Mathematics Performance which utilized the descriptive-correlational method of research. Data revealed that female students were more curious, motivated, and have positive attitude towards mathematics than male students.

2. That enjoyment, checking solutions, and use of Information Technology, are significantly correlated towards imbibing a positive attitude towards learning Mathematics. This is supported in the study of Cody (2013), wherein it was pointed out that the use of games was effective in increasing understanding of difficult topics in Mathematics.

Keywords: Attitudes, Learning, Mathematics, Assessment

<table>
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<tr>
<th>Work-Related Stress and its Effects to Senior High School Teachers of Marcelo H. Del Pilar National High School City of Malolos, Bulacan, Philippines</th>
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<td>Erwin C. Pagtalunan, M.A.</td>
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<td>Master Teacher II, Department Head, Humanities and Social Sciences (HUMSS), Marcelo H. del Pilar National High School, City of Malolos, Bulacan, Philippines</td>
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**Abstract**

The Senior High School (SHS) Program of Marcelo H. del Pilar National High School is relatively new since it just started in Academic Year 2016, by virtue of the implementation of Republic Act 10533 otherwise known as “Enhanced Basic Education Act” or the K-12 Program. Prior to the enactment of the aforementioned law, the Philippines was only among the three countries which only had ten-years for their Basic Education. The said program consisted of a Mandatory Kindergarten and a total of twelve years in Basic Education. The study had the teachers of the Senior High School Department of Marcelo H. del Pilar National High School as the respondents.

The following were the significant conclusions derived:

1. Majority of the respondents were females and belong to the 20-29 sage age range. This could be attributed to the fact that in the Philippines, majority of those who enter the teaching profession are females. Another, since, the K-12 Program is still in its “childhood stage”, so to speak, most teachers are still young, some of the respondents even said that being a teacher was their first job. It should be noted though that only one respondent belonged to the 60 and above age range, this is due to the fact normally, in teaching, that age is near retirement age.

2. The main causes of stress of the SHS teachers of MHPNHS-SHS Department are students with problems and inadequacy of facilities;

3. The respondents Moderately Agree that the main effect of stress for them is Physical.

4. Respondents’ sex has a positive correlation to Physical and Social Effects of Stress

**Keywords:** Work-Related Stress, Effects, Senior High School Teachers

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<th>MOOCs: En Route to Communication Skills Acquisition</th>
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<tr>
<td>Haida Umiera Hashim</td>
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<tr>
<td>Faculty of Education, Universiti Kebangsaan, Malaysia</td>
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</table>

**Abstract**

Technology has its own forte and has been making its waves through the educations’ heart among educators and especially young learners. In conjunction to the waves of technology and the era of globalisation, there is also demand for excellent communication skills among today’s younger generations especially university students. University students are to be expected to be well equipped with proficient English language and outstanding communication skills which is what they are currently lacking at. Therefore, a specific Massive Open Online Courses (MOOCs) for English for Communication is designed and developed to provide learners with the ladder towards good communication skills. This study is a design and develop research of study which consists of twenty two undergraduate students in a public university and the whole duration of this study is fourteen weeks altogether. The particular well developed MOOCs then later implemented to the learners and learners evaluation on the course are taken into consideration. The findings gathered have proven that
The Implementation of Communicative Language Teaching (CLT) at Higher Secondary Education in Bangladesh: Teachers’ Perspective

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Abstract
This study investigates Bangladeshi EFL (English as a Foreign Language) teachers’ perceptions and expectations regarding CLT (Communicative Language Teaching) at higher secondary level in Bangladesh. This is a mixed methods research by nature. The main instrument used to elicit data for the study is a written questionnaire and 50 Bangladeshi EFL teachers at higher secondary level are the participants. In this study, multiple sources are the perceptions of 50 teachers as data from a number of colleges in Bangladesh and the survey instrument that asks for opinions, open-ended responses, related research and personal experience. The findings of the research indicate that the participating teachers hold favourable attitudes towards the principles, characteristics and activities of CLT in their beliefs. The results also show the Bangladeshi EFL teachers face several challenges in implementing CLT in their classrooms. Based on major findings, the study finally offers several recommendations to overcome the challenges with regard to making CLT an effective approach in the Bangladeshi context.

Keywords: CLT, Communicative Competence, Higher Secondary Education

Critical Thinking Skills in Writing Argumentative Essay: A Critical Literacy Perspective

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Abstract
For most theorists, the existence of critical literacy perspective in 21st decade is not new, but the nuances of internet technology supports of teaching learning in higher education boost students’ critical thinking skills in writing. The purpose of this qualitative study is to investigate, classify, analyse, and expose higher education student’s critical thinking skills in writing argumentative essays in the context of critical literacy perspective. The method used in this research is Shreier’s (2012) qualitative content analysis method combined by using the approach of Facione’s (2009) holistic critical thinking scoring rubric (HCTSR) and critical literacy rubric by LaGuardia community college (2011). Data collection technique used in this study is by document observation of English education department students’ blog-texts of argumentative essays in one of private universities in West Jawa, Indonesia. Data obtained are from students’ blog-texts and emails submissions of writing tasks about teacher’s welfare in Indonesia; then, the data are analyzed by the researcher qualitatively based on coding frame document of writing using NVivo 12 Plus. The results of this study indicate that in the context of critical literacy perspective, the level of student’s critical thinking skill varies, especially in exploring power and inequality.

Keywords: Critical Thinking; Critical Literacy Perspective; Qualitative Content Analysis; Writing Argumentative Essays
Digital Age: Predestination of Teaching the American Culture to Nonnative Speakers of English

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Abstract

The accelerating need for being literate in Information and Communication Technologies (ICTs) appears to be one transparent feature of the twenty-first century. In education, continuing endeavors contrived to keep pace with the cutting-edge software systems, for instance, that had perhaps revolutionized every single aspect of life and to improve the process of teaching and learning. Hereby, history, geography, culture or whatsoever is having a connection with humanities may use technology as a humanizing force in this field. In this context, if the nucleus of humanities in general centers on the label ‘values’, the problem of humanization probably comes into sight. From this stance, the question that can be raised concerns whether the utilization of technological devices can humanize or dehumanize values especially in learning the American culture as a detachable component of humanities by EFL students. The primary objective of the present research work is to ponder over the role of technology in teaching/learning American culture as far as the paramount significance of values and beliefs are garnered the interest. This can be achieved through administering a self-administered questionnaire to Third year LMD students at the Department of English, Batna-2 University. The results obtained provided information about EFL learners’ perceptions towards their own cultural values and helped in understanding the position of technology being a blessing or a curse for Young generation to learn American culture.

Key words: American Culture, Cultural Values, Humanization, Technology, Learning

The Headmaster’s Strategy in Improving Teacher Quality in Madrasah Tsanawiyah Negeri Kumai

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Abstract

This study aims to determine how the headmaster’s strategy in improving the teacher quality. Further, it aims to know how the strategy in planning, implementing, and controlling the teacher quality in Madrasah Tsanawiyah Negeri (MTsN) Kumai (Islamic State Junior High School). This study used descriptive qualitative method. This study was conducted in MTsN Kumai in March to May 2017. The subjects of study were the headmaster and teachers. Meanwhile, the informants were vice of headmaster, teachers, and school committee. Data collection techniques were through interview, observation, and documentation. Data validity used triangulation and source method. Data analysis used interactive model namely: data collection, data reduction, data presentation, and conclusion.

The results showed that: 1) The strategy in planning to improve the teacher quality based on vision, mission, and goal was involved all academic civitas. The planning was based on need assessment and job analysis. 2) The strategy in implementing to improve teacher quality was done by sending the teachers to forum, seminar, training, and workshop. 3) The strategy in controlling to improve teacher quality was done by evaluating through supervision and assessment on teacher’s performance using DP3. The supervised aspects are teacher attendance, student’s development achievement, and learning equipment.

Keywords: Strategy, Teacher Quality, Improving, Headmaster
Analysis of the Dimensions of the Character of Malay Women in Syair Khadamuddin by Raja Aisyah Sulaiman

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Abstract
The excavation of character values through cultural treasures such as poetry is still being carried out, with the hope of being able to give birth to a young generation that is solid and in line with local cultural values. For Malays, the concept of character is known as the term reason which is a distinguishing feature between individuals and each other. As a personality product, character becomes a sign that is inherent in every human behavior and deed. Like a woman, to be a woman of character, of course she must be forged from childhood. The Khadamuddin poem by King Aisyah Sulaiman is one of the classic literary works that carries the concept of emancipation (the character and nature of true Malay women). This poem, written in the 18th century, still has a close connection with the present life whose values are able to contribute to character education in Indonesia. With the qualitative descriptive method, the author wants to analyze and classify the dimensions of Malay female characters, namely women before marriage (girl / virgin), women after marriage (wife), and post-married women (widows). The depiction of the dimensions of this female character is contained in the verses of poetry which are arranged into one complex story (story). This study aims to thoroughly review the character that should be possessed by every woman, especially Malay women, and is expected to be able to improve the quality of character education, especially in Malay land.

Keywords: Character Education, Character Dimensions, Malay Female Character, Syair Khadamuddin, King Aisha Sulaiman

Lala And Lilo: Audio-Visual StoryBook: New Platform For VYLs' (Very Young Learners) English Acquisition as an Innovation of Teaching English Method

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Abstract
As a non English speaker country, Indonesia put English as a foreign language course in the schools' curriculum for all the stages on education. Although Indonesian students have studied English for years, the students' English proficiency is not developed well, proven by EF EPI 2017 survey that Indonesia is on the the number 38 from 80 non-English speaker countries with the score 52,15. Students at the very young age or in other words can be said as Very Young Learners (VYLs) are considered as the age critical period which they can learn a second language better than adults (Brunner in Cameron, 2001). Thus, creating an appropriate platform for VYLs’ English acquisition as the second language should be done. Using students storybook with an interesting illustration is one of the ways to teach a new language to students (Gatenby, 1965). Without any exposure to the role-model, students cannot understand how to speak the language well. It shows that our proficiency is very low which one of the reason is because English is not taught since pre school. Whereas, students in pre school is experiencing golden age (Brunner, 1978) and they’re effectively learn foreign language than adults Santrock, 2007). So, by combining audio and visual in a storybook get both immersion and literacy skill. In this article, the authors explain how effective audio and visual are combined in the
form of a storybook English acquisition as an Innovation of Teaching English method, the elaboration of how students illustration as a visual and sound as an audio help used to read and listen to English properly. Keywords: Audio, Visual, Storybook, VYLs, English Acquisition, Teaching, Innovation.

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Evaluation of Teacher Professional Education Programs (PPG), Indonesia's leading regions, Indonesia's outer regions, and underdeveloped regions (SM-3T) Building Engineering Education Study Program (PTB) Padang State University

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Abstract
This research is based on the low percentage of graduates of the State University of Padang's PPG SM-3T in the main National Examination of PPG SM-3T which only 41.26%, especially the Building
Engineering Education Study Program only passed 12%, and there were various problems during the program implementation (the results of the initial interview), and there has not been an evaluation after two years the program is running. This study aims to reveal the implementation of the PPG SM-3T Program of PTB Department of Civil Engineering FT UNP in 2017 using the CIPP evaluation model. This research was carried out in the Civil Engineering Department, Padang State University, and in the place of respondents with quantitative research. Sampling is used Total sampling technique. The procedure of the research was done by distributing questionnaires to 15 PPG SMT-3T 2017 participants, interviewing 10 lecturers of Civil Engineering Department (PTB Study Program), and interviewing 3 teachers of Vocational High School (SMK 1) and 2 teachers of Vocational High School (SMK 5) Teachers involved in PPG SM-3T 2017 program. Based on the data analysis, the average value of the overall evaluation results in the PPG SM-3T program was 82.49% or included in the good category. The lowest value of this study is in the process variable, which is 79.51% (sufficient category), which means that the implementation of the PPG SM-3T program still needs improvement in terms of the process, especially related to the most striking problem that is the material provided during the program with material tested on the program's main national exam. Therefore, if the program is continued, then improvements need to be made in the future, especially with regard to improving the communication and coordination of the organizers and all aspects involved with the program.

Keywords: PPG, SM-3T, Evaluation, Program Evaluation

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Evaluation of Teaching Pedagogy Material Program PPG SM-3T in Civil Engineering Education Department Study Case: Padang State University

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Abstract

This research is an evaluation study on PPG SM-3T civil engineering education. The background for the evaluation of the PPG SM-3T program was caused by the percentage of participants who passed was only 11.7%. interviews with PPG SM-3T lecturers need to evaluate the teaching materials used. PPG SM-3T program teaching materials consist of pedagogic competency teaching materials and professional competency teaching materials. The focus of this research is pedagogic competency teaching materials. Pedagogic teaching materials explain the ability to teach, manage classes for teachers. The evaluation model use discrepancy model emphasizes the gap between the conditions of teaching materials that must be and the conditions of teaching materials used in the PPG SM-3T program. The subject of this research is experts in pedagogical competence in civil engineering education. The instruments used to evaluate teaching materials have been declared valid by experts. The results of the evaluation of PPG SM-3T teaching materials for pedagogical competencies are feasible to use with the addition of new pedagogical materials.

Keywords: Evaluation, Teaching Pedagogy Material, PPG SM-3T, Civil Engineering education, Padang State University

Sangeeth
Reflections on Successful Joint Transnational Delivery Bachelor of Arts (Honours) in Accounting and Finance Dublin Business School, Ireland & Kolej Poly-Tech Mara, Malaysia

Collaboration — Communication — Trust — Consistency — Quality

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Abstract

Introduction: Dublin Business School (DBS), Ireland and Kolej Poly-Tech Mara (KPTM), Malaysia have been successfully delivering a transnational higher education programme, a BA (Hons) in Accounting & Finance, since 2013. Quality assurance in the delivery of transnational programmes is driven by close collaboration, constant communication, and shared values.

Partnership: This agreement was based upon significant due diligence and a detailed ‘Consortium Agreement,’ and represents mutual confidence by each of the partners. Transnational delivery requires trust of respective processes and active (proactive) management of the programme delivery.

The roles and relationship of the Director of Studies in Malaysia and Course Director in Ireland are key.

Accreditation and Recognition: The BA (Hons) in Accounting and Finance is accredited by Quality and Qualifications Ireland (QQI), and is recognised by the MQA. The validation process through QQI is highly rigorous and involves periodic review.

The programme was reviewed in June 2018 by a panel of experts from Ireland and Malaysia, who carried out a site visit at the KPTM campus in Bangi, and met with lecturers, staff and students of the programme.

Programme Overview

• Validated for delivery in Ireland and Malaysia
• 3-years’s duration, 180 ECTS (European credits), full-time delivery
• Identical syllabus in Dublin and Malaysia, except for local-specific subjects in tax and law
• Equal contact hours and shared examinations
• Approximately 100 graduates each year in Malaysia, with numbers growing
• Opportunities for continued study in Ireland for Malaysian graduates

Quality Assurance: Confidence in is centred upon the implementation of Quality Assurance (QA) processes and procedures of in the home and transnational institutions.

Programme outcomes are delivered through a consistent focus on the highest standards of tuition and learner supports.

Programme Management and Staffing: A formal programme management structure exists in KPTM, with a Director of Studies, permanent Irish staff based locally, and visiting lecturers from Dublin. In addition, KPTM staff visit Dublin. Most recently two lecturers from KPTM spent two weeks in Dublin in April, meeting staff, observing and taking part in activities on campus. DBS has authority over the appointment of teaching staff in Malaysia, with all academic appointments passed through same approvals process as lecturers in Ireland.

Quality Monitoring: Parity is ensured across the two delivery locations. Exam papers are originated and moderated internally and externally in Dublin in collaboration with KPTM lecturers. Exams are scheduled in parallel.

The External Examiner, based in Ireland, travels to Malaysia annually to attend Exam Boards, and KPTM joins Dublin Exam Boards online via conferencing software. There is on-going monitoring of outcomes and comparison with Ireland and Malaysia.

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7th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Malaysia
The Regency Scholar’s Hotel, Universiti Teknologi Malaysia (UTM), Kuala Lumpur, Malaysia
Upcoming Conferences

https://eurasiaresearch.org/tera

- 10th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Bali
- 11th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Budapest
- 12th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 July, Mauritius
- 13th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 July, Bangkok
- 14th ICTEL 2019 – International Conference on Teaching, Education & Learning, 29-30 July, Barcelona
- 15th ICTEL 2019 – International Conference on Teaching, Education & Learning, 05-06 August, Istanbul
- 16th ICTEL 2019 – International Conference on Teaching, Education & Learning, 27-28 August, Rome
- 17th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 September, London
- 18th ICTEL 2019 – International Conference on Teaching, Education & Learning, 17-18 September, Jakarta
- 19th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 September, Hong Kong
➢ 20th ICTEL 2019 – International Conference on Teaching, Education & Learning, 06-07 October, Dubai
➢ 21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague
➢ 22nd ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Bangkok
➢ 23rd ICTEL 2019 – International Conference on Teaching, Education & Learning, 12-13 November, Singapore
➢ 24th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 December, Dubai
➢ 25th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 December, Sydney
➢ 26th ICTEL 2019 – International Conference on Teaching, Education & Learning, 18-19 December, Bali
➢ 27th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 December, Bangkok
➢ 28th ICTEL 2019 – International Conference on Teaching, Education & Learning, 26-27 December, Kuala Lumpur