Conference Proceedings

9th ICTEL 2019 – International Conference on Teaching, Education & Learning,
25-26 June, Singapore

25-26 June 2019

Conference Venue

The National University of Singapore Society (NUSS) The Graduate Club, Suntec City Guild House, 3 Temasek Boulevard (Tower 5), #02-401/402 Suntec City Mall, Singapore

Email: convener@eurasiaresearch.info

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Preface:
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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

Dr Subrahmanian Muthuraman

Assistant Professor – MBA, Faculty of Business Studies, Arab Open University, Oman Branch, Muscat

A Professional Academician and Active Researcher having PhD in Business Administration with having 20 years of experience in teaching, research and consultancy. Actively conducting various research in the field of Marketing, Entrepreneurship Development and Organizational Behavior. Supervised 2 PhD scholars and supervising 2 scholars in India. Authored textbooks on “Compensation & Reward Management” and “Training & Development – Theory & Practice” and Edited 5 Books on various facets of business management. Published 57 research articles in refereed and indexed journals and 3 theses from LAP Publication, Germany and 9 Learning Modules were prepared for various universities in India. Founder Editor of SAMZODHANA – Journal of Management Research and Member of Editorial Board in several indexed peer-reviewed journals. Organize various conferences, workshops, summits to promote research. Participate and presented 65 research papers in several international conferences in India, Oman, UK, France, Hongkong, Singapore, Malaysia, UAE, Thailand and Kuwait. Regularly participate in various professional development programs to enhance the knowledge, skills and ability. The core competency areas are Training & Development, Compensation Management, Competency Mapping, Organizational Citizenship Behavior and Entrepreneurship Development. Served as Head of the Department of MBA in India, implemented several new initiatives in teaching and learning. Resource person for various training program reviews textbooks for McGraw Hill and Pearson Publishers and has membership in several professional societies around the globe.
KEYNOTE SPEAKER

Witold Matulewicz
Co-Founder / President, Natural Born Leaders, UK

He is a fully UK-qualified Teacher Trainer and Early Childhood Professional with over 20 years of experience. He is also a UK-certified Assessor-Evaluator in Early Years Professional Status, National Vocational Qualifications in Child Care Learning and Development, and National Vocational Qualifications in Playwork. He is even responsible for assessing the quality of Early Childhood Education and Care provisions in the UK. He is in charge of training other Early Years Professionals and Parents. He specialises in Intuitive Parenting, Positive Pedagogy, Child-Led and Self-Directed Learning and Play, Multi-Sensory Learning, Cross-Curricular Education, Multicultural Learning, Entrepreneurial Education and Multilingualism. He has worked hands-on with hundreds of children of all ages all over the world, taught at universities and colleges (Kingston University, The Tribal Education Group, The JGA Group), managed own schools and early years provision in the UK, designed curricula and teaching resources for many international educational institutions. He got approved by the European Commission to evaluate educational initiatives and projects funded by the EU. He also collaborated on various international educational projects with clients from the USA, Australia, Europe, Africa, the Middle East, China and South East Asia. He is a world schooling father (for over 12 years now) adopting the Child-Led and Natural Learning approaches to plan his son’s learning and development.

Profile Web links:
https://www.linkedin.com/in/witold-mat/
www.naturalbornleaders.org
KEYNOTE SPEAKER

Magdalena Matulewicz
Co-Founder / President, Natural Born Leaders, UK

She is an experienced Teacher Trainer, Early Years Professional and Assessor-Evaluator in Early Years Education, and Child Care, Learning, Development and Play (UK-certified A1 National Vocational Qualifications Assessor in CCLD and Playwork, and the Early Years Professional Status Assessor) responsible for assessing the quality of Early Years and Early Childhood provisions in the UK and training Early Years Professionals. She specialises in Positive Pedagogy, Child-Led and Self-Directed Learning, Multi-Sensory Learning, Cross-Curricular Education, Multicultural Learning, Entrepreneurial Education and Multilingualism. She has worked hands-on with hundreds of children of all ages all over the world, taught at universities and colleges (Kingston University, Canterbury Christ Church University, The Tribal Education Group, The JGA Group), managed own schools and early years provision in the UK, designed curricula and teaching resources for renowned international educational institutions. With more than 20 years of hands-on experience, she has delivered high-quality teacher training sessions, recruited passionate teachers and childcare practitioners, organized numerous empowering workshops and hosted support groups for parents and worked with them to plan personalized learning journeys for their children. She is an author of numerous educational publications on early year’s education, parenting and mobile applications for children promoting early literacy and cultural heritage.
### PRESENTERS

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<td>Navnath Hegade</td>
<td>Effectiveness of Constructivism in Teaching English at Higher Secondary Level</td>
<td>The present study aimed to study the effectiveness of constructivism in teaching English at Higher Secondary Level. For present study two equivalent groups of students were made. The sample of the study consisted of 40 students studying in New English School And Junior College of Science Bhalwani, Pandharpur, Solapur, Maharashtra, India. There are two groups of equal students one is control group which consists 20 students and second one is experimental group which consists 20 students from the same class. The students of controlled who were taught with the Constructivism approach and experimental group were taught by traditional method. After teaching to two groups by different methods the post test was administered. The collected data were described to statistical analysis and obtained results were interpreted. The students of experimental fared better in their achievement rather than the control group. Such interpretation showed that the Constructivism approach enhanced the achievement of the students as far as the traditional method is compared. The results of present study reveal that the effect of Constructivism in teaching English at Higher Secondary Level is remarkable.</td>
<td>Effectiveness, Constructivism, Teaching, English, Higher, Secondary etc</td>
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<td>Ravita Deasy Rahmawati</td>
<td>The Influence of Vocabulary Mastery to Speaking Skill Using Picture</td>
<td>The observations found in grade IV elementary school, Semarang City, illustrated that the level of mastery of vocabulary students were low. From 20 students, 10 students did not reach KKM (75). This paper aims to know how big influence of vocabulary mastery to speaking skill using series picture at fourth grade of public elementary school in Gugus Srikandi, Semarang City, Indonesia. This methodology used quantitative approach with non-experimental causal relationship design. Fourth grade students from public elementary school of Gugus Srikandi in Semarang City as population. This research used 50 students from all schools randomly and proportionally taken. Researcher used test and non-test (performance) instruments. The activity to take data during Indonesia Lesson. The students saw picture series. Then, they told it verbally. Assessment used test and rubric. Data analysis used correlation analysis and simple regression. The results showed that vocabulary mastery and speaking skills at fourth grade of public elementary school mostly in enough category. In addition, this media (series picture) increased students’ motivation to speaking.</td>
<td>Vocabulary Mastery; Speaking Skill; Picture Series</td>
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<tr>
<td>Oyeyinka A. J.</td>
<td>Effect of Sleep Deprivation on Blood Profile in Rats Induced with Iron Deficiency Anaemia</td>
<td>Sleep deprivation disrupts vital biological processes that are necessary for cognitive ability and physical health, but the effect on haematological indices of anaemic individual are largely unknown. The purpose of this present study is to determine the effect of sleep deprivation on red blood cell</td>
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morphology in rats induced with iron deficiency anaemia. The haematological parameter of anaemic rats fed with garri was investigated. Garri, popular Nigerian fermented cassava gruel was used to feed rats for twenty-five days and later sleep deprived for 7 days. Thirty rats were divided into Groups I, II, III and IV respectively. Group I which was the control had 12 rats and was fed normal rat chow while groups II, III and IV had six rats each and was fed with garri for the period of 25 days. After confirming anaemic status of the rats, they were further grouped into four. The former group I was divided into A and B which are the Normal (A) and Normal sleep deprived (B). The former group II, III and IV were selectively grouped into C (anaemic sleep deprived) for the 7 days sleep deprivation phase. The haematological, serum ferritin level and weights of the animal was analyzed. Histological examinations of the bones of the rats were assayed. There was no significant change in the white blood cell count of the rats with iron deficiency anaemia with those of the control which was fed normal rat chow after been sleep deprived. The haemoglobin, platelet count and red blood cell counts of anaemic rats and anaemic sleep deprived rats was decreased when compared with the normal (control) and normal sleep deprived rats. The serum ferritin level of anaemic rats and anaemic sleep deprived was reduced when compared with the control rats. It is suggested that nutrients rich in iron content and most especially fortification of Garri with iron supplements should be adopted in order to prevent iron deficiency anemia in the society.

Amir Mesbahi ERCICTEL1910057

How to Teach Maths in Schools

Amir Mesbahi
Azad University of Tehran, Iran, Tehran

Abstract

This paper is provided for usage of teachers and consultants especially for secondary levels in order to improve the level of teaching and learning maths in schools. This paper describes the ways by which a maths teacher can teach better and students can learn easier and as a result they can help to increase the quality of education by making interest and motivation in students. This paper stem from my and other teacher’s experience and research during years dedicated to teaching maths. Some examples and problems along with their answers are represented for some of methods in various levels for better understanding. Teaching maths should be in such a way that it helps to make the highest efficiency in terms of time, education quality, students satisfaction, ...

In addition to ways of teaching maths, methods of solving maths problems are instructed in this paper.

Alixander Escote ERCICTEL1910058

Challenges in the Academic Performance of Pupils and Students in Subjects Taught in Filipino: Basis for Intervention Program in the Division of City Schools of Makati, Philippines. Unpublished Research. Division of City Schools of Makati, Philippines

Alixander Escote
Gen Pio del Pilar National High School, Division of City Schools of Makati, City of Makati, Philippines

Abstract

Using a descriptive research design, the study determines the factors and the root causes that affect the academic performance of elementary school pupils and high school students in subjects taught in Filipino, i.e., Filipino and Hekasi (Heograpiya, Kasaysayan, at Sibika; Geography, History, and Civics) in the elementary level, and Filipino and araling panlipunan (social studies) in the secondary level in the Division of City Schools of Makati in the Philippines. Research shows that teacher-related factors, school-related factors, and family-related factors are the contributory factors that affect the academic performance of elementary school pupils and high school students in Filipino, and Hekasi and araling panlipunan. The root causes of these factors are discipline problems in the classroom, large class size, and the parents or the guardians of pupils and students do not motivate their children to excel.

To address the root causes, the teacher-respondents recommended the following intervention: reduce teacher-pupil or student ratio in the classroom, conduct regular classroom management seminars for teachers and class advisers, conduct regular parenting seminars for parents and guardians especially those with children who are not performing inside the classroom, conduct regular parent-teacher-child conferencing on the child’s progress in the school, and conduct regular value formation seminars to all public school pupils and students, especially those who are lagging behind their studies.
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<td>Maryam Ali Muhammad</td>
<td>Values and Value Orientations: Essential Prerequisites for Multicultural Counselling</td>
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<td>Department of Arts and Social Sciences, Faculty of Education, Yusuf Maitama Sule University, Kano, Nigeria</td>
<td>Maryam Ali Muhammad</td>
<td>Maryam Ali Muhammad</td>
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<td>Abstract</td>
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<td>School counsellors may be unable to effectively assist clients from diverse cultural backgrounds. To be able to effectively deal with clients' concerns which the multiculturalism is seen as a way forward. Multicultural counselling is the type of counselling that enable school counsellors identify and appreciate differences in the cultures and values of both the counsellor and the counsellee in the counselling process. This paper looks at the intricacies arising as a result of differences within and between cultures. Values are the constituent parts of cultures. Value orientations are essentially the understanding, assimilation and actual practices of culture. The paper therefore presents values and value orientation as essential prerequisites for multicultural counselling. It briefly explains what value is, its impact on counselling practices, what value orientation is and how it affects counselling practices as well. The paper further pointed out how much of oneself should a counsellor allow into the counselling relationship in terms of her values and value orientation. It also provided the benefits of knowing and using values and value orientations while using a multicultural counselling approach.</td>
<td>Effectiveness of Soft Skills on Learning Quality for Early Childhood Education Teachers</td>
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<td>Dr Upik Elok Endang Rasmani</td>
<td>Keywords: Values, Value Orientations, Counselling, Multicultural Counselling</td>
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<td>Universitas Sebelas Maret</td>
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<td>The purpose of this study is to test the effectiveness of the application of soft skills oriented to learning quality for early childhood education teachers so that they can improve the quality of learning for Early Childhood Education through mastery of early childhood education teacher soft skills. These objectives are based on consideration of partner problems including:(1) the ability of early childhood education teacher soft skills is still lacking in attention,(2) during the learning process early childhood education teachers have not empowered all their potential (soft skills) so that most have not been able to achieve the competencies needed for the needs of learning, (3) the services provided at school are still fixed on several benchmarking components (hard skills). The research subjects were early childhood education teachers in the Ambarawa area. The method used is Research and Development or Research and Development (R &amp; D). Borg &amp; Gall (1989:569 argues that the design of R &amp; D research begins with a needs analysis, and evaluates the resulting product to meet the same quality and standards. The approach used during the study was a qualitative and quantitative approach. The qualitative approach is used to describe the data obtained during the preliminary research, the implementation of model design development and various data that require qualitative interpretation. While the quantitative approach is used to analyze the responses of the subjects involved in the implementation of training and subject responses after the model design is tested, especially to find out the results of the application of the final model. The results of the study indicate that; (1) hard skills are more dominant than soft skills. (2) the application of soft skills oriented to the quality of learning for early childhood education teachers meets the needs of users,(3) The application of soft skills oriented towards learning quality effectively increases the quality of education in early childhood education.</td>
<td>Relevance of Information and Communication Tecnology in Enhancing Adult and Non-Formal Education</td>
<td>Relevance of Information and Communication Tecnology in Enhancing Adult and Non-Formal Education</td>
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<td>Muhammad Aji Hadejia</td>
<td>Keywords: Soft Skills, Quality of Learning, Early Childhood Education Teachers</td>
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| Muhammad Aji Hadejia  
Department of Adult and Non-Formal Education, Jigawa State College of Education, Gumel, Nigeria |
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<tr>
<td><strong>Abstract</strong></td>
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<td>Information and communication technologies have affected every aspect of human activity and have a potential role to play in the field of adult and non-formal education. This is so because adult education touches all aspects of human endeavours that demand the use of technological equipment. The information age becomes an era of knowledge providing sound and unmatched feasibility for discovery, exchange of information, communication and exploration to strengthen the teaching learning process. Information technologies help in promoting opportunities of knowledge sharing throughout the world. These can help the facilitators and participants having up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning; and information technologies (Haag, 1998) are “set of tools that can help provide the right people with the right information at the right time.”</td>
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<td>This paper, therefore, examined the concept of information and communication technology, concept of adult and non-formal education and improving of adult and non-formal education through Information and communication technology. The paper also came up with conclusion and drawn recommendation.</td>
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<td><strong>Keyword:</strong> Information, Communication, Technology, Adult Education, Non-Formal Education</td>
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| Sharon Jaime  
ERCICTEL1910069 |
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<td><strong>Level of Competency in Food and Beverage Service as Perceived by Selected Senior Hotel and Restaurant Management Students: Basis for Course Delivery Enhancement</strong></td>
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**Sharon Jaime**  
Graduate Studies, Centro Escolar University, Manila, Philippines

| **Abstract** |
| The study conducted about the level of competency of senior hotel and restaurant management students in food and beverage services. The continuous change in the competitive world of the hospitality industry determines the relevance of competencies and skills acquired from educational institutions that are needed for the employability of graduating students and as a key to entry-level management position. This study assessed the level of competency and skills of the students to increase their employability through enhanced course delivery and education programs to meet the needs of both the students and the industry. It also aimed to identify what skills thus hospitality recruiters and educators consider important for the success an entry level manager and make recommendations to improve the course delivery to prepare the graduates for career prospects. |
| Finding in the study showed that the senior hotel and restaurant management student had a very high food and beverage competency and entry manager skills. There are significant differences about their skills and competencies if they grouped according to the type of school. |
| **Keywords:** Competency, Course Delivery, Enhancement, Employability, Entry-Level Manager, Skills |

| “Is blended learning the future of higher education?”: Stakeholders’ Perspectives from Bangladesh  
Muhammed Shahriar Haque  
Professor, Department of English, East West University, Dhaka, Bangladesh  
Umme Hani M. Joher  
Graduate Teaching Assistant, Department of English, East West University, Dhaka, Bangladesh |
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<td><strong>Abstract</strong></td>
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<td>The present government, which has been in power for the last 10 years, is committed to achieving Digital Bangladesh by 2021, the year when Bangladesh turns 50. Can this desire pave the way for technology-enhanced learning? If so, is blended learning the future of higher education in a developing country like Bangladesh? State education is almost free; in comparison, private higher education can cost an arm and a leg in Bangladesh, and cannot be afforded by the middleclass family. Hence, graduate students of private universities tend to work and study at the same time—finding the right balance becomes a challenge. In such a situation, blended learning can apparently be the answer.</td>
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The National University of Singapore Society (NUSS) The Graduate Club, Suntec City Guild House, 3 Temasek Boulevard (Tower 5), #02- 401/402 Suntec City Mall, Singapore
However, as hardly any research has been carried out in this field in Bangladesh, it seems too naive to jump to conclusions. This paper specifically looks at the implications of blended learning from the perspectives of stakeholders. Random sampling was used to select 10 private universities from Dhaka, Bangladesh. English Language Teaching (ELT) instructors from English departments were interviewed; focus group interviews were conducted with graduate students. Furthermore, personnel from private English medium schools, corporate organizations, banks, consultancy firms, NGOs, mobile operators, buying houses, along with dropout housewives, from Dhaka were interviewed. Social constructivism, dual coding theory and Rotational Model (sub model—flipped classroom) were used to analyse the data. The findings suggest that blend of face-to-face and online classroom would be convenient for working graduate students of private universities of Bangladesh. Furthermore, HR and admin officers from organizations where English graduates tend to work like schools, corporate organizations, banks, NGOs, mobile operators, and consultancy firms, tend to support the concept of blended learning. A study of this nature has great potential for a developing country like Bangladesh. Keywords: Blended Learning, Digital Bangladesh, Private Higher Education, Stakeholders

Riga Iorsase Gabriel
ERCICTEL1910076
Influence of Gender on Teaching Composition in Tertiary Institutions, Zamfara State Nigeria

Riga Iorsase Gabriel
Department of Educational Foundations, Federal College of Education (TECHNICAL) Gusau, Zamfara State, Nigeria

Abstract
Education over the world is considered as a social phenomenon that meets the immediate and future needs of the society. It is an instrument for change in individual and nations. Education therefore becomes the best tool for eradicating all forms of social contentions, it is also said that education is the key that unlock the door to changes and modernization, If education therefore is the key, then the teacher is the one that hold the key, because in the final analysis it is the teacher who translate educational policies into practice and programmes into action through teaching. Therefore, the teaching profession which accommodate teachers must be equally represented by all gender. However, the situation in Zamfara state Nigeria is observed to be different, male are more than female in the composition of teaching profession in all tertiary institutions in the state. This paper therefore seeks to investigate the causes of gender in balance in the teacher’s participation and the need for scaling up educational intervention in teacher participation in Zamfara state for sustainable national development.

Tadesse Bekeshie Gerbaba
ERCICTEL1910077
Ethno-Mathematics

Tadesse Bekeshie Gerbaba
Mathematics Department, Addis Ababa University, Addis Ababa, Ethiopia

Abstract
People who cannot read and write can still perform some mathematical computations, even complex ones. They could understand figure concepts, and make measurements and other activities which are generally called mathematical, in the academic world. One can wonder how this is possible. This study attempts to answer this question for one small tribe in Ethiopia, namely the Hamer tribe. The study involves systematic observation of mathematical practices of over 100 completely illiterate elders from each group.

Jack Robert B. Sablan MaSE
ERCICTEL1910078
Use of a Manipulative Learning Kit In Learning Science Concepts

Jack Robert B. Sablan MaSE
Arts and Science Department, Rizal Technological University, Mandaluyong, Metro Manila, Philippines

Dr. Virginia Sobremisana
Arts and Science Department, Rizal Technological University, Mandaluyong, Metro Manila, Philippines

Faith Micah Abenes
Science Department, Rizal Technological University, Mandaluyong, Metro Manila, Philippines
Abstract

In the Philippines, there are many constraints that science education is facing like shortage of qualified science teachers, lack of quality textbooks, inadequate equipment, large classes, lack of support from administrators, and many others but the main problem is the lack of science education facilities and equipment which is reflected on the poor quality of basic science and math education that can be seen by the low achievement scores of Filipino students in various examination. The study aims to provide science teachers the idea on how to utilize locally available materials as manipulatives in the learning process of students in physics subject. Manipulatives are physical objects that are used as teaching tools to engage students in the hands-on learning. The quasi-experimental design with non-equivalent group was utilized by the researcher. The researcher of this study conducted a pretest for every discussion in each topic in Physical Science. The pretests were then kept unanswered for the students not to know yet the answers for the questions will be used in the posttest. Manipulatives were used to facilitate in learning science concepts and the other group received a traditional discussion. After every experiment and discussion, posttest was given to each group and it was repeated for four consecutive weeks covering six topics in physics. From this, the researcher came up with the comparison of academic performance of the two groups based on their pretest and posttest. The post-test mean scores of the two groups showed that the two groups are significantly different in all six topics with the following p-value, 0.0227, 0.0000, 0.0003, 0.0250, 0.0066 and 0.0000 for Linear motion, free fall motion, projectile motion, Law of Inertia, Law of acceleration and Law of Interaction respectively, which is not greater than 0.05 level of significance.

Keywords: Academic Performance, Manipulatives, Physics

Dr. G. Muge Kanatlar
ERCICTEL.1910080

The Effect of the Supervisor on the Trainee Teachers

Dr. G. Muge Kanatlar
Anadolu University, Faculty of Education, ELT Department, Eskisehir, Turkey

Abstract

Trainee teachers are required to do practice teaching several times in their 4th year at Anadolu University, ELT department. A supervisor observes and assesses one of these practice teaching classes, and a feedback session is followed just after each lesson. This action research aimed to find out 11 trainee teachers’ mood and psychological state during their practice teaching with and without the supervisor. The participants were asked to write about how they felt while the supervisor was observing their practice teaching and the reasons why they felt so. The eleven trainee teachers were also asked to compare and contrast their mood and psychological state between their four teaching practices without their supervisor and the one with the supervisor. The findings showed how the existence of the supervisor affected the trainee teachers during their performance. The results revealed that feasible and practical implementations should be considered to reduce anxiety during trainees’ practice teaching.

Keywords: ELT Trainees, Supervisor, Psychological State, Practice Teaching

Yohanna Ogbu Egiri
ERCICTEL.1910082

Application of Multimedia Components for the Demystification of the Learning of Chemistry at Secondary School Level

Yohanna Ogbu Egiri
Department of Industrial Design, Abubakar Tafawa Balewa University, Bauchi, Nigeria

Abstract

The technology of multimedia has long been applied in the field of education. The attendant success of this technology has attracted many researchers and educational developmental experts. This study used quantitative research method with particular emphasis on experimental research. This was considered appropriate because the study sought to examine the influence of multimedia learning resource on the students’ learning disposition. This is in agreement with Nelson (2001) who explained that “experimental design is a method by which a group of people or items are closely studied by collecting and analysing data from a few people or items considered as being representative of the entire group”. The ‘pre-test - post-test only design” was adopted where the subjects were randomly assigned to either the experimental or the control group. Both groups were pre-tested for the independent variable; the experimental group received the treatment and the both groups were post-
 tested to examine the effects of manipulating independent variable on the dependent variable. The independent variable here is the multimedia components while the dependent variable is the effects multimedia components has on the students. This study used stratified sampling to ensure even representation from all subgroups of the population. The population was stratified by school to ensure even representation of students from different academic background. Data were collected through the use of questionnaires. Questionnaire with multiple choice questions were designed with each question carries three options, letter ‘a-c’ from where the respondents made their choices. These multiple choice questions were tested on both the experimental and the control groups to determine the effects of the multimedia components on the student learning disposition. Data were analysed through the use of SPSS application of independent sample T-Test, oneway analysis of variance (ANOVA) and Pearson’s correlation analysis.

### Improving Vocational Students Work Readiness: The Use of Learning Situations in Project-Based Learning

**Norashid Bin Darni**  
Cyber & Network Security, Institute of Technical Education (ITE), Singapore

**Abstract**
Trade knowledge, competencies and dispositions are unique in every job function. Vocational institutes provide pre-job training to equip their students with the necessary skills and competence to embark and perform the job. The challenge has always been on how to transfer these unique knowledge, competencies and dispositions of a specific job to the students. This paper discussed the design and development, use and impact of Signature Pedagogies - Discipline-Specific Pedagogy (DSP) to equip the students with the competencies to perform the job of a CCTV Surveillance Technician. Students were introduced to the use of Learning Situations in the Project-Based Learning approach. Roman (2010) stated that the use of Learning Situations generates positive effects on cognitive, affective, motivational, metacognitive and social level. This contributes significantly to one’s full development and to the development of intra and interpersonal competences.

This methodology was experimented with a total 160 students in the Video Surveillance module. This module was conducted prior to the students being sent for their internship placement with related companies. In-module assessments for learning (AfL) were conducted to measure the students’ knowledge and competence. The formative and internship results showed that this application-based teaching approach produced students who are more cognitively and technically competent for the workplace.

**Keywords:** discipline specific pedagogy, vocational institute, signature pedagogy, vocational education and training

### The Effect of Teacher Student’s Relationships for SLA

**Mawdud Mohammed**  
ELT (English Language Teaching ), TIU (Tishik International University ), Erbil, Iraq

**Abstract**
This is a descriptive study of a teacher’s perspective regarding creating and maintaining a positive teacher-student relationship with the teacher’s professional experience at undergraduate levels. The study is a qualitative study involving interviews with a convenience sample selected randomly. The study was carried out with a sample size of 60 teachers from universities located in Hawler – Ishik University. Teachers emphasized the importance of positive teacher-student relationship and concluded that such relationship increases the confidence level of the students, produces mutual respect and obedience. Findings of the interview results indicated that building a positive teacher-student relationship is a time taking process; that comes with teacher’s experience and it varies with the passage of time.

**Keywords:** Teacher - Student Relationship, Experience, SLA
The Effect of Validated Comics in Improving Students’ Achievement Level in Kinematics

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Abstract
This study was conducted to test the effect of validated comics in improving students’ achievement level in Kinematics using Quasi-Experimental Pretest-Posttest Non-Equivalent Design. Validated Comics and Pre-Post Test Questionnaire were used in gathering data. Weighted mean and t-test for independent samples were used as statistical tools. The study revealed that both control and experimental group have poor achievement level before the conduct of the study. The achievement level of the control group becomes fair while experimental group becomes good after the conduct of the experiment. t-test results showed that there is no significant difference in the pretest means scores of control group and experimental group; there is significant difference in the posttest mean scores of the control and experimental group; the difference between pretest and posttest mean score of the control group and experimental group is also significant; and a significant difference was also found in the mean gain scores of the control group and experimental group. Thus, the validated comics is effective in improving students’ achievement level in Kinematics.

Keywords: Comics, Kinematics, Achievement Level

Media Narrative Crisis in Joyce Carol Oates’ Tone Cluster

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Abstract
Joyce Carol Oates’s play Tone Clusters (1990), is a one-act play based on a real-life case of Robert Golub, who was convicted of stabbing his 13-year-old neighbor. This real story is narrated into a fictional story in which a horrible tragic event is turned into a product to be consumed, judged and dehumanized by the media voice creating a narrative crisis in the society. In the play, an American couple, Frank and Emily Gulick's son Carl is accused of the rape, mutilation and murder of a 14 year old neighbor girl, Edith Kominsky. The Gulicks, as the parents believe in their son’s innocence. For most of the play, the parents are seated in front of a large television screen projecting images of Carl's news and graphic crime scenes facing the audience, in chairs side by side. They are questioned by an unseen interviewer who is the “media voice”. This media voice seems to act as an unseen collective presence, a faceless voice projected off stage. The dramatic clash between the dominant “media voice” (interviewer/interrogator) and Carl’s parents struggling to reclaim their privacy and private lives is dramatic. Despite the overwhelming evidences, the parents cannot believe that their son is capable of such a crime. Over time, it becomes clear that no matter how much they love their son, they have not known him very well. The media voice (investigator) from one perspective is objective and on the other is a show man, continually prompting Frank and Emily to consider their situation but the two misinterpret the voice’s questions because of their worldviews. In the end, the Gulicks, and the audience, are left wondering if their son is guilty or not because media narrative can turn a real story into a misunderstood media show. Thus, the ambiguity created by the parent and media narrative will be discussed focusing on the narrative crisis in Joyce Carol Oates’s Tone Clusters.

Keywords: Joyce Carol Oates, Tone Clusters, Narrative Crisis, Media Voice

Teachers’ Competence, Classroom Environment, Learning Style of Students: A Structural Model on Mathematical Ability

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Abstract
This study was conducted to develop the best fit model of mathematical ability. Specifically, it established the relationship among teachers’ competence, classroom environment, learning styles, and mathematical ability. Descriptive, correlational and causal comparative designs were utilized in this
The data were gathered from the senior high school students of the University of Mindanao Matina campus, UM Tagum College, UM Digos College and UM Panabo College. Moreover, sets of adopted survey questionnaires were used as instruments to obtain information from the participants. Mean was used to determine the level of teachers’ competence, classroom environment, learning styles and mathematical ability. Pearson product moment correlation was used to find the significance of the relationship between the independent and dependent variables. Multiple regression analysis was used to identify the variables that best predict mathematical ability and likewise Structural Equation Modeling was used to identify the model that best fits mathematical ability. The findings revealed that the over-all teachers’ competence, classroom environment and learning styles were high. On the other hand, the students’ mathematical ability level of proficiency is developing. Knowledge of the subject matter, role of student / peers and reflector learner correlated with mathematical ability. Reflector and activist learner and role of students/peers found to be significant predictors of mathematical ability. Finally, the best fit model of mathematical ability is best predicted by their learning styles and the classroom environment. The model suggests that that the more structured the learning style coupled with a conducive classroom environment the better the mathematical ability of the students.

**Keywords:** Mathematics Education, Teachers’ Competence, Classroom Environment, Learning Style, Mathematical Ability

**Manju.I**

A Comprehensive Approach to the Formulation, Assessment and Evaluation of Learning Outcomes

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**Abstract**

Higher education is a powerful tool that can be used to build a knowledge-based information society for the 21st Century. Education institutes have the responsibility providing knowledge, skills and create an intelligent human resource pool, through innovative teaching-learning process, relevant practices and research activities. Outcome based education (OBE) is student centered instruction model that focuses on defining and measuring student learning outcomes. This paper focuses on a general framework that can be used to formulate, assess and evaluate Course Outcomes(COs), Program Outcomes (POs), Programme Educational Objectives (PEOs) & Program Specific Outcomes (PSOs) for the Outcome Based Education scenario. In this paper as a case study, the processes were implemented for Digital Electronics course of Electronics and Communication Engineering program.

**Keywords:** Learning outcomes, OBE, Assessment, Evaluation, PEO & PSO

**Bin Zhang**

A Phenomenological Study on Understanding Asian American Female Sexual Minorities: The Intersection of Race, Gender, and Sexual Orientation

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**Abstract**

According to literature, many students with multiple marginalized identities experienced multiple oppressions on the basis of their various identities. And the intersectional experiences of discrimination are always greater than the sum of racism and sexism.

My research project focuses on racial and sexual minority students such as Asian American female sexual minorities. Researchers and literature found that Asian American LBGTQ women students experienced intersectional discrimination on the basis of race, gender, and sexual orientation. Intersectional discrimination is just like traffic through an intersection. If an accident happens in an
intersection, it can be caused by cars traveling from any number of directions and often times from all of them. This idea is from Crenshaw’s the analogy of traffic in an intersection in 1989. In order to authentically and sufficiently understand school experiences of students who are Asian American LGBTQ women, this research project created an intellectual descendent theoretical framework—Critical Queeracial Theory—which is based on Feminist Theory, Critical Race Theory, and Queer Theory. Because I argue that Asian American LGBTQ women are sometimes excluded from feminist theory, critical race theory, and queer theory and each of these aforementioned theory does not accurately reflect the intersection of race, gender, and sexual orientation. All in all, the value of this research project is aiming to authentically understand Asian American LGBTQ women’s school experiences and their identity formation. For educators, policymakers, and curriculum designers, any educational evolution, educational policymaking, and curriculum designing must be rethought and recast if they do not take intersectionality into account.

Comparative Analysis of the Effectiveness and Efficiency of Elementary Schools with Adiwiyata Programs, and Non-Adiwiyata Elementary Schools That Receive Continuous Counseling from Environment-Based Community

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Abstract

This study aims to compare the effectiveness and efficiency of primary schools with adiwiyata programs, and non-Adiwiyata elementary schools but get continuous counseling from environment-based community care. The method used in this study is descriptive and comparative with quantitative and qualitative approaches. The population in this study is the elementary school in DI Yogyakarta with the Adiwiyata program and the Adiwiyata non-program primary school but getting sustainable counseling from the environment-concerned community. The sampling technique is purposive sampling. Samples and respondents taken were principals, teachers and students from Adiwiyata Elementary School and non-Adiwiyata Elementary School who receive information about the environment. The quantitative data obtained are analyzed using independent-test, while to find out the comparison of the effectiveness and efficiency of the two types of schools used the Z-score with the help of SPSS Statistics 22 for Windows. Meanwhile, the qualitative data obtained will be analyzed by data reduction techniques, data presentation and conclusion drawing.

Keywords: Primary School, Adiwiyata, Environment, Community, Counseling

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

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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.

Keyword: Blended Learning, critical thinking, 21st Century Education

Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines

Ana Sofia Loreen Mirambel

Ana Sofia Loreen Mirambel
### Use of Mobile Phone Applications in Teaching Precalculus

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**Abstract**

The K-12 Curriculum in the Philippines shed light to mathematics education as it recognizes the use of smartphones/mobile phones as appropriate tools necessary in teaching mathematics. Precalculus is one of the disciplines of mathematics where these devices can be integrated. However, the use of mobile phone applications in teaching Precalculus is still less explored and limited evidence on the use of mobile devices in teaching and learning process were present in the Philippine context. Hence, this descriptive study developed lessons integrating the use of mobile phone applications in Precalculus and determined its effects on students’ conceptual understanding. Mobile phone applications integrated include Angle Meter, Infinite Unit Circle, Trigonometry Tutorial 3, Trigonometry.Unit Circle, ArcCalc, Trigonometry Test, Unit Circle, and Desmos. The study employed Bring Your Own Device (BYOD) scheme in the conduct of lessons among Grade 11 Science, Technology, Engineering, and Mathematics (STEM) students. This study found that there is a significant difference between the competency levels of students along with conceptual understanding prior to and after the conduct of lessons. Students recognized that mobile phone applications: (1) helped them to visualize and understand Precalculus concepts; (2) revolutionize the teaching and learning process; (3) make them aware of their own learning progress; and (4) taught them to become independent learners. Thus, the use of mobile phone applications in teaching Precalculus can enrich students’ conceptual understanding.

**Keywords:** Science, Technology, Engineering, and Mathematics (STEM), Precalculus, mobile phone applications, conceptual understanding, Bring Your Own Device (BYOD)

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### The Efficacy in Webquest: Its Implication to Students’ Critical Thinking Skills

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**Abstract**

The construct of critical thinking has been underscored since the inception of WebQuest. Many studies relating WebQuest to critical thinking skills have been undertaken but not as to whether the level of efficacy in Webquest has implications to students’ critical thinking skills; hence, this study was carried...
out. Specifically, it sought to determine the following: (1) level of students’ critical thinking skills in terms of deduction semantics, credibility, induction, prediction in planning experiments, definition, and identification of assumption; (2) the difference in students’ level of efficacy in WebQuest when grouped according the identified characteristics; (3) the difference in the level of students’ critical thinking skills when grouped according to their characteristics; and (4) the effect of the efficacy in WebQuest on students’ critical thinking skills. To measure the critical thinking skills of the students, this study used the Level Z test of the Cornell Critical Thinking Skills Test. Data were analyzed using descriptive and inferential statistics. The results showed that the students’ level of critical thinking skills is average, with semantics as the lowest and deduction and induction as the highest. There is a significant difference in the students’ level of efficacy in Webquest when grouped according to gender, Ohio Graduation Test result, computer skills, training on Webquest and collaborative skills. Meanwhile, there is a significant difference in the students’ level of critical thinking skills when grouped according to gender, GPA, OGT result, computer skills, and collaborative skills. Overall, there is no significant effect of the efficacy in Webquest on students’ critical thinking skills although in the areas of semantics and predicting outcomes in experiments, the results showed a significant effect indicating that while the level of efficacy in WebQuest has no effect on the critical thinking skills of students, it has effects on the students’ ability to show an understanding of the verbal and linguistic aspects of a given argument and have the ability to relate possible stated predictions to a given planned experiment.

Keywords: Webquest, Critical Thinking Skills, Instructional Technology, Inquiry-Based Model, Higher Order Thinking Skills

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Using Online Platforms as an Extension of Learning - An Instructor's Perspective

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Abstract

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. (what is the gap in the research? Add that here) 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.

Keywords: online platform, verbal cues, asynchronous communication

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Box of Happiness: A Concerted Effort of Collecting Unused Items of LORMA Colleges for San Felipe Elementary School, San Juan, La Union

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Abstract

Poverty still remains a big challenge to the society nowadays, especially in rural areas where learning of the students are not prioritized and their needs are not provided. With that, the researchers proposed an outreach program where privileged students can donate their unused items for the students who lack in resources. This research study aims to know how in need are the students of San Felipe Elementary School which will serve as a basis for Lorma Colleges’ outreach program. Specifically, it sought to answer the following questions: (a.) How does poverty affect the motivation of the students? (b.) How well-provided are the students in San Felipe Elementary School? (c.) How effective will be the outreach program in San Felipe Elementary School?. In gathering the data, the researchers were able to conduct a semi-structured interview and thematization were used to analyze the data. The primary respondents of this study are the students of San Felipe Elementary School enrolled in A.Y. 2018-2019. The collected data revealed that due to poverty, the needs and wants of the students are not well provided by their parents. There is no existing outreach programs to help them. The students does not get the validation that they want which makes them unmotivated. Moreover, it negatively affects the academic performance of the students. The researchers therefore conclude that having an outreach program which donates unused items will be effective and can definitely help the students of San Felipe Elementary School.

Keywords: Motivation; Outreach Program; Poverty; Students; Unused Items

Challenges for Teachers on Practicing New Curriculum (Assessment Policy)

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Abstract

This study investigated the challenges for teachers on practicing new assessment policy in key stage one and two in a primary school of Laamu Gan. This study was guided by main three questions 1. What assessment methods and tools are used to assess student’s progress? 2. What are the challenges teachers’ faces when practicing the new assessment methods mentioned in new curriculum? 3. How can the challenges be addressed? The collected data was analyzed using qualitative methods. And the study revealed that the teachers have many challenges though they have knowledge about the current method of assessing (AFL). Not getting enough training was raised as the main challenge for teachers and on the basis of the findings, the study recommends conducting assessment refreshing sessions and a well monitoring system across schools in school level or atoll level with adequate resources.

A Critical Study of Buddhist View According to the Theory of Psychological Disorders

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9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore
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**Abstract**

In the discussion of psychological disorders according to Western theory, mental illnesses faced by man in this modern complex and competitive global society can be taken as one of the biggest health problems in Western and Eastern world. Here, definitions given for psychological disorders are also will be analyzed appropriately. A disorder is what is not in order. An order is a human created way of behavior. Of someone shows behavior that is not accorded with the constructed order them he is said to be a psychologically disordered person or mental illnesses faced man. Therefore, it is very clear that the distinction of psychologically healthy one from that of an unhealthy one depends on structural and constructed behavioral patterns. On the other hand, it can be taken as the division of ordered behaviors and disordered behavior person.

In this paper, my argument is that such a division has no logical basis as all human beings as a whole possess at least minor type of behavioral problems. So, this had been clearly emphasized in the Buddhist context. In this modern world majority of people are spending a lifestyle of secularity. So they all are worldlings or ordinary personalities from Buddhist perspectives. Therefore such a distinction of ordered and disordered types has no foundation as all belong to the same category. The universal statement found in Buddhist context “All wordlings are psychologically disordered” can be used as the deconstruction theory of psychological disorders according to Buddhist point of view.

**Key word:** Ordinary Personality, Deconstruction, Behavioral Problems
hundred and three (103) students were selected by purposive sampling technique. The students are 10th-grade students, Class of Natural Science 1, 2, & 3 of The National High School 18 Jakarta. The needs of chemistry learning were observed as the preliminary observation using a Likert scale on Maslow’s hierarchy of needs. Then, the researcher composed a chemistry learning module, based on Likert scale analyze, with pretest and posttest to measure the students’ learning outcomes which will be indicated as the learning style approach. Data analysis is a descriptive statistic and shows that there is an increase in the average value of chemistry learning outcomes. Means that self-esteem facilitating on chemistry learning process can be applied to approach the learning style of adolescents.

Keywords: Self-esteem, Maslow's hierarchy of needs, Adolescents, Learning style, Chemistry learning outcomes.
approach in learning. The research participants consisted of 50 first-year students who were learning the major in English linguistics at a university of foreign language studies in Vietnam. The effects of this approach were evaluated by these students answering completely and persuasively. The study has improved that applying CL as well as conceptual metaphors based on the senses to teaching of English is vital, feasible and productive. The author makes some suggestions for teaching English for EFL students in the light of CL and thus it is necessary for people who learn to express and understand ideas related to English conceptual metaphors on the basis of inter-language pragmatics.

Keywords: Cognitive Linguistics, Conceptual Metaphor, senses, Vietnamese EFL students

Lived Experiences of Visually Impaired Working Mothers on Child Rearing

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Abstract
Visual impairment is a decreased ability to see it intervene in human function. In cases of mothers who has this disability can hardly be able to do works without guidance and most of all rearing a child. Visual Impairment comes with different challenges in one’s life. In this study, these are the working mothers who have visual difficulties with responsibilities in work and in rearing a child. This study specifically aims to discover the challenges and coping mechanics of visually impaired working mothers on child rearing. Semi-structured in-depth interviews were used and the gathered data from the participants were transcribed and analyzed through Thematization. “Close nurturers” was the overarching theme extracted from the experience of mothers who are blind, which emerged from four themes: monitoring by alternative senses, discovering the child’s intentions, parenting anxiety, and deficits in communication. Their transition to parenthood seems relatively conventional despite their visual impairment, and mothers have mostly “detached” attachment representations, with a need for independence. However, the need for social support proves to be of great importance.

Keywords: Visual Impairment, Working Mothers, Coping Mechanism, Rearing

A Survey on Interest and Reading of EFL Students

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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
Implementation of Collaborative Learning Model Based on Exe-Learning Media on Generic Science Skills of Prospective Teacher

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Abstract
This study aims to determine the impact of implementing collaborative learning models on generic science skills of prospective teacher. Implementation of collaborative learning models on generic science skills in this study is assisted by exe-learning media. Based on research data, it is shown that the implementation of collaborative learning models based on exe-learning media has an effect on all indicators of generic science skills. The highest indicator of generic science skills developed is understanding of cause and effect indicator with index 0.92 and the lowest at index 0.41 which is an abstraction indicator. In general, it shows that there is an impact of the implementation of collaborative learning models based on exe-learning media with a significance level of 0.002. At the 5% confidence level, it was concluded that there was a significant effect of implementing collaborative learning model based on exe-learning media on student generic science skills where 0.002 < 0.05.

Keywords: Collaborative Learning, Exe-Learning Media, Generic Science Skills

K-12 Education and Philippine Development

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Abstract
Education empowers people and strengthens nations. Its capacity to enhance one’s economic and social status, particularly in the Philippines, cannot be questioned. Recently, this capacity will be put to test following the legislation of the K-12 education program and adopted by the Department of Education (DepEd). Given the four features of K-12 program, namely, academic competence, labor opportunity, global, competitiveness, and economic development, this article discusses the merits of the program and the problems and barriers to its full implementation amidst the context of prevailing analyses on Philippine development. The methodology of the study is a descriptive research using the questionnaire survey form presented to the stakeholders of the Department of Education with 145 respondents covering 65 public and private schools under Region X. The significant findings of the study showed stakeholders agree that the K-12 would provide academic competence pointing out the quality of basic education in the Philippines requires urgent and critical improvement. In the area of labor opportunities, most agree that the K-12 will produce more skilled graduates who are immediately employable after graduation. The K-12 program also favors global competitiveness, however stakeholders disagree that Filipino students are not competitive internationally. In fact most agree that it is better to improve the current system of education to compete globally. Economically, respondents disagree that the government is economically prepared to provide for two more years of free education. Hence while the K-12 program is laudable in preparing graduates for employment there is much to be desired in ensuring the quality of labor opportunities for Filipinos which may just result in providing cheap labor for the local and global market. To improve global competitiveness in learning outcomes there is a need to supply the huge shortage of classrooms, teachers, and textbooks which constitute the backbone of quality education. The biggest dilemma for the implementation of K-12 education is the unresolved poverty issues surrounding the Philippine economy.

Hands-On Activities Learning Module Integrated with Indigenous Physics: Determine the Rigidity Modulus of Dayaknese Woven

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Hands-On Activities Learning Module Integrated with Indigenous Physics: Determine the Rigidity Modulus of Dayaknese Woven

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| ERCICTEL1910131 | **Riska Septia Wahyuningtyas**  
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**Abstract**  
This research aims to construct a hands-on activities learning module integrated with indigenous physics. This module intended to used for first year student’s learning activity in mechanics subject. Learning Module is designed to improve the quality of student’s activity based skill approach. This design research method of this learning module applied the 4D (Define, Design, Develop, Disseminate) model. This module has been validated by construct and content validation. The learning materials is elasticity by using Dayak tribes woven rigidity modulus experiment. This study use Dayak tribes woven consists of rattan, bamboo, and tree bark, that harvested from West Kalimantan forest. Rigidity modulus exercised by modified Searle’s static torsion apparatus Here equipment. The preliminary, design, development, and dissemination trials of this module will be tested by student of Physics Education Program, Faculty of Teachers Training and Education Christian University of Indonesia. Gradually this module can be implemented to increase the willingness to participate along the learning process. Eventough, this module need some improvements to achieve the following outcomes due to updated trends in education.  
**Keywords:** Dayaknese Woven, Learning Module, Rigidity Modulus, Hand’s On Activities Learning, Physics Education |
| --- | --- |
| **Quang Giao Nguyen**  
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**Abstract**  
To identify universities, university ranking is considered an effective tool. Especially, in the digital information era as today when the information can be spread fast in the world, a university that is listed in the table of the world universities rankings can be seen or known by the community, support of choosing destination of students as well as show a sense of responsibility which is entrusted by the Government for development and investment decision. Therefore, in recent years, Vietnam’s higher education is in the process of fast and comprehensive international integration. One of the concrete manifestations of Vietnam’s sustained effort into the integration in higher education is that Vietnamese universities are increasingly interested in the world university rankings. Actually, until 2019, Vietnamese universities are ranked low, even not ranked in the tables of the world universities rankings such as THE (Times Higher Education) which gives the only table of university performance in the world in research-intensive universities whose core missions are teachings, research, knowledge transfer and international outlook; or ARWU (Academic Ranking of World Universities) in which the number of award-winning scientists, most cited researchers from the listed universities, and their contribution to the scientific community are focused. In 2019, for the first time, there have been only two Vietnam’s universities in the QS’s newest publication (Quacquarelli Symonds) including the Vietnam National University in Ho Chi Minh City (701st) and in Hanoi (801st) in list of 1,011 higher education institutions. The reality poses an extremely pressing requirement for Vietnamese universities to strengthen the application of effective solutions to improve their rankings on the higher education world university rankings. The research focused on the status of the banks of Vietnamese universities in following the ranking criteria of the world universities rankings. Since then, the research proposed the solutions to improve the ranks of Vietnamese universities on the tables of the world international rankings, including: (1) Vietnamese universities must study the ranking criteria of the higher-education world university rankings to follow close and perform seriously; (2) Vietnamese universities must assess their practical status and apply the real improvement measures to meet the criteria of the world universities rankings, (3) Vietnamese universities must be proactive and compatible with changes in criteria, ranking methodology of the world universities rankings; (4) Vietnamese universities must invest the resources of both human and material facilities into ranking in the world; and (5) the Vietnamese government should promote the internationalization of higher education in Vietnam with more positive policies for Vietnamese universities. In general, performing |
these measures for the higher education world university rankings is an important content to be performed by not only Vietnamese universities but also other countries for the better education and future generation.

Keywords: Ranking, Vietnamese Universities, Vietnamese Universities Ranking, Higher Education, World University Rankings

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Use of Construction Inquiri Learning Model to Improve the Interest of Learning Students Grade XI Sma Angkasa 2 in Coloid Materials

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Abstract
This study aims to find out (1) whether the application of guided inquiry learning model can increase the learning interest of high school students of class XI IPA Angkasa 2. (2) How much increase in student learning interest obtained through the application of guided inquiry learning model. This study uses the post-nontest, pre-nontest method. The research subjects were 32 students as the experimental group using the guided inquiry model with 24 validated questionnaire statements. Data derived from the pre-nontest and post-nontest values were analyzed using the t test with an independent sample test using the SPSS 22 for window program. The results of the normality test using the Shapiro-Wilk Pre-test test is to obtain a significance value of 0.346 which means that the data is normally distributed (significant 0.346 > α 0.05). Therefore it can be stated that the data in this study are normally distributed and fulfill the requirements of research hypothesis testing based on parametric statistics. Homogenity test obtained the value of sig = 0.281 > α with α = 0.05, the data is homogeneous. Hypothesis test results using one sample t test obtained t count = 54.069 after compared with the distribution table t at a significance level of 0.05 the price of t table = 1.998, concluded t count > t table (54.069 > 1.998) or sig 0.00.

Keywords: Inquiry Learning, Learning Interest, Increase

Drexylle Ebueza
ERCICTEL1910134

Redefining the Leaving Process of the Junior High School Faculty

Drexylle Ebueza
Junior High School Department, Lorma Colleges Special Science High School, Philippines

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. 3 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
Theorising Alternative Pathways for Feedback in Assessment for Learning; The Triple-F Approach

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Abstract
Assessment for learning is critical in determining the kind of educational encounters students would have in the course of schooling and how these encounters ultimately shape their total education experience. Feedback is a critical part of assessment for learning (Angelo & Cross, 2012), and how the feedback is delivered, determines whether or not learning actually takes place. Price, Handley, Millar, and O’donovan (2010) argues that the five broad roles attributed to feedback (correction, reinforcement, forensic diagnosis, benchmarking and longitudinal development) play critical role in determining how or whether learning actually takes place both in the now and the future. Since assessment is an inferential process (Bennett, 2011), feedback needs to be rigorous if the inference is to drive learning as intended. McCarthy (2017) supports this when she argues that feedback is only or can only be useful when it is sufficient in frequency and detail, timely, appropriate and acted upon. This means that the more rigorous feedback is, the more effective it would be in driving learning. Stiggins (2002) takes this further when he argues that most often assessment practices assume all students as the same and provide feedback to students using a generic rubric which fails to take into consideration the individuality of the students concerned. The Triple-F approach becomes a way of tackling these challenges. This paper reports on the findings of a qualitative case study of feedback provided to students in an honours module in a South African University. The Triple-F approach emerged as a theoretical frame from this study which details a three tier approach to feedback. The first tier, sees feedback provided by students on their peers’ work. The second tier, is feedback provided by an alternative student on the feedback provided by their peers and the third tier is that provided by the lecturer on the feedback provided by other students and his assessment on the students’ work. Black and William (1998) argue that improvements in classroom assessment practices will contribute to the improvement of learning. The triple feedback approach improved classroom assessment and gave students the opportunity of providing the kind of feedback they want from the lecturer, have another student judge the depth and criticality of the feedback before the lecturer provides an alternative feedback and judgement or assessment of the feedback provided. The level of participation in the teaching and learning process improved drastically and student performance as well improvement since every student were keen on understanding the issues discussed so as to provide critical feedback or judge the feedback provided by their peers. The paper concludes that these three levels of feedback gave students the opportunity of understanding and driving their learning from alternative perspectives and this greatly impact their performance.

Agency, Urgency, and Thematic Progression in Global Green Talk: A Critical Eco-Discourse Analysis

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Abstract
This paper offers a new qualitative research method to deconstruct hidden ideological processes, power relations, and political influence in the discursive event and discursive-linguistic choices of the world environmental leaders. The international discussions during the 2016 Climate Change Conference through which these leaders addressed the issues on climate change have become increasingly important to enhance the well-being of society as a whole. Since the magnitude of climate change beyond the next few decades depends primarily on these leaders’ intentions, commitments, role relations, and compelling visions, this paper, therefore, is dedicated to investigate their commitment speeches under the critical lenses of van Dijk’s Sociocognitive theory (2016), Halliday’s (1994) Systemic Functional Linguistics and Martin & White’s (2005) Appraisal theory, ultimately aimed at analyzing the 1) thematic organization of their proposals of actions; 2) the urgency of these actions; 3) the representations of roles of agents; and 4) the evaluations of these actions and agents. Findings revealed that these leaders strategically mobilized proposals of actions via five thematic progression patterns of which theme reiteration or constant theme pattern was found to occur dominantly with actions used as objects of the themes; expressed high degree of urgency of commitment to action as indicated in the profuse occurrences of high obligation of modulation; allocated six agentive roles of
### A Qualitative Study of the Impact of Counselling Psychology in Adult Education in Motivating to Promote the Speaking Skills of Non-Native Adult Speakers of English

**Abstract**

This very small scale exploratory and almost wholly qualitative research (Qual–quan) study seeks to examine how non-native adult speakers of English (NNASE) can be motivated to speak English as a foreign language (EFL) more and better via the utilization of counseling psychology rather than through traditional teaching methods over a 3 month period of English language lessons in a classroom environment. The approach taken in this study resembles the Oral Approach and Situational Language Teaching but it is more than those traditional methods used in the 1950s through the 1960s in British and Australian schools, and involves a combination of Communicative Language Teaching (CLT) approach, widely used from mid-1970s to the 1980s period, Task-based Language Teaching (TBLT) approach and Counseling Learning Techniques.

**Keywords:** Counseling, Approaches, Gestalt, Cognitive Behavioral, Reality/Choice, Person-Centered, Narrative, PADI (Problem definition, Attempted solutions, Desired Changes, Intervention Plan), NNASE (Non-Native Adult Speakers of English)

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### E-Learning in Continuing Education by Academia-Business Partnership

**Freimut Bodendorf**  
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**Abstract**

For many years a relevant part of the research programs of the European Union focuses on new technologies and new concepts for continuing education. One idea is to transfer knowledge from universities to companies by using contents and solutions developed at university for knowledge transfer to business. So, the target group of learners does not consist of students but comprises employees and managers of a company. A course which aims at providing knowledge in business process management (BPM) for small and medium-sized enterprises (SMEs) is introduced. The course consists of nine modules. Each module includes various short online-lectures giving a concise video-based introduction to business processes, process modeling, process and workflow execution, process analytics, and process controlling. Special attention is given to practical exercises and hands-on experiences.

First, the theoretical basis of the project is presented. Distance learning, collaborative learning, and explorative learning will be addressed. Second, the structure of the Virtual University of Bavaria is outlined. Third, as the main part, the background of the European Social Fund and the funded project are explained. The developed online course goes into specific methods used for BPM. Practical use cases are provided to stimulate participants to collaborate and apply the methods learned.

The e-learning online course started with participants from seven German small and medium-sized companies. After a pilot phase of approximately one year the number of participants increased significantly. An empirical study was conducted to investigate the acceptance and user experience of the knowledge transfer environment. The overall results of the corresponding survey will be presented. The academia-business partnership turned out to be an adequate approach to motivate employees to “learn on the job”, both during short breaks and after their regular working time.

**Keywords:** Distance Education; Online Course; Business Processes; Small And Medium-Sized Enterprises
The Implementation of Repeated Reading Method in the Students of Japanese Literature Study Program

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Abstract
This research is focused on one of language skills, namely reading. The researcher sees some reading problems which are experienced by the students. The researcher applied the repeated reading method by holding the separated class to improve the reading fluency and comprehension of students on the reading materials. Five students from class of 2016 who had difficulty in reading were chosen as the samples in this research. This research used the quantitative and qualitative methods. According to Samuels (1997) in implementation of the repeated reading method, the issue of reading fluency is prioritized over comprehension. The reading fluency depends on two factors, namely speed and accuracy. In order to see the improvement shown by students in the reading speed, the graphic was used to record the number of words which can be pronounced well by students, whether they are right or wrong, to see accuracy in the reading materials. Meanwhile, in order to identify effectiveness of the repeated reading method, questions related to the reading material were answered and the number of right answers was counted.
The research shows the result that students showed a change in the reading fluency and comprehension. The improvement shown by every student was different. However, every student assumed that the reading skill can be improved by reading text repeatedly. The difference shown by every student in the reading fluency and comprehension on the reading material was affected by many factors, namely capability in understanding or memorizing kanji and vocabularies in a short time; capability in identifying the patterns of sentence in the reading material; capability in understanding content of the reading material; knowledge about the pronunciation of words in Japanese language; and motivation.
Keywords: Comprehension, Fluency, Method, Repeated reading
The data was analyzed through direct interpretation.
Findings: The graduate had been assigned to an acute medical ward of an acute hospital in Hong Kong. She had been trying very hard to adapt to the environment. However, with the typical symptoms of ADHD, she had a strong sense of guilt and being abundance. The dosage of the medication had been increased. She felt that she was unable to cope with the clinical environment.
Research Outcome and Future Scope: This study enhanced our understanding of a nursing graduate ADHD in clinical setting. It was recommended that some modification in recruiting or selecting procedure should be implemented in future.
Keywords: ADHD, Nursing Graduate, Clinical Setting

Sandy Buczynski
ERCICTEL1910075

Full STEAM Ahead: Enriching Students’ Science, Technology, Engineering, Art, and Math (STEAM) Learning through an Afterschool Program

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Abstract
This study was designed to evaluate how a STEAM curriculum-based afterschool program implemented in five elementary schools in an urban school district in Southern California impacted students’ level of STEAM conceptual understandings and attitudes toward experimenting and confidence in STEAM learning. This was a mixed methods study. A qualitative methodology was used to observe K-5 grade level students interacting with the STEAM curriculum to reveal how this STEAM enrichment program helped the development of learner’s analogy skills, engineering capabilities, prediction testing, reasoning skills, and application of science concepts. A quantitative methodology was enacted to survey 150 students to determine students’ level of self-efficacy and attitudes toward STEAM. The findings show that seventy-four percent of students surveyed reported to “like” the full STEAM ahead activities while 81% indicated that they enjoyed experimenting. Forty-two percent of the students revealed that they did not know the science content prior to participation in this enrichment program. The self-efficacy of the students was very high with 69% self-reporting that they expect to do “very well” in their academic science/math classes. Since the majority of students in the program are Latino, the inference is that enrichment of these skills will help bridge the "opportunity gap" that today’s Latino students face in the U.S.
Keywords: After School Program, STEAM Learning, Opportunity Gap

Karen Ang-Manaig
ERCICTEL1910083

Pre-Service Teacher’s 21st Century Information Communication Technology (ICT) Skills and Level of Technological Standards

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Abstract
This study aimed to determine the relationship of 21st Century Pre-Service Teachers’ ICT skills and level of technological standards. The study employed the descriptive-correlational research method of research to determine the relationship between ICT skills and level of technological standards of pre-service teachers. The respondents of the study were the Pre-Service Teachers of Bachelor in Secondary Education and Bachelor in Elementary Education. A total enumeration was used. There were 110 pre-service teachers enrolled in the University during the academic year 2018-2019 where the study was conducted. The researchers utilized an adapted and modified instruments. The research instruments were validated by experts in the field before they were administered to respondents. Weighted Mean, Standard Deviation and Pearson r were used in the analyses of the gathered data. It was found out that the respondents have a high level of technological standards in terms of research and information literacy, critical thinking, problem-solving, and decision making, and technology operations and concepts. When tested for significant relationship, this study revealed that there exists a positive and significant relationship between ICT skills and technological standards among pre-service teachers.
Based on the findings of this study, the null hypothesis is rejected. The researchers therefore concluded that as pre-service teachers possess adequate and necessary ICT skills, the more competent they are of becoming an empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, and global collaborator.

Keywords: ICT, Pre-Service Teachers, Technological Standards, Skills

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**The African University: Hegemonic Neoliberal Knowledge Systems Untamed**

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**Abstract**

This conceptual /theoretical paper enters the discourse of decolonisation of knowledges in the South. Arguing from a postcolonial critical theory perspective, I conjecture that knowledges in the African universities are still yoked, with a grip, to the erstwhile colonial universities domiciled in the North which, in the first instance, were responsible for establishing them. Tethered with a perennial chord of neoliberal globalisation in the name of assistance for development, I argue to show evidence of how university knowledge research, knowledge production and dissemination in Africa continue to serve, first and foremost the priorities of Europe and America much to the limited social and economic benefit of the people of Africa. While political leaders claim independence from the North, I provoke scholars and academics on African affairs to give an eye to the perverse neoliberal knowledge agenda manifesting itself in the name of universality in order to arrest the continued pervasion of colonial knowledges in higher education institutions to this date. We conclude that epistemological decolonisation has not yet dawned on the African university without a focus on relevant knowledges for the amelioration of African challenges.

Keywords: Africanness; Coloniality; Epistemologies; Localisation; Neoliberal Globalisation

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**Teachers’ Occupational Stress, Job Anxiety, Personality Dimensions and Instructional Competence**

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Karen Ang-Manaig  
Assistant Professor II, College of Teacher Education, Laguna State Polytechnic University, Los Banos, Laguna, Philippines

**Abstract**

This study aimed to determine the Occupational Stress, Job Anxiety, Personality Dimensions and Instructional Competence of Elementary Teachers. The study employed the descriptive-correlational research design. There were 161 respondents composed of different teachers from small and big schools from the District of Los Banos, Laguna. The study utilized the standardized questionnaires in assessing the Occupational Stress, Job Anxiety, Personality Dimensions and Instructional Competence of Elementary Teachers. The data gathered were treated using Mean, Standard Deviation and ANOVA. Based from the findings, it revealed that occupational stress has a significant relationship to the teachers’ competence in terms of communicative competence however occupational stress has no significant relationship between teachers competence in terms of instructional competence and social skills. The result also shows that there is a significant relationship between job anxiety in terms of recognition and teacher’s competence in terms of instructional competence, however there is no significant relationship between job anxiety in terms of recognition and teacher’s performance in terms of communicative competence and social skills. Similarly, there is a significant relationship between job anxiety in terms of self-esteem and teacher’s competence in terms of instructional and communicative competence, however, there is no significant relationship between job anxiety in terms of self-esteem and teacher’s competence in terms of social skills. Lastly, the result shows that there is no significant relationship between job anxiety in terms of security, human relations at work, rewards and punishment, future prospect and capacity of work and teacher’s performance in terms of instructional competence, communicative competence and social skills.

Keywords: Occupational Stress, Job Anxiety, Personality Dimensions, Teachers Competence

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Adrian Ting  
Facilitating the Writing Process in an Blended Learning Environment using Google Docs


Adrian Ting  
English Language Centre, The Hong Kong Polytechnic University, Hong Kong  

Abstract  
Technology is said to have penetrated and changed many aspects of modern life, including how we learn. Some educators, such as Prensky (2015), advocates that there is a need for a complete overhaul of our current pedagogical model, to incorporate technology in education so as to engage the 21st century learners. Globally, enormous amount of financial capital has been invested by governments in IT hardware and infrastructures (Macaro, Handley, and Walter, 2012) as well as technology integration across the curriculum (Kozma and Anderson, 2002). There is no exception in the field of English language teaching (ELT). Since the 1960s, language educators have taken the initiative to exploit the most up-to-date technology to improve teaching and learning practices (Warschauer and Healey, 1998). In recent years, blended learning (BL) has become one of the of the biggest technology integration initiatives in ELT. Schools and universities around the world are exploring ways to combine technology and traditional classroom teaching. In particular, computer-mediated communication (CMC) tools, such as email, instant messaging, and blogs, have been used and studied extensively on their efficacy to help L2 learners of English improve their writing skills. Although fundamentally similar to other word processing software, Google Docs allows users to collaborate with minimal effort. Godwin-Jones (2008) believes that Google Docs is the optimal tool for collaborative writing tasks. Indeed, some studies have concluded that Google Docs is another tool that has the potential to be used for online group writing tasks to be completed out-of-class, thus transcending both time and space, and even motivate learners (Yang, 2010; Zhou, Simpson, and Domizi, 2012). In particular, participants appreciated Google Docs’ ease of use, which facilitates such peer editing process over other means of completing the same task in traditional classroom settings. This paper first gives an overview of BL in ELT, followed by literature review on the use of Google Docs in L2 classes to improve learners’ writing skills through collaboration. It then reports on how Google Docs enhanced the teaching and learning in a blended learning environment involving 59 Hong Kong undergraduates studying a project-based English for Specific Purposes module. The chapter concludes with a discussion on how Google Docs can be successfully implemented to English language teaching in university settings.

Girl Child Education in Rural Rajasthan  
Hari Ram Choudhary  
Indian Council of Medical Research - National Institute for Research in reproductive Health, Mumbai, India  

Abstract  
Education is a human right, important in itself and also “enabling” access to other rights. In today’s competitive world education is a necessity. Education for women is even more significant as she plays a crucial role in nurturing the society. While checkup the data of literacy rate in India (74.04%), women scores only 65.46% (census, 2011). Girls tend to show higher dropout rates than boys. School dropout rate amongst adolescent girls is also high (63.5%) (MoSPI, 2012). There are many states highlighting poor literacy rate for women, Rajasthan is one such state which is known to have very adverse figures of girl child enrolment and retention in all levels. Girls often have higher dropout rates than boys. In many parts of Rajasthan, the birth of a girl child is not welcomed. Right from her birth, she faces discrimination, humiliation, and oppression at every stage of life. When it comes to healthcare, education and growth opportunities, the situation is even more worrisome. Keeping the above context in perspective, the present study tries to identify the available institutional mechanism for promoting girl child education in rural Rajasthan and factors that contribute to dropping out of a girl child at the secondary or higher secondary level. The study was descriptive in nature focusing on girls who are enrolled in govt. schools of the villages in secondary or higher secondary level specially in Kishangarh block of Ajmer district. The Findings clearly indicates discrimination faced by girls in getting quality education at all levels. Besides, the conditions are also non-favourable for girls to continue their studies.  

Keywords: Institutional Mechanism, Girl Child Education & Discrimination

Chester Alexis C.  
Standard Policy on the Internship Program for Bachelor of Science in Industrial Technology Program

9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore  
The National University of Singapore Society (NUSS) The Graduate Club, Suntec City Guild House, 3 Temasek Boulevard (Tower 5), #02- 401/402 Suntec City Mall, Singapore
Buama, PhD
ERCICTEL1910144

in One State University

Rowena A. Naga, PhD
Laguna State Polytechnic University, Laguna, Philippines

Chester Alexis C. Buama, PhD
Laguna State Polytechnic University, Laguna, Philippines

Abstract
This study employed the mixed method research design wherein four (4) groups of respondents were purposively chosen, consisting of 8 institution administrators; 51 faculty/coordinators; 102 senior students; and 99 business and industry representatives for a total of 260 respondents. The research instruments used were validated by experts in the field. It was found that the State University had complied with the CHED policy and standards required in the management and operation of their OJT programs.

Further, the findings were statistically analyzed through One-Way ANOVA or F-test to indicate the magnitude of variance in the assessments of the four (4) groups of respondents since the findings of the utilization of the inferential statistics are all in the rejection region where the computed F – values were highest in relevance and responsiveness (F = 14.001), to efficiency and effectiveness (F = 6.204). The findings revealed that in terms of the significant differences in the assessments of the trainers and the trainers on the requirements of OJT Programs, the results revealed that there is a significant difference in the two group’s assessment on the resume, complete medical examination, and interview of applicant trainees. There was no significant difference in the two groups’ assessment on the following: registration and other identification forms; grade requirements; NBI or Police Clearance; letter of referral or recommendation, and; attendance of trainees to orientation scheduled and conducted by the training establishments.

Significant differences were also observed in the trainers and the trainers’ assessments on the roles and responsibilities of the practicum supervisors; realization of OJT objectives, and; benefits afforded to the trainees. However, no significant difference was found between the two groups when it comes to their assessment on the roles and responsibilities of practicum students and the roles and responsibilities of practicum coordinators.

Keywords: Standard, Policy, Internship Program, BSIT

Yanqi Luo
ERCICTEL1910142

Semi-automated Formative Feedback for the Development of Writing Skills in English as a Foreign Language

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Abstract
There is consensus among researchers and scholars on the notion that learning assessment is an effective tool to promote learning. However, in the learning of writing skills in English as a Foreign Language (EFL), this function acquires a more relevant role when assessment activities are carried out systematically, along the learning process and not just towards the end of an academic period; that is to say, when assessment has a formative nature rather than a summative one. As a key component of formative assessment, formative feedback is a powerful tool to foster the students’ learning of EFL writing skills, provided that it sets attainable goals and focuses on the weaknesses -which reveal the gap between current and expected performance- as much as on the strengths of the learner.

As part of a research project that studies the relations between assessment and learning, a specific type of software that combines human participation and computer-based tools for formative assessment has been tested as conducive to the learning of writing skills in EFL. The study described in this paper provides evidence to conclude that the systematic implementation of the Electronic Writing Assessment Tool (EWAT) enhances the students’ writing skills by engaging the learners and the assessor in a process of continuous revision of writing drafts, mediated by personalized and explicit formative feedback. EWAT is an informatic tool that aims at helping instructors provide extensive and systematic semi-automated formative feedback. The application has been developed in cooperation...
between researchers from the English Language Centre (ELC) of Shantou University, China, and a team of programmers from the Centro de Estudios de Softwares Educativos y sus Aplicaciones Docentes (CESOFTAD) of the University of Holguin, Cuba. The experiment done by the authors to test the efficacy of EWAT in promoting writing skills in Shantou University, China, involved a population of n=641 students and 11 random samples of n=51 each. The experiment was conducted under the hypothesis that the systematic implementation of an informatic tool to assist teachers in assessing students’ writings would enhance the students’ writing skills more effectively than traditional methods of assessment and feedback. The results provide evidence to prove that formative feedback generally conduces to improved writing skills, regardless the feedback method used by the instructor. However, the comparison between the impact of traditional methods and EWAT indicate that the students’ scores increase at rates that are consistently higher when given frequent feedback produced by EWAT.

Keywords: EFL; Writing; Assessment; Computer Assisted Assessment, Semi-automated Assessment

Yunier Perez Sarduy
ERCICTEL1910143

The Impact of Assessment on EFL learning: A Case Study

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Shantou University, China

Yanqi Luo
Shantou University, China

Abstract

Although no specific assessment method satisfies the needs of every English language teaching and learning setting, there is consensus on the notion that assessment should be a means to enhance learning rather than an end to measure it. Various studies have demonstrated the connections between assessment and learning in the field of teaching English as a foreign language; however, there is still a gap regarding the mechanisms by means of which assessment conduces to learning. This presentation provides an explanation of assessment-enhanced learning based on the correlation of three variables defined by the presenters: student knowledge of the assessment methods (SKAM), frequency of assessment activities (FAA), and peer participation in the assessment process (PPA). Using the results of a study conducted at Shantou University in 2018, the presenters will provide graphic analyses of data that reveals the correlation among SKAM, FAA, PPA and the learning of English as a foreign language. The first block of graphics argues that there is no direct connection between SKAM and better learning achievements whereas the second and third blocks suggest a direct correlation among high levels of FAA, PPA and better learning achievements. The first three blocks of graphics are based on data collected by means of surveys, observations and critical analyses of documents related to the learning of listening, speaking and reading of English as a foreign language; the fourth block presents results obtained from an experiment conducted to measure the impact of assessment on the learning of writing as a language skill. The presenters will provide sufficient evidence to draw a conclusion that assessment has a high impact on the learning of English as a foreign language.

Keywords: Assessment, English as a Foreign Language
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Upcoming Conferences

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- 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

9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore
The National University of Singapore Society (NUSS) The Graduate Club, Suntec City Guild House, 3 Temasek Boulevard (Tower 5), #02-401/402 Suntec City Mall, Singapore
➢ 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