



Conference Proceedings

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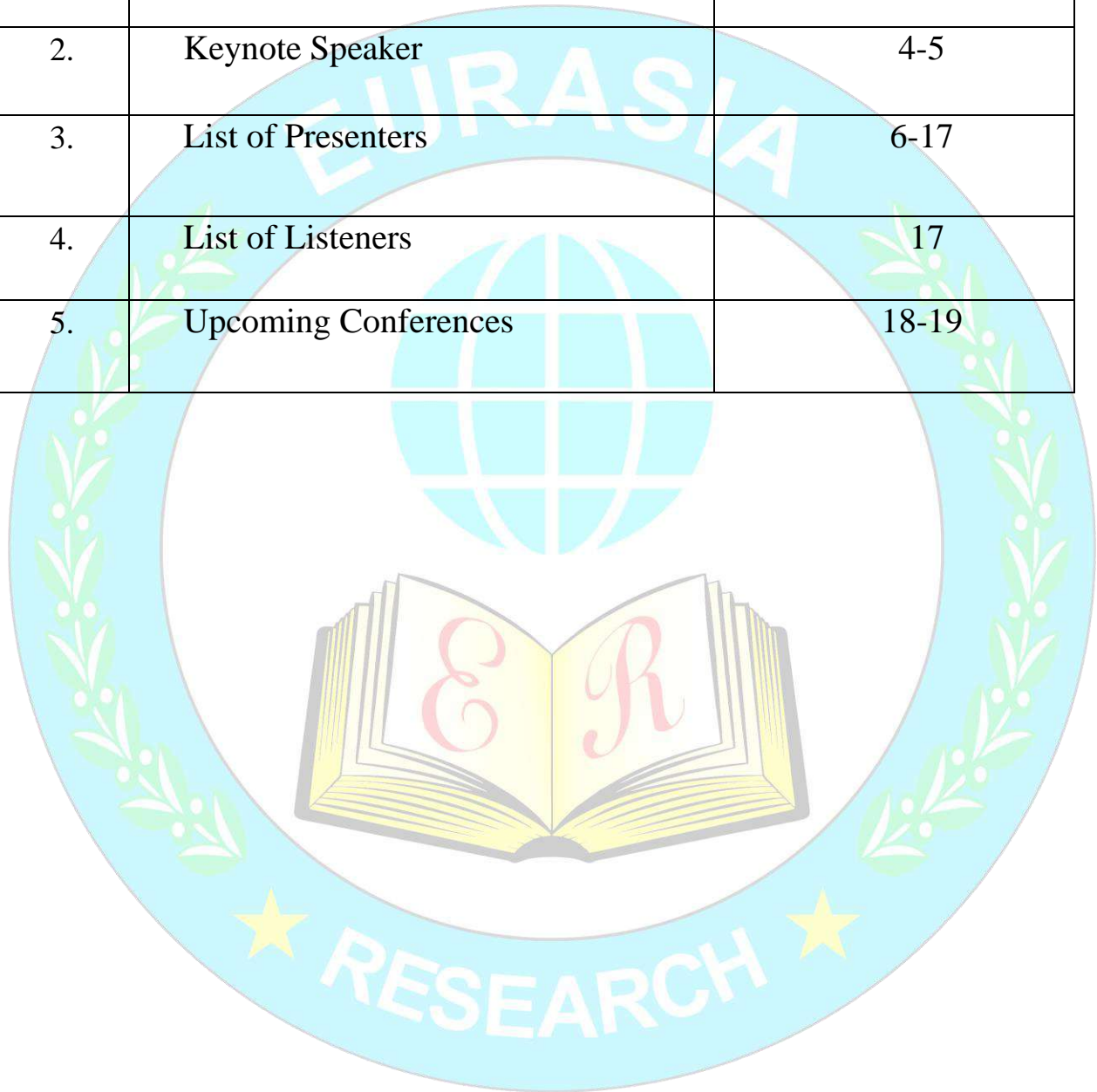
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Preface:

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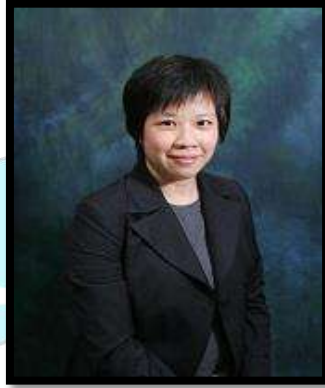
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KEYNOTE SPEAKER



Catherine Cheng

Lecturer at Hong Kong Community College, Hong Kong

**Topic: Effect of Receiving and Giving Peer Feedback on Task Performance
and Future Learning**

Catherine has been a Lecturer at the Hong Kong Community College since 2008. She is interested in investigating the effect of peer review on task performance in the context of associate degree students in Hong Kong. Her signature project, “Implementation of an Open Source ePortfolio for Sub-degree Students”, which received funding support from the Hong Kong Quality Enhancement Grant Scheme, aims to enhance student performance through the use of online peer feedback on the ePortfolio platform

Profile Link:

<https://www.hkcc-polyu.edu.hk/en/about-hkcc/staff-directory/division-of-language-and-communication/index.php?sid=128>

PLENARY SPEAKER



Dr. Joanne Blannin

**Melbourne Graduate School of Education, The University of
Melbourne, Melbourne, Australia**

Dr. Joanne Blannin has taught in four countries, in three languages and has developed an in-depth understanding of learning and teaching. Her many education roles have included outdoor education curriculum director, language tutor, bilingual teacher, curriculum leader, leading teacher, teacher trainer, Victorian Department of Education project officer, lecturer, and school leadership coach. Having taught in both the private and public sectors and worked with over 300 schools as a researcher/consultant, Dr Blannin now researches internationally on effective digital pedagogies & change leadership. Joanne is currently the Digital Learning Leader at Graduate School of Education (MGSE) at the University of Melbourne.

PRESENTERS

<p>Ochai Innocent Uroko, Phd ERCICTEL1920052</p>	<p style="text-align: center;">English Language and National Integration</p> <p style="text-align: center;">Ochai Innocent Uroko, Phd Department Of English, College Of Education, Oju, Pmb 2035, Otukpo, Benue State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Language is a natural endowment to man by God and the most viable means human beings use for communication and interaction. It is generally, an essential element in human life. English language is a colonial legacy now so deeply entrenched in Nigerian heritage that has apparently become indispensable. In the country, English language is already widely recognized as an instrument par excellence for socio-cultural, economic and political integration. It is for this reason that much importance is attached to the language nationwide and at all levels on nation's educational system. In this paper, the writer discusses the advent of English language in Nigeria, its importance in international politics, multilingualism and the problem of national integration, English language and national integration and concludes by demonstrating the significance of English language potentials in national integration. Finally recommendations are made of the continued use of English language in view of its unique roles in national development and integration.</p>
 <p>Usama Ashmawi ERCICTEL1920054</p>	<p style="text-align: center;">Effects of Swimming Training on Anaerobic Endurance for Junior Swimmers</p> <p style="text-align: center;">Usama Ashmawi Faculty of Physical Education, University of Port-Said, Egypt</p> <p style="text-align: center;">Mohamed ElRashedy Faculty of Physical Education, University of Port-Said, Egypt</p> <p style="text-align: center;">Abstract</p> <p>Study aims to evaluate the effects of swimming training on anaerobic endurance, swimming velocity and chest girth in children aged 12 years. Two groups of children aged 12 years were studied. Group S (14 boys and 6 girls) training swimming 3 days a week, 90 min per session, and Group R (6 boys and 6 girls) engaged in competitive swimming for 4 years. Children from Group S were subjected twice (in September and in February) to a swimming test consisting of 6 bouts of swimming the 12.5-m distance, spaced by 30-s intermissions. Mean and maximum swimming velocities in the entire test were recorded together with their ratio (Performance Index, PI). In children from Group R the swimming velocity at one 12.5-distance was recorded. A part from somatic indices, significant increases over the 5-month training period were noted in mean swimming velocity in boys and girls ($p < 0.001$) and in maximum velocity in boys ($p < 0.01$). No significant changes were noted in the performance index or in heart rate. Performance index as a measure of anaerobic endurance may serve as a useful tool in assessing the adaptive performance changes in young swimmers.</p> <p>Keywords: Swimming, Endurance, Training, Work Capacity</p>
<p>Soraya Irma ERCICTEL1920055</p>	<p style="text-align: center;">Investigating the Motivational Strategies Used by EFL Teachers in Indonesia</p> <p style="text-align: center;">Irma Soraya Sunan Ampel State Islamic University of Surabaya, Indonesia</p> <p style="text-align: center;">Kamal Yusuf Sunan Ampel State Islamic University of Surabaya, Indonesia</p> <p style="text-align: center;">Abstract</p> <p>This study aims to investigate how EFL teachers in secondary schools in Indonesia which use English as a medium of instruction create basic motivational strategies, generate the student's</p>

	<p>initial motivation, maintain the students' motivation as well as reveal how those teachers encourage positive retrospective self-evaluation of the students' motivation in learning EFL. The study was conducted in Indonesian setting with its cultural attributes, its unique and specific context compared to other studies with the same topic. Qualitative research design was used in this current study regarding to the type of data, the way to analyze the data and also the way to present the result. Three secondary schools located in Surabaya, involved in this study representing each level of secondary education. The result showed that the secondary teachers in all level performed certain frequent motivational strategies even though there are other strategies that they did not do. The study indicated that motivational strategies had already been employed into the practice of teaching and learning. Moreover, the result also revealed that the motivational strategies done in secondary schools in Indonesia were different in terms of ways and practical effectiveness since several factors existed beyond them.</p>
<p>Kamal Yusuf ERCICRLSH1920055</p>	<p>Investigating the Motivational Strategies Used by EFL Teachers in Indonesia</p> <p>Irma Soraya Sunan Ampel State Islamic University of Surabaya, Indonesia</p> <p>Kamal Yusuf Sunan Ampel State Islamic University of Surabaya, Indonesia</p> <p>Abstract This study aims to investigate how EFL teachers in secondary schools in Indonesia which use English as a medium of instruction create basic motivational strategies, generate the student's initial motivation, maintain the students' motivation as well as reveal how those teachers encourage positive retrospective self-evaluation of the students' motivation in learning EFL. The study was conducted in Indonesian setting with its cultural attributes, its unique and specific context compared to other studies with the same topic. Qualitative research design was used in this current study regarding to the type of data, the way to analyze the data and also the way to present the result. Three secondary schools located in Surabaya, involved in this study representing each level of secondary education. The result showed that the secondary teachers in all level performed certain frequent motivational strategies even though there are other strategies that they did not do. The study indicated that motivational strategies had already been employed into the practice of teaching and learning. Moreover, the result also revealed that the motivational strategies done in secondary schools in Indonesia were different in terms of ways and practical effectiveness since several factors existed beyond them.</p>
<p>Ana Sofia Loreen Mirambel ERCICTEL1920058</p>	<p>Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines</p> <p>Ana Sofia Loreen Mirambel Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan, La Union, Philippines</p> <p>Abstract As the time passes and culture is passed on to different generations, the elements of tourism diverse. With the prevalence of technology in our country, its citizens will have a better grasp of what tourism actually is. This paper tackled and delved deeper on how beneficially technology can affect and be the bridge to connect the gap between tourism and culture. In the modern era, technology is ever-evolving, and it can be a great enhancement or tool for boosting tourism especially through digital tourism. Whilst its social costs, both globalization and modernization cannot be ignored; digital tourism can transform the imagery and identity of a locality. The scholars used the method of semi-structured interviewing and analyzed their accumulated data through thematization for this phenomenological study. The researchers have identified the elements of Digital Tourism mainly focused on programs, technology and media. Meanwhile, the researchers also determined the implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly</p>

	<p>applicable to the City of Baguio and is adhered by tourists, locals and the government. Keywords: Tourism, Technology, Culture, Identity, Globalization</p>
 <p>Ramadoni ERCICTEL1920060</p>	<p>The Effect of Self-Confidence, Motivation and Communication Ability on Student Achievement by Using Numbered Heads Together (NHT) Approach in Matrix Topic at Private Islamic High Schools in Tanah Datar District, West Sumatra Province, Indonesia</p> <p>Ramadoni National Dong Hwa University, Taiwan</p> <p>Abstract The low results of mathematics learning in class XI MAS Salimpaung Tanah Datar District are caused by several factors, namely lack of self-confidence, motivation and communication of students in following the learning process. To overcome this problem, one of the efforts that can be done is to apply Numbered Heads Together (NHT) type of cooperative learning. This type of research is Quasi Experiment. The population in this study were all students of class XI MAS Tanah Datar District. The sample in this study was class XI students of MAS Salimpaung Religion as an experimental class and class XI IPS MAS Salimpaung as a control class. The research data were obtained from the results of the pre-test and post-test, as well as the self-confidence, motivation and learning communication questionnaire. Data analysis was performed using the Mann Whitney test, Wilcoxon test and correlation test. The results of data analysis showed that: 1) Learning outcomes of students using the NHT learning model were better than students who were taught conventionally on students of class XI MAS Salimpaung, while in the pre-test results the experimental class and control class had significant differences, in where the control class is higher than the experimental class. 2) On the other hand it can be seen that there are differences in student learning outcomes for pre-test and post-test, so it can be concluded that there is a significant increase in learning outcomes after using the NHT learning method in class XI MAS Salimpaung, and also with the control class differences in student learning outcomes for pre-test and post-test. 3) In the attitude observed during the research between the two classes, it appears that there is a difference in student self-confidence but there is no difference in students' motivation and communication taught with NHT and conventional learning models in mathematics learning in class XI MAS Salimpaung. 4) On the other hand there is also a significant relationship between scores and motivation, but there is no relationship between scores and confidence and communication. But each attitude has a significant relationship with other attitudes observed, namely self-confidence with motivation, self-confidence with communication, communication with motivation in the experimental class. Keywords: Number Heads Together (NHT), Students Achievement, Self-Confidence, Motivation and Communication.</p>
<p>Dom Thompson ERCICTEL1920061</p>	<p>“HE’s not for Me” – The Application of Student/Parent Interventions to Increase Progression to Level 4</p> <p>Dom Thompson Teaching and Learning, Havant and South Downs College, Portsmouth, UK (M Ed Ba (Hons) PGCE FGEA</p> <p>David Galloway (Bsc PGCE) Teaching and Learning, Havant and South Downs College, Portsmouth, UK</p> <p>Abstract This research seeks to understand why there is little engagement in HE level courses at the Havant and South Downs College by groups of young people in the surrounding areas (in 2017 there were only 271 students studying level 4 courses of which 152 were from Portsmouth or the surrounding areas). In 2014 9.8% of undergraduate learners nationally were studying at HE colleges (The Local Impact of College Based Higher Education, 2016). In 2010 the number was also “around 10%” showing that there has been no growth in an area that has clear and defined benefits for young people. (House of Commons Written Answer given to Kelvin Hopkins MP, 9 June 2010, Col:193W). The 2011 BIS white paper, “Students at the heart of the system”, identifies the importance of HE</p>

courses that are delivered by FE colleges in targeting individuals that are hard to reach stating that FE colleges “have particular strengths in reaching out to non-traditional HE learners.” Another white paper entitled “New Challenges, New Chances” (2014) also makes the point that FE colleges that run HE courses play a major part in the development of higher-level skills and social mobility in students that do not engage with traditional HE level courses run by Universities.

An analysis of student UCAS applications made before the college’s internal deadline (Nov 23rd 2018) will take place and as a result a number of planned interventions will be implemented (involving students, their parents / guardians and local Universities), targeting learners who have not applied. Post intervention, learners and parents will be asked to complete surveys and UCAS applications will be tracked to see if there has been any increase as a result of the interventions.

As an outcome of this project a toolkit will be created that can be shared with other FE colleges highlighting the impact of the study and recommending ideas for increasing progression to level 4 via interventions involving parents. The research will allow the correct message to be developed that resonates more with these students and/or their parents thus increasing the number of students progressing to level 4

Oga Michael Enze
ERCICTEL1920062

Challenges of Nation Building in 21st Century in Nigeria

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Abstract

Nigeria nation came into being in 1914. Nigeria is said to be the giant of Africa. Even though some modest achievements has been made. Nation building is a very complex task that requires the fixing of so many contending issues. With attainment of independence from the colonial master-British in 1960, it was expected that Nigeria would emerge as a technologically strong and industrialized nation that would command respect in committee of nations. Ironically, there are still some policy, human attitudinal contradictions, religious crisis, tribal/ secessionist, poverty, unemployment, cultural relativity, political violence, instability of regional resource control are all indices that Nigeria is faced with the dotting challenges for sustainable development and as such, some people argue that the amalgamation of southern and Northern protectorates in 1914 was a mistake because some people have not succeeded to get elected or appointed into their desired public offices which they dream to hold, for them this can be possible through making Nigeria ungovernable or have it disintegrated that they would get the opportunity to connect and control those in power or hold positions of authority themselves to secure economic power to have more influence. This paper is to examine the above mentioned challenges and national identity etc will forestall national unity and promote sustainable development in Nigeria.

Key words: Nation, Nation Building

Martha Torres Barreto
ERCICTEL1920065

Developing Citizenship Competencies from A Playfull Approach In The Classroom

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Abstract

Project management in the classroom encompasses innovation in educational models. "Loop" is a formal and structured playful exercise, which aims to foster citizenship competencies among university students, while integrating technical engineering concepts in the solution of social issues. Here, we present the results of the application of this gamification exercise in a sample of 140 bachelor students in Engineering, Natural Sciences and Social Sciences. Our results show an increase in the motivation of the students, a sensitization towards social issues and a propitious

	<p>scenario to exercise skills in logical and critical thinking, decision-making, strategic planning and formal argumentation. Keywords : Gamification; playful learning; citizenship skills; educational innovation; canvas</p>
<p>Ping Huang ERCICTEL1920066</p>	<p>A Path Study on Establishing Australian and Chinese University Partnerships</p> <p>Ping Huang School of Education, Faculty of Arts and Education, Deakin University, Geelong, Australia</p> <p>Abstract Opportunities created by internationalisation have enabled Australian and Chinese institutions and universities to establish international partnerships with each other for more than decade. Some challenges and difficulties practically arise during the process of establishing cross-national university partnerships. Although literature indicates why and how higher education internationalisation pushes both Australian and Chinese universities to establish transnational partnerships through how universities respond to internationalisation, there is a lack of literature that discusses how universities establish partnerships at university level, and only little research directly discusses the process of establishing partnerships between Australian and Chinese universities. Therefore, The focus of this research is on the processes for forming university partnerships. The research objectives are: to investigate why Australian and Chinese universities establish partnerships with each other, to explore how Australian and Chinese universities establish cross-national partnerships, to promote an understanding of establish cross-national partnerships in practical and theoretical dimensions, and on the development of theories of collaboration and partnerships can inform the practice of educational administrators and policy makers. This research has selected two-pair university partnerships and employed unstructured interviews to investigate why and how Australian and Chinese universities establish partnerships through interviewing twenty-five participants which including university administrators, deans, coordinators and lectures of students programs and researchers. It will firstly present in brief, literature on why and how the internationalisation of higher education pushes both Australian and Chinese universities to establish transnational partnerships. Secondly, it will present interview data to explore how Australian and Chinese universities establish partnerships with each other, including partner selecting criteria, the process and strategies of setting up and maintain partnerships. Then, it will argue some challenges and difficulties occurred during the establishment and operation of these partnerships. Finally, some recommendations will be made. Keywords: Internationalisation, Cross-National University Partnerships, Challenges And Recommendations</p>
 <p>Dave Angeles ERCICTEL1920069</p>	<p>Science Teachers' Successes and Challenges in Lesson Study in Junior High Schools in Japan</p> <p>Angeles Dave Science Education, Graduate School of Education, Hiroshima University, Higashihiroshima, Japan</p> <p>Matussra Takuya Science Education, Graduate School of Education, Hiroshima University, Higashihiroshima, Japan</p> <p>Abstract This paper examines the advantages and disadvantages of Lesson Study among junior high school science teachers in Fukuyama City, Hiroshima, Japan. Using the descriptive-survey research design to the two groups (young teachers and veteran teachers) of all the junior high school science teachers in Fukuyama City, assessment on the successes and challenges on Lesson Study was carried out. A survey questionnaire was used to assess the five categories namely professional development, administrative support, teachers' time availability, students' attitude, and team cooperation among the teachers, in the implementation of Lesson Study and the deep views and opinions were probed using open-ended questions. Using the Average Weighted Mean, it was found out that science teachers achieved successes or advantages in terms of professional development, administrative support, and team cooperation. However, the challenge faced by teachers in the implementation of Lesson Study is the availability of time and the category on students' attitude</p>

was perceived as neutral which is neither advantageous nor disadvantageous in the implementation of Lesson Study. The t-test of independent means made on the relevant data of the two groups bears no significant difference. This implies that young teachers or those with teaching experience of less than 10 years and veteran teachers or those with teaching experience of 10 years and above are of equal variances in terms of their successes and challenges in Lesson Study. Lesson Study should be promoted and implemented regularly in all schools at all levels from Elementary to College. Further similar study on a bigger scale could be conducted to establish the reliability of the study.

Keywords: Lesson Study, Professional Development, Administrative Support, Time Availability, Students' Attitude, Team Cooperation



**Mohammed Marzuq
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ERCICTEL1920073**

Mother Tongue Influence on learning English as a Foreign Language

**Mohammed Marzuq Abubakari
Lecturer, University of Applied Management, Ghana**

Abstract

In spite of the increasing desire for multilingualism in contemporary society, English continues to be the leading language of Communication, Science, and Technology. Also, English as a Foreign Language (EFL) remains a major source of proficiency in the Language in many parts of the world. However, standards of proficiency among the users of English are falling in recent times. This Study evaluates the influence of Mother Tongue on learning EFL. Using the random sampling technique, the Author selects four university students and four lecturers as respondents for the Study. Literature reviewed includes Chomsky's Theory of Universal Grammar and other theories of Second Language Acquisition (SLA). The Study finds that Mother Tongue influences a number of errors in Second Language (L2) performance. The conclusion is that these errors are occasioned by the differences of constructional patterns between the First Language (L1) and the Second Language (L2). On the basis of the conclusion, the Study recommends comprehensive explanations of these differences in teaching and learning of EFL.

Keywords: English as a Foreign Language (EFL), First Language (L1), Mother Tongue Influence (MTI), Second Language (L2), Second Language Acquisition (SLA).

**Lung-Chen Chang
ERCICTEL1920077**

A Preliminary Analysis of Global Competence in Taiwan's Senior High School Textbooks

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Taiwan, ROC**

Abstract

In the age of global village, global competence is considered an important, if not indispensable, component among the concepts of textbooks in Taiwan. Programme for International Student Assessment (PISA) has developed a framework to explain, foster and assess adolescents' global competence. It has received so considerable attention by the Ministry of Education in Taiwan that such a core competency has been included in the Curriculum Guidelines of 12- Year Basic Education for years. Numerous studies in Taiwan have investigated the impact of international education on elementary or junior high school students. However, little research has focused on examining the presentation of global competence in the English textbooks for senior high school students. The goal of this study is to explore the practice regarding global competence of Taiwan's English textbooks. By means of content and textual analyses, the study observed PISA's framework that combined Curriculum Guidelines of 12- Year Basic Education and a series of English textbooks. This study employed content analysis approach to aim for thick descriptions, attempting to identify general trends and significant patterns among these textbooks. This study found that whichever version of English textbooks is adopted, the coverage in global competence is around 40%. Based on the categories of PISA and the Ministry of Education in Taiwan, the most frequent elements are "knowledge" to examine global issues, especially for environmental protection; on the other hand, "values" is the other element to understand and appreciate the perspectives and world of others. The least concept is to act for collective well-being and sustainable development.

	<p>Compared to “national identity”, “international awareness” or “global responsibility” emerged much more often. Additionally, “culture learning” or “global issues” equally are highly accepted. Consequently, the findings may have significant values notably with respect to developing the global competency for high school teenagers in Taiwan. Keywords: Global Competence, Senior High School, Content Analysis, Textbook, Taiwan</p>
<p>Michael Kelland ERCICTEL1920078</p>	<p>The Effects of Working Memory Capacity on L2 Vocabulary Recall and Production</p> <p>Michael Kelland IEC, Tokai University, Japan</p> <p>Abstract</p> <p>Inconsistencies in L1 and L2 research focusing on the role of working memory capacity (WMC) in language acquisition indicate a need for broader research on the effects of having high or low capacities. The study addresses the question of how differences in individuals’ WMC effects ability to recall vocabulary items and use them in oral output over short and longer terms. Participants initially took an OSPAN test (an adapted version of Daneman’s 1991 Working Memory Speaking Span Test) using the PEBL battery with both O-Score and T-Score results used to subsequently create high and low WMC experimental groups. This was followed by both receptive and productive vocabulary knowledge testing prior to the teaching intervention, and at post- and delayed post-intervention stages. Results show that, contrary to expectations, receptive vocabulary test scores were not statistically different between the high and low WMC groups at post- or delayed post- test stages. However, high WMC participants scored higher than lower WMC participants on productive vocabulary use at the post- and delayed post-test stages. Tentative explanations for these results are discussed. Keywords: Working Memory, Working Memory Capacity, Receptive/Productive Testing</p>
 <p>Nimas Wahyu Mahardika ERCICTEL1920081</p>	<p>Arabic Speaking Ability Booster: An Appealing Language Activities To Improve Speaking Skill in Arabic Learning For Beginners At Modern Islamic Boarding School Darussalam Gontor for Girls, East Java, Indonesia</p> <p>Nimas Wahyu Mahardika University of Darussalam Gontor, Indonesia</p> <p>Nurly Khalida Syamna University of Darussalam Gontor, Indonesia</p> <p>Abstract</p> <p>This paper aimed to introduce appealing language activities ‘Arabic Speaking Ability Booster’ to improve Arabic speaking skill for beginners at Modern Islamic Boarding School Darussalam Gontor for Girls. ‘Arabic Speaking Ability Booster’ is the number of Boarding School’s activities among students which will improve their language effectively. Therefore, those programs are very rarely found at the level of secondary school institutions in Indonesia. Those boosters are 1). Language environment, 2). BLI (Branch language improvement) and CLI (Central Language improvement), 3). Princess and Queen of Language, and 4). Public Speaking, 5). Language Spayer. Modern Islamic Boarding School Darussalam Gontor is one of the most famous Islamic educational institutions with both Arabic and English as the main languages used for their daily activities. The purpose of this institution is to produce experts in the field of Islamic studies who are proficient and competent in Arabic language. To achieve that goal, this boarding school has established an appealing language environment with the various activities which help the student in improving their speaking skill. This study will first discuss in depth the context of the research. a discussion of the situation will then be presented; followed by a description of the number of language activities in speaking improvement concluding with the presentation of nine suggestions for improving Arabic speaking skill. This research was implemented with all 2nd grade students of Modern Islamic Boarding School Darussalam Gontor for Girls, East Java, Indonesia. The qualitative descriptive method is used to present nine suggestions on how to solve problems while speaking in Arabic with a questionnaire for data collection. The result of this research showed that those</p>

	<p>activities has the big impact as the Arabic Speaking ability for the beginners. In line with this result, it is exceptionally recommended that this appealing activities could be the references for other institutions.</p> <p>Keywords: Arabic Speaking, Appealing Activities, Language Environment, Speaking Skill Improvement</p>
<p>Nurly Khalida Syamna ERCICTEL1920082</p>	<p>Arabic Speaking Ability Booster: An Appealing Language Activities To Improve Speaking Skill In Arabic Learning for Beginners at Modern Islamic Boarding School Darussalam Gontor for Girls, East Java, Indonesia</p> <p>Nimas Wahyu Mahardika University of Darussalam Gontor, Indonesia</p> <p>Nurly Khalida Syamna University of Darussalam Gontor, Indonesia</p> <p>Abstract</p> <p>This paper aimed to introduce appealing language activities ‘Arabic Speaking Ability Booster’ to improve Arabic speaking skill for beginners at Modern Islamic Boarding School Darussalam Gontor for Girls. ‘Arabic Speaking Ability Booster’ is the number of Boarding School’s activities among students which will improve their language effectively. Therefore, those programs are very rarely found at the level of secondary school institutions in Indonesia. Those boosters are 1). Language environment, 2). BLI (Branch language improvement) and CLI (Central Language improvement), 3). Princess and Queen of Language, 4). Public Speaking and 5). Language Spyer. Modern Islamic Boarding School Darussalam Gontor is one of the most famous Islamic educational institutions with both Arabic and English as the main languages used for students’ daily activities. The purpose of this institution is to produce experts in the field of Islamic studies who are proficient and competent in Arabic language. To achieve that goal, this boarding school has established an appealing language environment with the various activities which help the student in improving their speaking skill. This study will first discuss in depth the context of the research. a discussion of the situation will then be presented; followed by a description of the number of language activities in speaking improvement concluding with the presentation of nine suggestions for improving Arabic speaking skill. This research was implemented with all 2nd grade students of Modern Islamic Boarding School Darussalam Gontor for Girls, East Java, Indonesia. The qualitative descriptive method is used to present nine suggestions on how to solve problems while speaking in Arabic with a questionnaire for data collection. The result of this research showed that those activities has the big impact as the Arabic Speaking Ability Booster for the beginners. In line with this result, it is exceptionally recommended that this appealing activities could be the references for other institutions.</p> <p>Keywords: Arabic Speaking, Appealing Activities, Language Environment, Speaking Skill Improvement</p>
<p>Indrani Bhaduri ERCICTEL1920085</p>	<p>Improving Grade Level Competencies for All at the Elementary Stage</p> <p>Indrani Bhaduri Educational Survey Division, National Council of Educational Research and Training, Delhi, India</p> <p>Abstract</p> <p>Over the years the reports of the National Achievement Surveys (NAS), conducted by the NCERT have revealed that substantial efforts need to be undertaken for improving the quality of learning at the school stage. The NAS results are available on: http://www.ncert.nic.in/programmes/NAS/DRC.html (for DRC) http://www.ncert.nic.in/programmes/NAS/SRC.html (for State Report Cards)</p> <p>While planning for NAS 2017-18 it was felt that the gaps and concerns in the educational system need to be addressed in a more decentralized manner. The NAS (2017) was administered on 13th November, 2017 on nearly 2.5 million children from 120,000 schools across all States and UTs in the country for Classes III, V and VIII and on 5th February, 2018 on 1.6 million students and in</p>

approximately 45 thousand schools for Class 10. Districts being the unit of reporting, the results from NAS 2017-18 helped education system to develop differential education plan and need based teacher support system to support learning of children. NAS generated detailed report at the district level on the students achieving the learning outcomes. This enabled the districts to develop evidenced based programmes for improving the quality of education. Further, in continuation to the evidenced based planning, it is expected that a framework of School Based intervention would help to improve the quality of teaching and learning at the school level. The designing and implementation of these interventions is envisaged to include in its ambit the school leaders, teachers and the whole network of officials at clusters, blocks, DIETs, SCERT and the directorate of education at different levels in the States/UTs. To facilitate networking, collaboration and cooperation between all stake holders to improve the quality of the evidenced based learning in the classrooms and make schools more relevant programmes will be conducted to build capacity in the teachers, cluster resource centre coordinators, block resource centre coordinators, DIETs and SCERTs through a mechanism of support and supervision.

Keywords: Large Scale Assessment, Policy Perspectives, School Based Assessment, Evidenced Based Learning

**Kerry Elliott
ERCICTEL1920053**

Teacher Learning in Contemporary Schools: A Qualitative Investigation of Teacher Currency and Professional Learning

Joanne Blannin

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Kerry Elliott

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Abstract

This paper reports on how teachers engage in professional learning to maintain currency in their teaching practices. Drawing on data from seven schools and 18 teachers within Victoria, Australia, this research sought to understand the factors that supported the development of teachers' collective efficacy when learning and applying new pedagogical skills. This qualitative research engaged with participants iteratively to generate and discuss emerging themes. Positioning theory (PT) (Harré, 1999) informed the analysis of the data and framed participants as co-creators of the research. PT provided a lens through which to make sense of the data and to better understand the ways that teachers were socially positioned as learners in their school contexts.

Findings suggest that teams of teachers worked and learned effectively together when there were clear structures and mechanisms for supporting collaborative practices developed and modelled from the school leaders. These structures had been informally constructed within the team of teachers, without directives from school leaders. This research has identified teacher learning in today's schools as changing and increasingly collaborative, and positions teachers as pro-active seekers of skills and opportunities within their specific learning environments. This research offers schools and system leaders deeper insight into how to build and support effective learning teams through the support and acknowledgment of unofficial team learning and activities. This is a unique perspective on teacher learning with new digital technologies and emerging evidence-based pedagogies in today's contemporary schools. Future research needs to consider the informal structures that teachers create to support their professional learning so that these effective strategies are better understood and supported by school leaders.

Keywords: Professional Learning; Teacher Learning; 21st Century Education; Learning; School; Maintaining Currency; Global Change



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Increasing Essay Writing Skills on Cell Mediated Immune Response Among D11p1 Students by Using The Comic Strip

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Abstract

This action study was conducted to address the problems faced by a group of students from the D11P1 tutorial where all of these students were found to have failed to write the Cell Mediated Immune Response essay completely. Consequently, comic strips are used in this study to enhance students' ability to write Cell Mediated Immune Response essays. This study involved nine Two-Year Program students, Module I, Semester IV of Melaka Matriculation College, Session 2018/19. Pre-test was conducted to make a preliminary survey of the problems in which the test was given prior to the use of comic strips, while post-test was given after the use of comic strips to track changes in essay writing skills. For both tests, the questions given to students only consisted of an essay question. Student answer scripts are collected and scored. The data obtained were analyzed quantitatively by descriptive analysis by comparing pre-test scores and post-test using Microsoft Excel 2019. Through this study, the percentage of passing students increased from 0% during pre-test to 100%. This suggests that the use of comic strips helps to improve students' skills in answering Cell Mediated Immune Response essay questions. Post interview after intervention also reinforces the use of comic strips effectively in improving the mastery of students in explaining the process of Cell Mediated Immune Response more accurately.

Keywords: Essays, Comic Strips, Cell Mediated Immune Response

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Blended-Learning Programme For Vpet Teachers: Development And Preliminary Evaluation

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Abstract

The teaching landscape is rapidly changing with the convenience bought by technology. Technology breaks the walls of physical classroom, and make e-Learning more pragmatic and effective. This greatly expanded the mode of learning options, and among them, the blended mode has become increasingly popular in higher education, including vocational and professional education and training (VPET) in Hong Kong. To catch up with the change and offer teachers comparable experience of learning, a VPET institute in Hong Kong has adopted the blended- learning mode for one of its teacher training programmes. This paper presents the development of the blended learning programme and report the preliminary evaluation for it.

Keywords: Blended-Learning; Self-Regulated Learning; Development and Preliminary Evaluation

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Facilitating Students' Learning through Reflection

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	<p style="text-align: center;">Abstract</p> <p>Introduction: To help our students to adapt to a fast-changing world, students need to take responsibility for their own learning. To make the process of self-regulation more overt, a four-phase Self-Directed Learning (SDL) Framework: Plan, Perform, Monitor and Reflect (adapted from Zimmerman & Moylan, 2009) has been recently developed by Temasek Polytechnic.</p> <p>Research Objectives: This study examines students' experience with the Reflect phase in the SDL process in a first-year communication skills subject and the extent they found the Reflect phase useful.</p> <p>Methodology: The students' responses were collected using the SDL form, an online survey and small group interviews.</p> <p>Findings: Most students found the Reflect phase useful for their learning and are likely to use SDL and what they have learnt for their future tasks.</p> <p>Research Outcomes: The activities held during the Reflection phase helped students to question and rethink what they have done for their assigned tasks and how they could make changes in their future tasks.</p> <p>Future Scope: It will be useful to find out if students are likely to use SDL again and if they did apply what they have learnt.</p> <p>Keywords: SDL, Reflection, Learning</p>
 <p>John Iveson ERICICTEL1920071</p>	<p style="text-align: center;">Modifying Task-Based Language Teaching Frameworks for Technology-Mediated Contexts</p> <p style="text-align: center;">John Iveson English Language Centre, Faculty of Humanities, The Hong Kong Polytechnic University, Hong Kong</p> <p style="text-align: center;">Abstract</p> <p>Modifying task-based language teaching frameworks for technology-mediated contexts</p> <p>In the domain of English language teaching (ELT), the task-based language teaching (TBLT) approach is widely used. For over thirty years, debate has questioned the effectiveness, benefits and challenges of a TBLT approach. From this debate, several TBLT frameworks have been established. Along with the spread of TBLT, the parallel growth of technology enhanced learning (TEL) has led to further discussion on the implementation of TBLT in technology-mediated contexts. At this point, research continues into the formation of a cohesive framework that will inform effective implementation. This presentation includes findings from a phenomenographic PhD study, in which data were analysed from semi-structured interviews with teachers and students. The main research questions focussed on adaptations to TEL-based TBLT frameworks, associated benefits and challenges, and implications for teacher training and professional development. Conceptions arising from the data are then discussed in terms of recommended adaptations to TBLT tenets and frameworks for more effective use in technology-mediated contexts. Adaptations relate to all stages of the task cycle and include factors relating to convenience, enrichment, the nature of feedback and communicative needs and processes.</p> <p>Keywords: Task-Based Language Teaching, Technology Enhanced Learning, English Language Teaching</p>
<p>Suzlipah Sanusi ERICICTEL1920072</p>	<p style="text-align: center;">The Effect of Multiple Intelligences Approach on Intelligence Orientation, Science Process Skills, and Achievement of Energy Topics Among Year 5 Pupils</p> <p style="text-align: center;">Suzlipah Sanusi Department of Science, South West District Education Office, Pulau Pinang, Malaysia</p> <p style="text-align: center;">Abstract</p> <p>Shows that Multiple Intelligences Approach had significantly improved the Intelligence Orientation, Science Process Skills, and achievement of the energy topics among year five pupils. The finding also suggests that the retention of Multiple Intelligences Approach had significantly improved the Intelligence Orientation, Science Process Skills, and achievement of the energy topics among year five pupils. Theoretically, this study has contributed in suggesting that the use of Multiple Intelligence approach increased the pupils understanding in the Energy topics while</p>

improving their Intelligence Orientation when they were given the space and opportunity to do learning activities based on Multiple Intelligences. Practically, the implementation of Multiple Intelligence via the Pathway Model in teaching and learning of sciences subject work as scaffold to help in educating students in the Science Education.

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- 21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague
- 22nd ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Bangkok
- 23rd ICTEL 2019 – International Conference on Teaching, Education & Learning, 12-13 November, Singapore
- 24th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 December, Dubai
- 25th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 December, Sydney
- 26th ICTEL 2019 – International Conference on Teaching, Education & Learning, 18-19 December, Bali
- 27th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 December, Bangkok
- 28th ICTEL 2019 – International Conference on Teaching, Education & Learning, 26-27 December, Kuala Lumpur
- ICTEL 2020 – International Conference on Teaching, Education & Learning, 16-17 February, Dubai
- 2nd ICTEL 2020 – International Conference on Teaching, Education & Learning, 02-03 March, Melbourne
- 3rd ICTEL 2020 – International Conference on Teaching, Education & Learning, 24-25 March, Singapore

19th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 September, Hong Kong

Grand View Hotel, 88 Chun Yeung St, North Point, Hong Kong

- 4th ICTEL 2020 – International Conference on Teaching, Education & Learning, 31 Mar – 01 Apr, Tokyo
- 5th ICTEL 2020 – International Conference on Teaching, Education & Learning, 13-14 April, London
- 6th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Berlin
- 7th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Kuala Lumpur
- 8th ICTEL 2020 – International Conference on Teaching, Education & Learning, 19-20 May, Seoul
- 9th ICTEL 2020 – International Conference on Teaching, Education & Learning, 01-02 June, Prague
- 10th ICTEL 2020 – International Conference on Teaching, Education & Learning, 08-09 June, Singapore
- 11th ICTEL 2020 – International Conference on Teaching, Education & Learning, 08-09 June, Paris

