



Conference Proceedings

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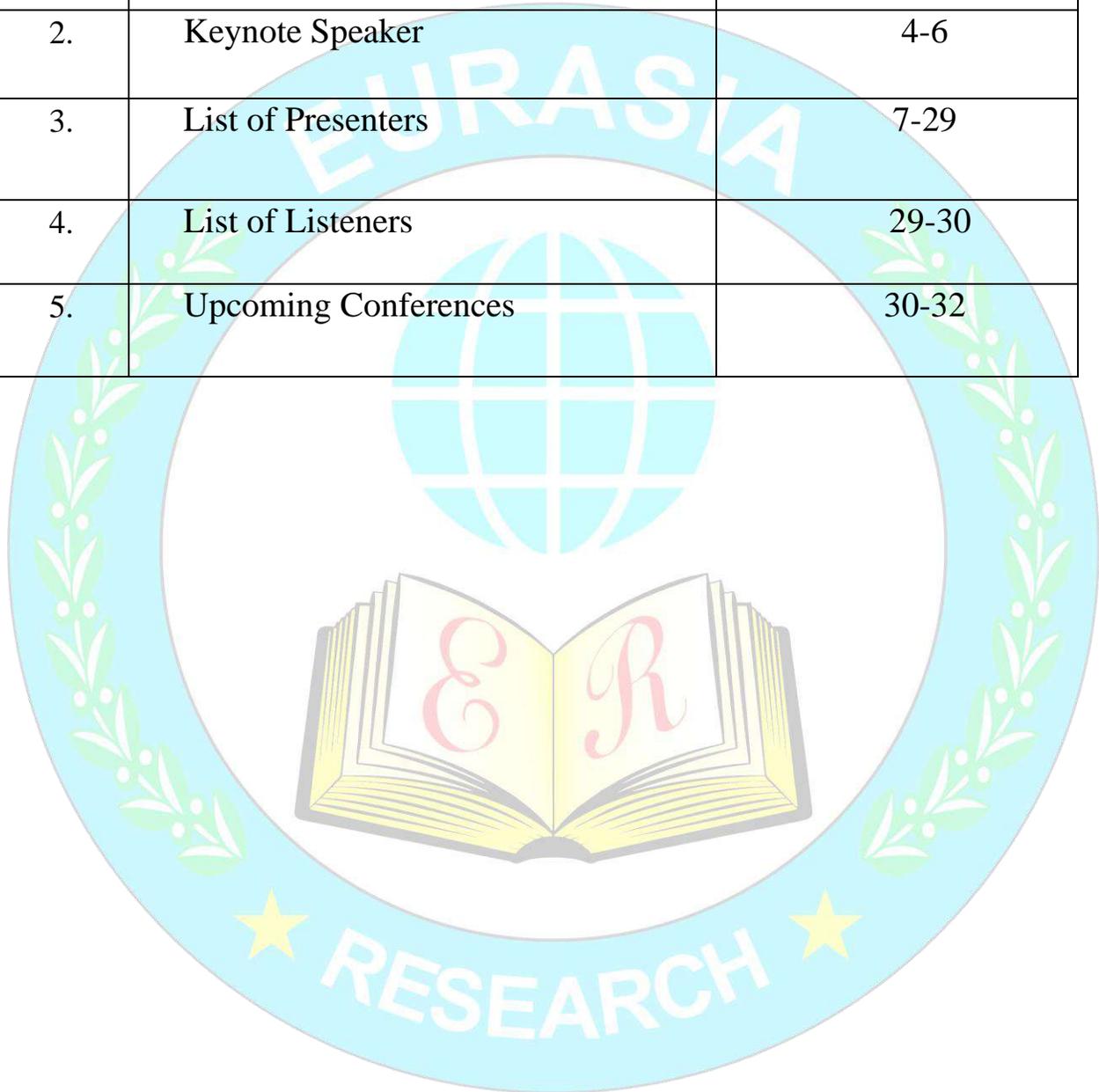
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Preface:

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KEYNOTE SPEAKER



Sucharat Rimkeeratikul

**Ph.D., Associate Professor of Language Institute,
Thammasat University, Thailand**

She is an Associate Professor of Language Institute, Thammasat University, whose experiences cover English language teaching, textbook writing, research conducting, and Graduate Programs Head. Her fields of main interests are English for Businesses, Organizational Communication, Intercultural/ International Communication, and International Business. She has accomplished a number of textbooks, including textbook chapters, as well as a bunch of research articles.

KEYNOTE SPEAKER



Paulina Moya-Santiago

**Department of Foreign Languages, Bernardo O Higgins University, Lenka
Franulic School Santiago, Santiago, Chile**

**Topic – The stakeholders’ experiences and perceptions of standardised tests
and their results.**

Paulina Moya-Santiago has been an English Language Teacher for 12 years. She has worked in both public schools and higher education providing her a wide overview in terms of practice and public policies. Her interests rely on social equity through education, foreign language anxiety and its relationship with achievement and non-native English teachers’ identity and its impact over students’ perceptions of English as a foreign language.

Paulina holds a master’s degree and was awarded with distinction (UCL Institute of Education). Additionally, she was considered as one of the top 20 Chilean teachers in 2018 (Global Teacher Prize Chile) and recently was appointed as “Teacher of Teachers” by the Chilean Ministry of Education.

KEYNOTE SPEAKER



H.N.Narasingappa

**Assistant Professor, Hasanamba College of Education, Vidya Nagar, Hassan,
Karnataka, India**

H.N.Narasingappa is born in Handralu, Madhugiri Taluk, Tumkur District. He started his early education in his native Handralu. Then he continued his higher education in Madhugiri and Tumkur. He started his teaching career as lecturer in Sri.Shanthi Nikethana D.Ed College Durgadahally, Tumkur in 2004, M.S Ramaiah College of Education and Bangalore in 2006. From 2008 onwards he has been serving as a permanent faculty in Hasanamba college of Education Hassan as Assistant Professor. He has got teaching experience in the field of education for over 13 years. He is working in Indira Gandhi National Open University (IGNOU) B.Ed. Faculty from last 3 years. He has published 4 books (1. Kalike, butane mattu moulyankana, 2. Moulya Shikshana and 3. Bharathada swathantrya horatagararu 4 Thoughts and practise in education) with ISBN number he has presented 9 research articles in reputed and reviewed research ISSN journals. He also presented more than 20 papers in conference / seminar at national and international levels in the area of education. He has submitted PhD thesis in KSOU Mysore and waiting for the Doctoral degree. He has completed minor Project from ICSSR –New Delhi and doing minor project on job anxiety, Job Satisfaction and Role Conflict of secondary school teachers of Mysore division. He has life member of professional organization like IATE and AIAER, EURASIA. His area of interests are educational management, value education, social science pedagogy, Drama and Literature.

PRESENTERS

<p>Novilda Angela Saragih ERCICTEL1923053</p>	<p>Teachers' Belief in Teaching English Speaking Skill to EFL Students in Indonesia</p> <p>Novilda Angela Saragih Yogyakarta State University, Yogyakarta, Indonesia</p> <p>Setyabudi Indartono Yogyakarta State University, Yogyakarta, Indonesia</p> <p>Abstract This is a qualitative study which investigates the teachers' beliefs in teaching English speaking skill to EFL students in Indonesia. It is important to explore because English speaking skill in Indonesia is considered as a difficult skill to master. Teachers' beliefs give a greater effect than the teacher's knowledge on planning their lessons, on the types of decisions they adopt, and on classroom practice. Teachers' beliefs identify their real behavior towards their learners. Furthermore, teacher's beliefs are significant subjects in teacher education that have been designed to help teachers developing their thought and principles in teaching. By knowing teachers' belief towards teaching English Speaking skill, we will be able to figure out the best teaching method used in the teaching process and students' achievement. Interview and questionnaire will be administered in order to obtain the data. It will be analyzed by using qualitative thematic analysis. The result shows that most English teachers in Indonesia are not aware of students' speaking ability and achievement. They get used to using the traditional methodology in teaching which more focus on structural form rather than the language use. Keyword: EFL Students, Speaking Skill, Teachers' Belief, English Speaking</p>
<p>Ma. Sophia Isabelle Gaspar ERCICTEL1923055</p>	<p>Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines</p> <p>Ma. Sophia Isabelle Gaspar 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 applicable to the City of Baguio and is adhered by tourists, locals and the government. Keywords: Tourism, Technology, Culture, Identity, Globalization</p>



Ebni Sholikhah
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Politics of Education on Development Policy of Primary School Teachers in Yogyakarta City

Ebni Sholikhah

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Abstract

Education has been frequently being an interesting issue in political contestation. For that, teachers may become the actors who get politicized due to their strategic position in education. This study aims at finding out the political motives in the elementary school teacher development policy in Yogyakarta city. The data were collected from the teachers, school principals, officials of the Indonesia Teachers Association (PGRI), and the member of the education commission of the House of Regional Representatives (DPRD) through the interviews, document analysis, and Focus Group Discussion (FGD). The results show that the teacher development was carried out through teacher structuring and distribution as well as teacher competence development. However, there was a political motive behind the policy that was signing with discrimination at the teachers. At the end, they feel disappointing because of the policy doesn't deserved democratization and placed the teachers such as object.

Keywords: Educational Policy, Teachers, And Politic Of Education



Ma Sharlyn Navia
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Process-Oriented Guided Inquiry Lessons in Grade 10 Biology

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Abstract

This descriptive developmental research study determined the effect of Process-Oriented Guided Inquiry Lessons in Biology to the Grade 10 students' performance. It focused on the developed Process-Oriented Guided Inquiry Lessons, jurors' evaluation of the Process-Oriented Guided Inquiry Lessons in terms of competency-based, process skills involved, inquiry-based and cooperative learning strategy, and its effect on students' conceptual understanding, process skills and metacognitive awareness. The respondents were Grade 10 students of Taysan Resettlement Integrated School (TRIS), Legazpi City, SY 2018-2019. The researcher employed a pre-experimental research design particularly a pretest-posttest design. Both qualitative and quantitative methods were utilized in analyzing the results in the lesson implementation. The qualitative data were obtained from the students' journals and remarks of the teacher-observers in the affective process skills observation sheets. In the quantitative method, data were obtained from the jurors' evaluation on the developed Process-Oriented Guided Inquiry Lessons for Grade 10 Biology, pretest and posttest scores and the students' response in the metacognitive awareness inventory. Mean gain and t-test were used for statistical rigors. Results show that the six Process-Oriented Guided Inquiry Lessons were deemed excellent by the jurors. This means that the jurors were convinced that developed Process-Oriented Guided Inquiry Lessons were of high quality and the four features were evident and commendable in the developed lessons. There were improvements in the conceptual understanding, process skills and metacognitive awareness of students supported by positive mean gain scores and the positive remarks given by the teacher-observers on student's affective process skills during the conduct of the study.

Keywords: Biology Education, Conceptual Understanding, Process Skills and Metacognitive Awareness, Descriptive Developmental Research Method, Philippines/Asia



Jeannie Rose Hilotin

Level of Content Knowledge and Critical Thinking Skills of Senior High School STEM Students in Disaster Readiness and Risk Reduction

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Abstract

This descriptive research study determined the level of content knowledge and critical thinking skills of Senior High School STEM students in Disaster Readiness and Risk Reduction (DRRR),

<p>ERCICTEL1923059</p>	<p>notable experiences of the students during the conduct of the lessons, and the values and attitudes developed after the conduct of the lessons among the six schools: (1) Rural-Coastal School (2) Rural-Upland School 1 (3) Rural-Upland School 2 (4) Urban-Coastal School (5) Urban-Lowland School 1 and (6) Urban-Lowland School 2 in Albay Division, Philippines. Based from the findings, it was concluded that the level of content knowledge among the students in DRRR before the lessons were in low mastery level but urban lowland schools were already in near mastery level. It was significantly noted that the Urban-Lowland School 2 had the highest average percentage score among the schools. For the level of critical thinking skills before the conduct of the lessons, all the schools were in low mastery level and it was significantly noted that the Urban-Lowland School 2 had the highest average percentage score among the schools. Students developed a sense of awareness with regards to the DRRR concepts which could be associated to the student's experiences. The level of content knowledge of the students after the lesson from all the schools gained significant increases wherein, they were already in the mastery level except the urban lowland school with full mastery level. The level of critical thinking skills from urban and lowland schools also gained significant increases from low mastery to mastery level. Positive values and attitudes were also developed after the conduct of the lessons. Keywords: Biology Education, Level of Content Knowledge and Critical Thinking Skills of Senior High School Students, Descriptive Research, Philippines/Asia</p>
 <p>Gina Basmayor ERCICTEL1923060</p>	<p style="text-align: center;">Exploring the Use of Project-Based Learning in Grade 10 Biology</p> <p style="text-align: center;">Gina Basmayor Graduate School, Bicol University, Philippines</p> <p style="text-align: center;">Abstract</p> <p>The diversity of learners created a challenge in science education in terms of its strategies and styles. One learning strategy that is gaining spotlight today is the Project- Based Learning which has its root on constructivism. The concept of Project-Based Learning (PBL) has garnered wide support among a number of K-12 education policy advocates and funders. It has increasingly been trialed and adopted across a diversity of educational institutions worldwide. The intent of this study is to explore the use of this learning strategy that may help educators to be more knowledgeable in implementing it inside the classroom. It aimed to develop lessons with the features such as alignment to K-12 learning competencies, active learning, contextualization, cooperative learning and use of higher-order thinking skills. Also, the processes and products developed by the students were presented. Quanti-Qualitative method was used in analyzing the data- qualitative was used in determining the process and product developed by students and students' response on the journal entries and focus group discussion and the quantitative was done through pre-experimental design – one group pretest-posttest. Five features were fused in the lessons developed using Project-Based Learning for Grade 10 Biology which were implemented to a group of Grade 10 student to determine the processes and products that the students developed and the competencies manifested by students in terms of knowledge, process skills and attitudes and values. Results revealed that there is an increase on the performance level of the students after being exposed to Project-Based Learning. Also, the students manifested process skills- specifically, problem-initiating skill, planning skill and communicating skill and positive attitudes towards learning Biology. Hence, the researcher encourages the educators to consider using Project-Based Learning in all facets of education because of its potential gains. Keywords: Project-Based Learning, Alignment To K-12 Learning Competencies, Active Learning, Contextualization, Cooperative Learning, Use Of Higher-Order Thinking Skills, Process Skills, Attitude And Values</p>
<p>Julie Ann Mirabueno ERCICTEL1923062</p>	<p style="text-align: center;">Senior High School Academic Progression In Mathematics</p> <p style="text-align: center;">Julie Ann Mirabueno Department of Mathematics, Department of Science and Technology Science Education Institute, Legazpi City, Philippines</p> <p style="text-align: center;">Abstract</p> <p>One of the strategies in accelerating the country's human capital development is to achieve quality</p>

accessible, relevant, and liberating basic education for all. This can be done through various programs in the department like, develop and improve interventions and continue curricular reforms. Hence, developing an intervention suited to 21st century learners' need can be a challenge specifically for the new basic education curriculum. The study describes the trends of Senior High School Academic Progression in Mathematics of Pamplona Schools District in Camarines Sur through quantitative analysis by tracking students' performance in Grade 9, Grade 10 and Grade 11 mathematics using National Career Assessment Examination (NCAE) Mathematical Ability results, National Achievement Test Mathematics results, General Mathematics and Statistics and Probability grades. Logical Reasoning Test (LRT) results was used as an additional explanatory variable for Grade 11 Mathematics performance regression equation, to NCAE Mathematical Ability and NAT Grade 10 Mathematics. Research results revealed that there are significant relationships between Grade 11 General Mathematics and Statistics and Probability academic performance with a) NCAE Mathematical Ability, b) NAT Grade 10 Mathematics and c) Logical reasoning test. Recommended interventions, for improving the Senior High and Junior High School Mathematics suited to learner's need were designed.

Keywords: Mathematics Education, Senior High School, Mathematical Performance, NCAE Mathematical Ability, NAT Mathematics, Logical Reasoning Test



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Lessons in Grade 10 Biology using Cooperative and Guided Inquiry Approach

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Abstract

This study determined the effect of the developed lessons in Biology using Cooperative and Guided Inquiry Approach for Grade 10 students of Barangay High School in Manito Albay. Specifically, it sought answers to the questions: (1) What lessons may be developed for Grade 10 Biology with the features: cooperative learning, guided inquiry learning and use of authentic assessment; (2) What is the effect of the developed lessons in enhancing students conceptual understanding and attitude towards Biology; and (3) What are the significant experiences of the students during the implementation of the developed lessons? The researcher employed pre-experimental research design and utilized qualitative and quantitative techniques in the analysis of data. Quantitative data were gathered through the use of the pre-test post-test results on conceptual understanding and attitude survey responses of the students. While qualitative data were gathered from the students written outputs, students journals and focus group discussion (FGD). There was a significant increase in the pretest and posttest of the respondents conceptual understanding and overall positive attitude towards Biology. Using the cooperative and guided inquiry approach in teaching, the students learned to value team work, developed their leadership skills, learned to manage their time smartly, appreciated the significance of cooperation, learned to be patient, unfolded their sense of responsibility and learned to socialize with their classmates. It is recommended that the developed lessons in this study should be adopted and utilized by Grade 10 Biology teachers both in public and private schools. Furthermore, the developed lessons can be enhanced based on the results of the study covering bigger number of respondents. Cooperative and Guided Inquiry lessons may be developed in other grade levels. Future researchers may conduct study dealing with the same approaches on other subject area.

Keywords: Cooperative Learning, Guided Inquiry Learning, Conceptual Understanding, Attitude Towards Biology, Significant Experiences



Ryan Bernido

Guided Inquiry-Based Learning of Trigonometric Identities

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Abstract

The implementation of K-12 basic education curriculum brought some concerns in the educational

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sector of the Philippines including shortage in teaching and learning materials, and the required teaching-learning approach for the development of students' 21st century skills. This study developed and validated guided inquiry-based learning materials in the understanding of trigonometric identities in Grade 11 Pre-calculus, 5E's lesson exemplars to promote self-directed, independent, and inquiry-based learning; and to verify their effects on student learning. The lesson exemplars and guided IBL materials were validated as Highly Acceptable by teachers and students. This study utilized the descriptive method using the 7-point scale. Quasi-experimental design was adopted to measure the effects of the validated learning materials and the use of inquiry-based learning on student's performance. Results confirmed that students are equally able to develop cognitive skills in trigonometric identities through IBL and conventional learning modalities. Thus, the validated guided inquiry-based materials developed and used in this study can be adopted in its original form to promote 11th graders' self-directed, independent, and inquiry learning necessary for developing 21st century skills such as critical thinking.

Keywords: Development, Validation, Inquiry-based learning, Trigonometric Identities, Pre-calculus



John Christian Santos
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Effect of Inquiry-Based Lessons on Stem Students' Learning Competencies on Limits and Continuity

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Abstract

International test results, such as Trends in International Mathematics and Science Study Advanced, revealed that Filipino learners performed less well in Basic Calculus than other areas of Mathematics. This study developed inquiry-based lesson exemplars to enhance Grade 11 STEM students' learning competencies in Basic Calculus, particularly on Limits and Continuity; and to investigate the effect of the developed inquiry-based lesson exemplars on students' learning competencies.

A pre-experimental research design, specifically a single group pre-test and post test, was adopted for the study. A total of 98 grade 11 STEM students in the second semester of academic year 2018 – 2019 of a national high school in Philippines were tapped as study units.

Ten inquiry-based lesson exemplars, adopting the 5E learning cycle or model, for the 13 learning competencies on Limits and Continuity were developed and validated. Students' competency on Limits and Continuity was measured by their pretest-posttest scores. The findings of this study revealed that the developed inquiry-based lessons positively enhanced students' mastery of Basic Calculus competencies on Limits and Continuity. These findings suggest that high school mathematics teachers may adopt/develop inquiry-based lessons or learning materials to improve their students' performance.

Keywords: Inquiry-based Lesson Exemplars, STEM Students, Limits and Continuity, 5E Learning Cycle, Math Competency



Aiko Adonis
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Contextualized Strategic Intervention Materials in Grade 9 Mathematics

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Abstract

This pre-experimental study developed ten (10) Contextualized Strategic Intervention Materials (CSIMs) for the third quarter least mastered Grade 9 Mathematics competencies. The developed CSIMs were based on the generalized least mastered skills of a High School for SY 2015 – 2018. The three (3) least mastered skills were: prove theorems on the different kinds of parallelogram (rectangle, rhombus, square); solve problems involving parallelograms, trapezoids and kites; and solve problems that involve triangle similarity and right triangles.

The CSIMs developed addressed the above-cited least mastered skills integrating features of: Bicol culture, use of language learning strategies, and awareness of Disaster Risk Reduction and

	<p>Management. Students' significant learning experiences in, and the effect of CSIMs on students' conceptual understanding were also tackled. Five (5) teachers each for the three features, using DepEd's LRMDs for SIM, evaluated and rated the CSIMs very evident (at mean 4.73 of 5). Further, the CSIMs under each focus area were evaluated excellent (mean of 4.78 of 5). Students' significant learning experiences were extracted from the students' journal entries, teachers' observation, and Focus Group Discussion responses. The significant learning experiences of Grade 9 students in using the CSIMs were: (a) gained new experiences and developed into independent learners, (b) learned effectively and found the topics easy to understand, (c) became more interested in learning Math topics, (d) appreciated problem solving, and (e) enjoyed and felt comfortable in learning Math topics using the CSIM. Students' conceptual understanding improved and were significantly different ($p < 0.05$) for the formative and summative assessments.</p> <p>The Contextualized Strategic Intervention Materials (CSIMs) is recommended for: use to promote meaningful learning; further improved by considering other features and subject areas; replication to validate the reliability of the results and expand the learning experiences of students; and collaboration among teachers is encouraged for the development of CSIMs.</p> <p>Keywords: Contextualized Strategic Intervention Materials, Significant Learning, Conceptual Understanding</p>
<p>Edward Pescuela ERCICTEL1923070</p>	<p style="text-align: center;">Interdisciplinary Contextualization Lessons in Teaching Functions and their Graphs</p> <p style="text-align: center;">Edward Pescuela Department of Science and Technology, Bicol University Graduate School, Legazpi City, Albay, Philippines</p> <p style="text-align: center;">Jocelyn F. Goyena Bicol University Graduate School, Legazpi City, Albay, Philippines</p> <p style="text-align: center;">Abstract</p> <p>The aim of the study was to investigate the effects of Interdisciplinary Contextualization (Icon) in teaching functions and their graphs. The study utilized qualitative and quantitative research design to describe the features of interdisciplinary contextualization approach and to identify its effect to students' academic performance. The lessons were implemented to thirty-eight Grade 11 public school students in Albay, Philippines. The features identified are thematic, use of local context, problem-based learning, inquiry-based learning and collaborative learning. The features identified came from the teachers interviewed who uses the approach and the researcher's pertinent document analyses. The problems used in the lessons used these features in synthesizing concepts that also served as an axis of connection among disciplines. The results obtained from pretest and posttest scores of students revealed that there was a significant difference in favor of the implementation with 0.00 p-value. From a separate focus group discussion of teacher-observers and student-respondents it revealed that interdisciplinary contextualized lessons help students to be real-life problem solvers, developed cultural awareness among students by citing relevant in-context problems and help connect previously learned concepts from other disciplines. Educators must be aware that Mathematics is part of the students' personal life, community and cultural heritage. Thus, interdisciplinary contextualization approach relate the teaching and learning process within specific communities and culture for meaningful learning experiences of the students. This approach that uses integrated lessons in Mathematics make the teaching and learning more accessible, relevant, and meaningful to every students that would further develop 21st century skills.</p> <p>Keywords: Interdisciplinary Contextualization, Approach, Lessons, Skills</p>
<p>Ahmad Tijjani Ibrahim ERCICTEL1923071</p>	<p style="text-align: center;">Effect of Early Marriage on the Academic Performance of the Girl Child in Katsina State: Challenges and Prospects</p> <p style="text-align: center;">Ahmad Tijjani Ibrahim Educational Psychology, Federal College of Education, Katsina, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This research work explored the effect of early marriage on the academic performance of girl-child</p>

in Katsina state: Challenges and prospects. The population of the study comprised six Government Girls Secondary Schools in Katsina State. 377 respondents participated; 58-70 students were selected randomly from each six Girls Secondary in the state for this study based on their population size. A self-designed questionnaire titled as Questionnaire on Effect of Early Marriage and Academic Performance (QEEMAP) with $r=0.74$ Cronbach alpha was used to gathered data on the study. Data collected were analyzed using chi-square, t-test and frequency count and percentage scores. It shed light its effects on girls' education and academic performance. The findings from respondents and extensive reading of materials related to early Marriage due to various factors including among others, the search for economic survival, protection of young girls, peer group and family pressure, controlling female behaviour and sexuality, wars and civil conflicts, socio-cultural and religious values. It is against this background, recommendations were suggested to deal with the problems, a number of strategies that will provide economic opportunities to young girls, promoting academic performance and education of girls in Katsina State and Nigeria in particular.

Lessons In Grade 11 Mathematics Using Graphing Calculator Applications



**Cristian Mark
Balantes
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Abstract

Since mobile devices are becoming ubiquitous in today's student generation and to replace bulky and costly handheld graphing calculators, this quasi-experimental study determined the effects of the lessons using graphing calculator applications in a Mathematics classroom. The study involved two intact classes of Grade 11 GAS students of San Jose National High School, Malilipot, Albay, Philippines. The experimental group was taught lessons using graphing calculator applications with the integration of contextualized, inquiry-based, collaborative and interactive learning approaches while the control group received the same lessons but without the use of applications. The actual conduct of the lessons was video-recorded and observed by the teacher-observers to determine and analyze carefully the students' notable behaviors. Further, the effects of the lessons in terms of students' performance, mental effort, and interest were assessed by using teacher-made test, Paas Mental Effort Rating (PMER) scale, and interest inventories, respectively. Students' journal entries, observation notes, and focus group discussions' responses were used to triangulate the results. Meaningful insights were also derived from the experiences of the students who were taught lessons using the applications. Qualitative and quantitative analyses showed that the lessons using graphing calculator applications supported student collaboration and facilitated better teacher-student interaction. It also allowed students to become comfortable when and how to use the applications, as well as making them active and participative during learning activities. It further enhanced students' conceptual understanding, process skills and problem-solving skills, and increased their level of interest towards Mathematics and technology. The use of the applications also afforded the minimizing of students' extraneous cognitive load by investing lower mental effort in learning the lessons. To this extent, the use of graphing calculator applications in Mathematics lessons is needed for the betterment of learning the subject.

Keywords: Lessons, Graphing Calculator Applications, Learning Approaches, Behavior, Effects



Liezel Berso
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Peer Tutoring: Exploring the Effects on Learning Grade 9 Mathematics

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Abstract

This descriptive-comparative study aimed to develop session plans with learning activities for peer tutoring on quadratic equations. It involved five classes of Grade 9 students of Bantayan National High School, Tabaco City, Albay, Philippines wherein one class was randomly selected as the peer tutored group while the remaining four classes were considered the non-peer tutored groups. The peer tutoring sessions were conducted during the Independent/Cooperative Learning (ICL) period. The sources of data included the students' reflection entries, observation notes, responses from focus group discussions, and periodic examination results. Findings showed that there were nine session plans with learning activities developed with the integration of cooperative and contextualized learning approaches. The peer tutors were able to master the lessons since they have the opportunity to study it again and revise what they have learned. They also gained more friends, boosted their confidence, and became more interested and enthusiastic in learning and teaching Mathematics together with their peer tutees. On the other hand, the peer tutees grasped the lessons because their tutor gave immediate feedback to them. They also learned how to cooperate and participate with their group to achieve their goal. It was also showed that the peer tutees were very much engaged and eager to learn during the peer tutoring. These were some of the significant learning experiences of the peer tutors and peer tutees during the conduct of peer tutoring. In terms of performance, based on the results of their periodic examination, the peer tutored group had a better performance than those non-peer tutored groups. The session plans with learning activities for peer tutoring were then concluded to give benefits in the learning experiences and enhanced the Mathematics performance of the learners.

Keywords: Peer Tutoring, Session Plans with Learning Activities, Significant Learning Experiences, Performance



Jennylyn Bien
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Schema- Broadening Instruction In Grade 9 Mathematics

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Jayson A. Lucilo

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Abstract

This pre-experimental study aimed to present the effects of using the Schema- Broadening Instruction (SBI) to the Mathematics performance of one Grade 9 class at Mariroc High School, Philippines. The study used a modified approach of SBI that adopted the use of the following visual and procedural schemes: (a) The Frayer Model; (b) Visual representations of variation equations; and (c) Polya's Four Steps in Problem Solving. The modified approach of SBI has also incorporated the use of structured (for concept formation) and open inquiry-based (for problem solving) activities. The approach aimed to reduce the students' cognitive load in learning Mathematics by introducing visual and procedural schemas. Schemas can reduce working memory load, because once they have been acquired and automated, they can be handled in working memory with very little conscious effort (Ericson, 2005). Results from the study showed that the students gained a wonderful experience of learning through the modified approach of Schema-Broadening Instruction. The students also showed capabilities of learning through structured forms of activities were guide questions and steps were provided for them in generalizing the concepts of the topic. But the Grade 9 students showed unreadiness for open inquiry-based activities and were not yet capable of constructing their own procedure in problem solving. The students preferred to be guided towards the step by step solution instead. Data gathered also showed that the approach has

improved the students' conceptual understanding that lead all the students to mastery. The students' performance under problem solving also showed improvements but was not enough for all the students to gain mastery. Future scope for the study would be to develop validated visual and procedural schemas that can further reduce cognitive overload in learning Mathematics.
Keywords: Schema-Broadening Instruction, Conceptual Understanding, Cognitive Load

Teresa To
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The Effectiveness of an Online Information Literacy Course for Research Students

Teresa To
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Abstract
An online library information literacy program with four online modules plus one face-to-face workshop had been developed by a team of instruction librarians for the research students of the Department of Social and Behavioural Sciences in 2018/19 as a pilot. Ten PhD students participated. The modules and workshop were well-received. Students provided very encouraging feedback and practical suggestions.

Adopting the same template, the four modules had been further developed to be offered in 2019/20 for students of various disciplines including Creative Media, Energy & Environment, Linguistics & Translation and Mechanical Engineering as well as Media & Communication. The contents were modified according to the feedback collected from the pilot program and the review done by part-time research assistants.

A research study is in place to evaluate the effectiveness of the program and to find rooms for future improvement. The research methodology includes a pre-module and a post-module surveys plus individual interviews. The findings will be indicators of not only the usefulness of the program as perceived by the participating students but also the roles of the librarians in the support of the teaching and learning of the research students. Future study is recommended to compare the usefulness of the modules as perceived by students of different disciplines.

Keywords: E-learning, Information Literacy for Research Students, Higher Education



Abdurrahman Almekhlafi
ERCICTEL1923076

Designing and Creating Digital Interactive Content Framework: Description and Evaluation of the Almekhlafi Digital Interactive Content (ADIC) Model

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Abstract
The design and creation of digital interactive content for teaching and learning is gaining increasing importance. The technology advances and need to cope with everyday demands necessitate teachers and content developers to accommodate their students in this aspect. Interactive digital content provides opportunities for students to study anywhere and at any time, with classmates or independently, and within conventional or blended teaching and learning environments. Almekhlafi Digital Interactive Content (ADIC) model, developed in the United Arab Emirates University in 2018, is a systematic guide that could be used to produce interactive digital content on any subject. This model can serve as a framework for developing such content. The model consists of four major phases: (1) planning, (2) designing, (3) production, and (4) evaluation. Each of these phases consists of a number of steps. If the model is applied correctly, it will lead to the development of interactive digital content that can be delivered online or as stand-alone modules. The model was content-validated, and tested for its reliability in real contexts. The model was piloted with 28 university faculty members, and implemented with 81 university students at two settings. The results proved the utility of implementing the model for designing and creating any interactive digital content. The author suggests that K-12 schools and higher education institutions should train students, teachers, and university faculty members to use the model effectively to produce a sound, worthwhile, and interactive digital educational content.



Laelah Al Mubarakah
ERCICTEL1923077

The Role of Family and School in English Language Learner Identity Construction: An Indonesian Case

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Abstract

In the process of learning English, a learner constantly reshapes his/her identity as he/she goes through different learning experiences. A particular experience may be added as a new part to a learner's perceived identity or replace another part of it. The present study examined how an Indonesian reconstructed her identity as an English language learner (ELL) as she went through various learning experiences since childhood to university level in two different countries. In-depth interview was conducted to collect the participant's account on her experiences, followed by several online correspondences within two months after the interview was conducted. The findings were then analyzed thematically. The results of this study indicated that parental support and school policy and environment played an important role in reshaping the participant's identity. Her identity construction was then explained using Gee's (2000) four perspectives of identity. This study extends the research on learner identity particularly in Indonesian context or any other contexts with nearly similar characteristics.

Keywords: English language learning, learner identity, EFL

Mariel Austria
ERCICTEL1923078

National Competency-Based Teacher Standards of The Public Secondary School Teachers of Agoncillo and San Nicolas District: Input To Management Intervention Activities

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Abstract

Teachers play a significant role in building the nation by nurturing the intellectual and social development of children. The teaching profession means different things to different people. The teaching profession has evolved over the years, from being a simple appointee of local mayors to becoming degree holders and later on became professional teachers by virtue of the board examination provided by the Philippine Regulatory Commission. The Department of Education has reviewed and reformulated policy guidelines on designing training and development programs and in conducting activities for the capacity and capability building of the deped personnel and staff to support the objectives of education. The National Competency-Based Teacher Standards (NCBTS) is an integrated theoretical framework that defines the different dimensions of effective teaching in all aspects of a teacher's professional life and in all phases of teacher development. This is an offshoot of the Basic Reform Agenda (BESRA) of the Department of Education, under Key Reform Thrust 2- Training and Development. The Teacher Standards-Teachers' Strengths and Needs Assessment (TSNA) is essential in providing quality professional development programs that are aligned with the needs of the clientele. The TSNA determines the differences between the desired condition and the actual condition in terms of teachers' competencies with the NCBTS-TSNA. The NCBTS-TSNA toolkit enable teachers to determine their strengths and weaknesses in relation to the set of standards that defines the general competence of a teacher. The researcher prompted to conduct a study about the analysis of the NCBTS-TSNA of secondary school teachers in Agoncillo and San Nicolas Districts as input to management intervention activities.

METHODS: The researcher employed descriptive methods of research utilizing the documentary analysis of the rating of the teachers in their self-assessment- NCBTS-TSNA. This study involved 81 teachers as respondents of this study from five secondary schools in Agoncillo and San Nicolas Districts. The results of the NCBTS-TSNA and the profile of the respondents served as the main instrument used by the researcher and statistical techniques and procedures such as frequency distribution, simple percentage, weighted mean and chi square test.

RESULTS: The teachers were experienced in terms of social regard for learning as they assessed

themselves. In terms making the classroom environment safe and conducive to learning obtained the highest weighted mean wherein all teachers were considered experienced. It was manifested that the self-assessment of teachers in diversity of learners was experienced. Teachers assessed themselves as experienced in communicating promptly and clearly to learners, parents and superiors about the learners progressed. The level of teaching competence was also experienced in community linkages and in terms of personal growth and professional development. As revealed on the result there was no significant relationship between the teacher's age, length of teaching experience and educational attainment to teachers' competence level in their NCBTS-TSNA Results.

Keywords: NCBTS, TSNA, Competency-Based, Standard



Ismet Gorkem Akgun
ERCICTEL1923079

Effects of Using Movie Clips on Student Motivation in Language Learning Environments

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Abstract

There are many challenges we, as teachers, may face while teaching. It is fair to say one of the biggest challenges is, of course, boosting and maintaining student motivation through the process. As stated by Dana Di Pardo Léon-Henri (2012) language educators are faced with the challenge of looking for innovative teaching methods, which not only stimulate and motivate their students while encouraging language acquisition, but also add an intercultural dimension. Although there may be many solutions to this problem, movies give surprisingly good results. In our case, using the same course book for four hours a day throughout the term caused some serious motivation loss for students. In order to overcome this problem, we wanted to try something different. We started using movie clips and short movies related to the topic of the day instead of the material provided by the course book. We used this to establish the context for the lesson and, in some cases, to pre-teach the blocking words. In the process, we observed that this greatly helped us increase student motivation and get them involved in the lesson. At the end of the term, we asked the students their opinions on the outcome of this approach. Their feedback was collected through face to face interviews. The results were mostly very positive. It was also clear from the interviews that apart from improving their motivation these lessons were also helpful for their vocabulary knowledge.

Keywords: Short Movies, Motivation, Vocabulary



Khan Zeenat
ERCICTEL1923080

A Study of Intelligence Quotient(I.Q) of Premature Born Children

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Abstract

Premature children are those children who are born before the gestation period of 37 weeks. They are physically and mentally weak as compare to normal 44 or 45 weeks born children. This research is an attempt to study the Intelligence Quotient (I.Q) level of Premature born children. The questionnaire was given to the parents of the Premature born children and with the help of information provided the premature born children were identified and segregated. To this segregated premature born children a Verbal Intelligence test by Ahuja was administered to a sample of 10-12 years children and their I.Q was measured .The findings showed the percentage of Premature born children in every classroom is 9.39% in the total population, and the I .Q level of the Majority Premature born children is Average .

Keywords: Intelligence Quotient, Premature Born Children



Rex Canete
ERCICTEL1923083

Bridging Communication Discrepancy of Students Through the use of Enhanced Communication Crafts (Multistock) for Instruction

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Abstract

Many students are not proficient in communication skills because of low self-esteem and confidence. This study identifies students' learning profile, levels of self-esteem and confidence and tests the efficiency of Enhanced Communication Crafts (Multistock) in improving students' oral communication skills. Multistock consists of series of oral and expressive theatrical practices. Quantitative data was generated from a self-assessment survey where students rated level of self-esteem and confidence while qualitative data was collected using interview method. Eighty-two students participated wherein ten of them were interviewed after. In the analysis, it was found out that all students (100%) indicated increase in the level of their self-esteem and confidence after the exposure to the intervention; thus, manifesting improvement in their oral communication skills. The craft has given them the opportunity to choose and perform the exercises that they like the best in a very confident manner. Furthermore, the interview revealed that students became more motivated, interested, and participative in oral activities because they were given freedom in expressing themselves. Establishing the self-esteem and confidence of students is a basic thrust that teachers must consider. This will help educators choose and plan for activities to utilize in order to enhance the communication skills of students.

Keywords: Communication Skills, Multistock, Self-Esteem, Confidence, Communication Crafts, Descriptive Design, Philippines

Elisa Monteiro
ERCICTEL1923086

Preparing Pre-service Teachers to Become Effective Inclusive Practitioners

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Abstract

The purpose of this study is to investigate pre-service teachers' perception of their preparedness to effectively transfer pedagogical knowledge and skills acquired during their one-year professional development and teacher training program into their teaching career. More specifically, the study will explore the relationship between course content of a Postgraduate Diploma in Education (PDGE) and pre-service teachers' perception of self-efficacy in the areas of instructional strategies, classroom management, and student engagement. As Macao's new educational reform proposes that teachers should increase their professional development and training through mastery experience in inclusive practices to respond to the diverse needs of students, teacher's self-efficacy is thus eminent to improve effective teaching. The results of the study was used to review pre-service educational experiences to ensure that the PGDE program aligns with the new reforms. All pre-service teachers enrolled in the 2018/2019 cohort of the PGDE program were surveyed at the end of the year-long program. The Teachers' Sense of Efficacy Scale (TSES) created by Tschannen-Moran and Hoy (2001) was utilized. Greater insight into how educational reform efforts can be better structured to improve teacher training programs to meet the needs of teachers in Macao are provided.

Keywords: Teacher Efficacy, Teacher Education, Pre-Service Teachers, Macao

Wen Xu
ERCICTEL1923087

Bernstein's Classification and Framing: Towards a Genre-Based Approach In an Australian Chinese Learning Classroom

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Abstract

Chinese teaching and learning is a fragile undertaking across all phases of Australian schooling and the "teacher factor" is identified as one of the causes of a very high attrition rate. Many of Chinese as a Foreign Language (CFL) teacher, speak Chinese as their first language, are not able to teach in

accordance with Australian educational principles and the teacher education courses neither address the specific instruction in teaching Chinese, nor classroom management and pedagogic relations. To address these issues, a practitioner inquiry was conducted in a low socio-economic status (SES) Chinese learning classroom in the Greater Western Sydney area, New South Wales, Australia and found that a mixed pedagogical model promoted student engagement and induction into the subject contents. This paper is fundamentally based on Basil Bernstein's conceptualization of classification and framing to elucidate how the power and control relations translate into day to day, micro level classroom interactions, by analysing lesson plans and journal entries. A mixed pedagogic practice with stronger classification of knowledge piqued students' interest and brought them more exposure to the outside world, whereas fluctuating framing helped build rapport and strengthen the interactions between the teacher and students, students and students, thus yielding the positive educational output. This article addresses an under-researched area by tentatively developing a genre-based approach to teaching Chinese as a Foreign Language, and it may contribute to apprenticing CFL teachers into the structuring of their pedagogical communication, which are central matters in school success outside China, so as to improve students' engagement and retention rates in CFL education in the Australian school context.
Keywords: Pedagogy, Primary Teaching, Genre-Based Approach, Teaching Chinese As A Foreign Language



Blessing Dwumah Manu
ERICICTEL1923088

Exploring the Issues influencing Tutors Learning and Professional Progress using Logistic Regression Analysis. A dilemma From Selected Schools in Ghana

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GIMPA Accra-Ghana

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Abstract

This article focuses on the factors that influence the expert progress of tutors after they have finished their rudimentary education. We defined tutor expert progress as teacher learning: how they study and how to use their knowledge in practice to back student learning. We collected data from 274 tutors from 44 high schools and 10 universities in Ghana. We therefore adopted a fitted logistic regression model for our analysis. The results show that individual and organizational factors influence tutor learning. The collaboration of tutors is important for the way they are developed and some mentors can lead such learning actions. In addition, optimistic school culture, good atmosphere and good understanding of tutors' learning and collaboration with external specialists can influence the professional progress of teachers. The article concludes, good management policy and study in school are the greatest foundation for additional progress of teachers

Keywords: Tutor Learning; Expert Development; Tutor Collaboration; External Experts, Ghana



Nimas Mahardika
ERICICTEL1923090

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

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Abstract

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 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 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 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.

Keywords: Arabic Speaking, Appealing Activities, Language Environment, Speaking Skill Improvement

Sumartono Fakhri
ERCICTEL1923091

Education Management in Indonesia's Universities is As a Triple Helix Implementation for Preparing the Industrial Revolution 4.0

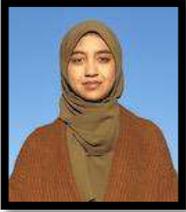
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Abstract

Indonesia's culture is currently entering the industrial revolution 4.0 era which requires all resources to be integrated and have connectivity to technology, communication and big data so as to create smart products and smart services. education system in Indonesian are included in this system. The world of education, the business world, and the government must work simultaneously in a triple helix system in order to create a new opportunity to reach Indonesia Gold 2045. According to Etzkowitz & Leydesdorff triple helix is where academics with resources, science and technology focus on producing a variety of applicable findings and innovations. Business circles capitalize which provides economic benefits and benefits for the community. The government guarantees and maintains the stability of their relations with conducive regulation. The fact is, even though Indonesia is considered good at producing graduates from various universities, the workforce of scholars has not been well absorbed in the employment of the industrial revolution 4.0, which now almost all intersects with digital technology. For this reason, universities as providers of education must begin to revolutionize their management of education by partnering with universities or companies more specifically in accordance with industry needs that are globally competitive, providing critical, practical, sensitive and adaptive competency-based curricula for rapid changes in the industrial and economic environment, and emphasizing the importance of mastering data and information technology. This research method used in this study is descriptive qualitative research method with data and observation, with literacy studies in addition. This research expects the capability of the universities in managing education to preparing their graduates in the industrial revolution 4.0 era.

Keywords: Education management, Industrial revolution 4.0, Triple Helix



Bazilah Raihan Mat Shawal
ERCICTEL1923092

The Implementation of Entrepreneurship Education in Malaysian Universities from the Lens of Non-business Lecturers

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Abstract

Entrepreneurship education has been the national educational agenda in most of the countries around the world due to its theoretical claims. In Malaysia, entrepreneurship education was introduced into Malaysian universities more than two decades ago. Over the last decade, the Malaysian Ministry of Education perceived a need to further embed entrepreneurship education - specifically through a desire to develop an entrepreneurial mindset and entrepreneurial attributes among students, regardless of their field of study or their career choice. The Higher Education Entrepreneurial Action Plan was established in 2016, emphasising the need for lecturers to transform their teaching practices to be “more entrepreneurial” - irrespective of the subject they taught. This paper explores the understanding of entrepreneurship education from the perspective of university lecturers who have limited or no background in entrepreneurship, which is represented by the English language lecturers or teachers. A semi-structured interview was conducted to elicit the participants’ views and pedagogical understanding of entrepreneurship education. The interview involved 21 lecturers who are teaching English language courses from 7 public universities. Initial analysis presented that the objectives of entrepreneurship education were seen as an approach to develop the students’ mindset and entrepreneurial attributes, to equip students with business skills to start a new venture and also as a mere university agenda to encourage lecturers to generate income for the university. It is also found that unless the syllabus of English courses that integrate the entrepreneurial element were developed, lecturers are having difficulties to practice the entrepreneurial approach in English language teaching. Since little is known on how the non-business lecturers view entrepreneurship education, it is anticipated that these findings will add to the emerging body of literature in Malaysian context that is placing importance on the need of integrating entrepreneurship education across the university curriculum. **Keywords: Entrepreneurship education, lecturers’ understanding, entrepreneurial teaching**

Arjumand Ara
ERCICTEL1923094

L1 Influence in FL Learning: Contrastive Analysis, Error Analysis and Classroom Instruction

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Abstract

Learning a second or foreign language is generally considered as a complex process that involves many interrelated factors that affect the learners consciously or subconsciously. One of the most important interrelated factors is the influence of L1 over L2. Linguists have put forward different theories regarding these conflicting views whether learners’ L1 has any influence on their L2. Regardless of these contradictory views, teachers and practitioners all over the world hold this “popular belief” that SLA is strongly influenced by the learners’ native language. (Ellis 1985). This view is stronger in the context of English as foreign language where the language is learnt in the classroom and where students mostly share a common native language. It is assumed that teachers always give conscious efforts to understand how accurately learners have learnt what they have been taught and how far they have reached attaining their mastery over the target language (TL). With this practical sense in action, a teacher in an FL classroom will obviously focus on the influence of L1 on L2 as it is clearly seen in the foreign accent of the L2 learners, although he/she may not deny that students’ vocabulary and grammar also get affected by L1. Even though the research literature shows marked disagreement about how pervasive the L1 is in SLA, teachers

generally assume that a clear understanding of the issue will lead them to more effective teaching, especially in terms of designing syllabus, selecting appropriate teaching techniques and selecting classroom activities. This study, therefore, explores the relationship between learners' L1 and L2 and further contrasts some salient features of English and Bengali languages. It also analyzes errors of two Bengali speaking learners in an attempt to find out whether their mother tongue has any influence over their second language learning.
Keywords: Native Language, Target Language, Error Analysis, Contrastive Analysis

Mahesh Tripathi
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Shift in Teaching and Learning

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Abstract

Shift in Teaching and Learning is the most important issue in the field of Pedagogy. Pedagogy plays its pivotal role in knowledge transformation. This paper will analyse innovative technologies, strategies and transformation needed in teaching and learning and will draw intellectual academia and stakeholders to discuss and suggest innovations and needed transformations in Pedagogy with following issues:

- Blending the technologies for qualitative and joyful learning
- Practicing inclusion in and beyond the class rooms
- Challenges for Teachers in Global Knowledge Society (GKS) to develop National Knowledge Network (NKN) and High Order Thinking Skills(HOTS)
- Researches for effective Pedagogy and curriculum development
- Standard of Teaching, Learning, Knowledge, Skills and Competencies of Teachers: What to use and where?
- Developing Professional Learning Communities (PLC)
- Globally compatible class rooms competencies: Use of Humour in Class Rooms
- Right To Education Act-2009: An inclusive Act

Keywords: Teaching, Learning, Shift, ICT, Innovation, Pedagogy



Narasingappa H N
ERCICTEL1923054

A Study of Job Satisfaction And Role Conflict Of Secondary School Teachers Of ChamaraJanagar District

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Abstract

Education has always been a symbol of civilization and has been instrumental in the evaluation of mankind from Stone Age to this Computer Age, committed and effective teacher can work out wonders and in fact, the source of the entire educational system of a nation depends on him. To study the level of Job Satisfaction and role conflict of secondary School Teachers working in Govt and Private aided secondary Schools of ChamaraJanagar district. Descriptive study done on 250 school teachers of government and private schools of ChamaraJanagar district using a pretested and validated questionnaire. Statistically significant difference in mean job satisfaction score between government and aided school teachers and there was a statistically significant difference in mean role conflict score between government and aided school teachers.
Keywords: - Job Satisfaction, Role Conflict, Secondary School Teachers



Paulina Moya

Educational Stakeholders' Perceptions and Experiences of SIMCE and SIMCE English. The Case of Chile

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Abstract

Chile has one of the most inequitable education systems around the world. This disparity

<p>Santiagos ERCICTEL1923057</p>	<p>particularly affects deprived students whose social and cultural capitals are significantly lower than their peers from private schools. The extension of standardised tests such as SIMCE and SIMCE English and their results have reflected the gap among educational establishments and the unequal bilingual education in the country. For this reason, in 2014 the Ministry of Education demanded the creation of a Commission to validate SIMCE and suggest further improvements in order to create effective educational policies that favour underprivileged students as well as students from private institutions.</p> <p>Thus, this study explored about future educational policies for balancing the quality of education among richer and poorer students. For this purpose, fourteen semi-structured interviews were conducted with different educational stakeholders in order to identify their perceptions of SIMCEs and compare these with the 2014 SIMCE Commission's findings. Through a qualitative approach and a thematic coding analysis, the results showed that educational stakeholders' experiences and perceptions relied on three overarching themes: (1) the general conception of English proficiency as a tool for social mobility and indicator of private schooling; (2) their opinions of students' and schools' stigmatisation through SIMCEs results and rankings to discriminate against children due to their socioeconomic background; and (3) the negative feelings such as pressure, stress and fear of failure during and after SIMCEs due to rewards and sanctions and the accountability that these tests carry. These results indicate that, far from contributing to education, standardised tests and their results are misused in Chilean society. Finally, these findings propose adequate and contextualise nationwide assessments with the aim of truly fostering a quality and equitable education for students across social classes, taking into account multiple social factors that influence their test achievement.</p> <p>Keywords: Foreign Language Education, Educational Policy, Standardised Test</p>
 <p>Flordeliza Fernandez ERCICTEL1923064</p>	<p>Augmenting Literature and Comprehension of Senior High School Students in English Language Using an Educational Role Playing Game</p> <p>Flordeliza Fernandez IT, San Pablo Colleges, Rizal Technological University, Philippines</p> <p>Charvin Kelsey Lacsina Far Eastern University-Cavite</p> <p>Arman Bernard G. Santos Asiatech-Sta. Rosa, Laguna</p> <p>Abstract</p> <p>As Filipinos, speaking and understanding English has become a huge part of our daily lives, it helps us communicate and gather information about several topics to our interests. However, many students fail to comprehend the English language because most of our country's educational institutions lack the strategies to make learning English enticing and easier to understand. With this problem at hand, students tend to lose interest and opt into cheating in their English classes. But as the years pass by, technology has changed the way we communicate and study. Thus, as computer science professionals we aim to make learning English an enjoyable and compelling task to complete by incorporating English learning in an educational game that explores different parts of English.</p> <p>Keywords: Role Playing Game, Module, Educational Game, English Grammar and Composition</p>
 <p>Hilal Mahmud ERCICTEL1923065</p>	<p>Reconstruction on Developing Teacher Creativity Through Transformational Leadership at Start-up Senior High School</p> <p>Hilal Mahmud Department of Islamic Education Management, Institute Agama Islam Negeri Palopo, South Sulawesi, Indonesia</p> <p>Abstract</p> <p>This study aims to find, analyze, and describe information about internal and external factors that contribute to teacher creativity development, alternative strategies that can be determined, and priority strategies that can be applied in teacher creativity development at Senior High School. This</p>

research is a field research using descriptive analytic method. Data obtained from observation, literature study, key informants, and experts involved in teacher creativity development at Senior High School. The result of this study indicates three things. First, the internal factors are having an interesting and inspiring vision, but it is inadequate in the availability of infrastructure. External factors are the government's commitment, but need to accommodate the increasing demands and expectations of the community towards improving teacher competence. Second, alternative strategies that can be formulated in developing teacher creativity are implementing integration strategies through teacher empowerment, preparation of blue print, and synchronization of programs in order to develop teacher competencies and managerial skills of principals, and more proactively collaborate with other institutions. Third, priority strategies that can be applied are teacher empowerment based blueprints development, program synchronization through partnership, enhancing cooperation and partnerships to increase principal managerial competencies and skills, and fulfillment of teachers' facilities and needs.
Keywords: Reconstruction, Strategy, Teacher Creativity Development, Transformational Leadership



Hilal Mahmud
ERCICTEL1923065

Training, Manajerial Skills and Principal Performance at Start-Up Senior High School

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Syamsu S
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Abstract

This study aims to find, analyze, and describe the influence of training and managerial skills on principal performance at start-up senior high schools. This study uses path analysis that is quantitative descriptive. By using probability sampling, 8 school principals were chosen as samples from a population of 19 principals of Start-up Senior High Schools in North Luwu district, Indonesia. Analysis of this research data used SPSS. The results showed that training had an effect of 26.1% on the principal performance; training had an effect of 30.1% on managerial skills; managerial skills had an effect of 35.9% on principal performance; and training and managerial skills had an effect of 36.2% on principal performance.

Keywords: Managerial Skills, Principal Performance, Training



Wahyu Dwi Yulianto
ERCICTEL1923081

Implementing the Concept of Imam Al Ghazali's Thinking for Improving Students' Moral

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Laelah Al Mubarakah
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Abstract

This paper aims to evaluate the moral problems that occur in the world of education through the concept of thinking from Imam Al Ghazali. Imam Al Ghazali is a Muslim philosopher and theologian who is an expert in moral education through one of his books entitled ihya 'ulumuddin. The subject is one of the student at TPA Baiturrahim Sleman Yogyakarta, Indonesia. The background is that there are many dispositions of attitudes by students towards educators because lack of moral, especially in the world of education in Indonesia. This study uses qualitative methods with interviews and observations. The findings revealed several factors that led to the crisis of moral education in students, such as those that lowered religious education material. The conclusion is to know the background of the moral education crisis and making the concept of thinking of Imam Al Ghazali as a role model to solve this problem or at least minimize the occurrence of moral crisis towards students.

Keywords: Moral Education, Thinking Concept of Imam Al Ghazali, Moral Problem, Ihya' Ulumuddin Book

Kadir Ozsoy

Embracing Native Language in Language Classrooms

ERICICTEL1923089

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Abstract

The use of mother tongue in English Language Teaching history has oscillated back and forth many times depending on the predominant method at the time. As a reaction against Grammar-Translation and Audio-Lingual Methods, dating from late 1960s the Communicative Approach assumed L1 use was against good teaching practice and should be abandoned completely. Today, however, the debate on the issue of L1 use in language classrooms has been reignited by some authors who support a judicious use of L1 to the benefit of teachers and learners alike. This paper will present the ways in which L1 use could be employed in language teaching as another tool to enhance learning.

Keywords: L1 Use, Language Classes, Benefits, Teachers, Learners



Chiu Cheng Kuo
ERICICTEL1923091

Action Research on Students' Creative Inventions in Vocational High School --- Bicycle Safety Display Device

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Abstract

Because the bicycle lacks lighting equipment, there is no indicator light when steering and braking, thus making it is easy to cause a rear vehicle collision and form a casualty, especially at night. In view of this, this study focused on the safety of bicycles at night, taking vocational high school students, using the existing equipment of the school, combined with relevant curriculum theory and practice, creative thinking and production of "Bicycle safety display device", the LED projection lamp installed in the back seat, with the back of the bicycle rider as the projection screen, can display the enlarged pattern of left and right turn and brake, so that the rear vehicle can be clearly identified to reduce the incidence of accidents. The conclusions of this study are as follows: (1) The study found that the production of the "Bicycle Safety Display Device" enhanced students' understanding and application of relevant courses; (2) The study found that the production of "Bicycle Safety Display Device" enhanced the student's circuit design and production capabilities; (3) Through participation in the project, the students generally came to believe that the production of the "Bicycle Safety Display Device" can unite the team's centripetal force and contribute greatly to the improvement of cooperative learning, and problem solving and innovative invention capabilities; (4) The finished product of this study is useful for the night driving safety of the bicycle.

Keywords: Bicycle Lighting, Bicycle Driving Status Display, Bicycle Night Driving Safety, Creative Thematic Production



Arman Bernard G.

An Educational Game in Basic Algebra for College Students with Reinforcement Learning

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Abstract

In today's generations, where computer has become a way of life it is evident that majority of the country's educational institutions, especially the public schools, still do not adapt the high technology and its positive benefit to teaching. Particularly in teaching Mathematics, which is one of the most feared and dodged subject by most students. But as the years goes by, the number of students who have lost their self-respect on their numeric abilities and various psychological cases arise that they tend to take mathematic subjects for granted or worst some jived to cheating or

Santos
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dropped the subjects along the way. Thus, it is important that the teachers use adequate teaching procedures particularly motivational when educating contemporary high school students and that's the reason why the researchers came up on making a system that they can use. In order to further explore the learning of the students as well as the good benefits of modern technology on hand, a computer educational game should be applied. This study primarily tackles Mathematics especially in Algebra, where some traditional teaching lacks of, therefore allowing the students to assess themselves with ease through computer software– an educational game that is intuitive and user-friendly. The proposed research is a game with good graphics, updated Algebra lessons, and application of Reinforcement Learning Algorithm. Reinforcement Learning is a type of Machine Learning, and thereby also a branch of Artificial Intelligence. It allows machines and software agents to automatically determine the ideal behavior within a specific context, in order to maximize its performance. Simple reward feedback is required for the agent to learn its behavior; this is known as the reinforcement signal.

Min Kumar Tamang
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University's Teacher Benchmarking: A Case from Nepal

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Abstract

The purpose of this paper is to explore the practices of benchmarking of teacher Competencies in the higher educational institutions in Nepal. The amalgamated paper reviews on practices of benchmarking for Higher Education (HE) teacher among different institution(s) in Nepal; and finds teacher's professional skills, levels of formal qualification of teachers including content knowledge, professional aspiration, developing thirst for innovations and 21st -century teaching skills and its transference to learners as accepted areas to define their competencies. Subsequent exploration of practices, experiences of engaged professionals helped us to define the reality that enable the teacher to enter HE services in Nepal. The study reveals all Universities have set criterion to be fulfilled to enter HE teaching that includes; minimum formal academic years of learning (degree), professional experiences including publications (evidence), and required content knowledge and pedagogical skills (audited through exam). In addition, 'acceptance' among students, and higher social capital the 'political linkage' was two non-specified area with noted privilege for candidate to join University teaching. These insights signal a need for concisely defined competency framework for a conflict free community of practice.

Keywords: Teaching Competencies, Pedagogical Knowledge, Level Of Qualification, Professional Skills And Knowledge



Zheng Fan
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A Case Study of Chinese Students Perceptions Toward Implementing Structured English Immersion in Fundamental English Courses: From DPU-CAIC Undergraduates' Perspective

Zheng Fan
The College Of Social Innovation, Rangsit University, Bangkok, Thailand

Abstract

Based on the immersive bilingual teaching in Quebec, Canada, this study hopes to incorporate structured English immersion teaching into the Chinese college students' fundamental English course with the characteristics of immersive teaching and explore the integration of immersion teaching into basic English courses. This study uses the China-ASEAN International College (CAIC) of Dhurakij Pundit University (DPU) in Thailand as the research target population, and the CAIC freshman to fourth grade undergraduate students as the research sample, 618 questionnaires were collected and considered valid for data analysis through a mixed-method research approach being undertaken in the process of current research.

The research results showed that over half of participants indicated their positive attitude toward the implementing of structured English Immersion at CAIC fundamental English courses. In addition, another 45 participants were invited for semi-structured interview to collect qualitative data, and 77.8% of participants accepted the implementation of SEI along with providing the fact that SEI brings more considerable strengths than weaknesses. At last, age, academic level and overseas life experiences of participants in the current study were correlated with SEI both

	<p>positively and negatively. Keywords: Structured English Immersion; DPU-CAIC General Education Fundamental English Courses</p>
 <p>Manoj Patil ERCICTEL1923098</p>	<p>Effectiveness of Maternal Nutrition and Parenting Programme in Cognitive Development of Children From Rural India at 2 Years of Age</p> <p>Manoj Patil Research and Development, Datta Meghe Institute of Medical Sciences, Wardha, India</p> <p>Abstract</p> <p>Current health programmes in India focus more on care during pregnancy and infant's care regarding immunization and feeding. Limited initiatives specifically aim at improving the nutritional status of women along with creating stimulating environment at home for optimum growth and development of children under 2 years. Critical period in child's life is between 1-2 years that receives limited attention due to other health priorities. Studies have identified that the parenting stimulation in 1000 days of life will have a positive impact on child's growth and development in future.</p> <p>This programme addresses these gaps and aims to study the impact on Child development parameters at 2 years of age through integrated intervention that will blend the nutrition intervention with parenting program and developing and promoting a social business plan. This is a cluster randomized trial wherein we will develop 1) 'A Food Basket' for pregnant women to ensure nutritional needs during pregnancy and 2) a parenting program aimed at enhancing knowledge and skills of caregiver for positive parenting. Intervention will be managed in close collaboration, support from the departments of public health and women and child development in Government. We intend to promote and support the Local Women Groups (LWGs) for creating a social franchise model in which women will be trained to develop Food Basket that will be purchased by pregnant women through voucher scheme of project. This social business model will be self sustainable and will help to enhance the motor, language and socio-emotional development of children in first 1000 days of life.</p> <p>The objective of the proposed study was to improve the nutritional status of women during pregnancy through improved nutrition supplementation and improve the physical and cognitive development of children at 2 years of age by Positive Parenting programme. An improvement with medium effect size was found in intervention arm compared to control arm. The results of this study will be useful for researchers and policy makers from maternal and child health programmes and also working in early childhood development and specifically in the first 1,000 days of life.</p>
<p>Puttipong Anantasopon ERCICTEL1923099</p>	<p>Applying a Module of Outcome Matrix Template to Enhancing Effective Lesson Plan and Expected Learning Outcomes</p> <p>Puttipong Anantasopon Business Management, International College, Sripatum University, Bangkok, Thailand</p> <p>Abstract</p> <p>Lecturers play pivotal roles in promoting outcome-based education (OBE) according to the Thailand Qualification Frameworks in Higher Education (TQF: HED). However, scant research has delineated the use of systematic instructional modules in a way that reinforces OBE and active learning environment in a classroom. To fill this void, this study adapts a module of outcome matrix template in line with a systematic instructional module of classroom implementation and problem-based learning (PBL) approach to enhancing an active learning environment and the expected learning outcomes. The modules of outcome matrix have been adapted with the course objectives to serve as a module of lesson plan that combines both a PBL approach and an assessment scheme. The target samples of the study are students who major in International Business Management program at Sripatum University in the academic term 1/2018. Findings suggest that the adapted modules of outcome templates are proved to be useful and effective tools in helping the teacher not only to prepare the lesson plan but also to evaluate student's learning outcomes. Research implication and recommendations for future study are also discussed.</p> <p>Keywords: Module Of Outcome Matrix Template, Outcome-Based Education, Higher Education,</p>

<p>Tali Ronen ERCICTEL1923100</p>	<p>Systematic Instructional Modules, Active Learning Environment Promoting Cognitive Abilities through Coordination Exercises</p> <p>Tali Ronen School for the Arts of Dance, Faculty of the Arts, Kibbutzim College of Education, Technology and the Arts, Tel-Aviv, Israel School of Physical Education and Sports Ohalo College, Katzrin. Israel</p> <p>Lilach Shalit School for the Arts of Dance, Faculty of the Arts, Kibbutzim College of Education, Technology and the Arts, Tel-Aviv, Israel Department of Dance, Orot Israel Academic College of Education, Elkana, Israel</p> <p>Abstract The proposed workshop engages in physical practice targeted at improving cognitive skills. The structure of the physical exercises will be explained and then performed by the participants in purpose of experiencing the complexity and the challenges of the motor execution. The leading principles of the workshop are based on the Sapir Method, which focuses on the improvement of learning skills, cognitive abilities and motor abilities. The method has been applied among various populations (learning disabilities, age-related effects, etc.) within a wide range of age group (children, adolescences, elderly). The Sapir Method is anchored in Eshkol-Wachman Movement Notation (EWMN) a numerical-graphic language that describes human movement in space and time. EWMN is used for analyzing different movement disciplines, creating and teaching. EWMN is capable of representing complex movement events, including movements that are performed in simultaneous form. The structure of the notation exposes different movement layers which can be performed separately or simultaneously in varied combinations. This way of thinking and analyzing expresses many coordination possibilities. The motor practice will focus on the concept of coordination, which includes cognitive processes and motor execution. Coordination is an interaction between each of the central nervous system, skeletal and muscles. Several of coordination structures will be demonstrated – from simple to complex, each of which demands a high level of attention allocation. One of the basic principles that will be emphasized is the creation of new and original movement sequences, since automated movements do not lead to further development of coordination. The workshop is designed for all populations (not only for dancers), thinking that this kind of practice can be meaningful and important to all, therefore no prior knowledge is required. The center of this workshop is the personal experience which is based on the physical practice that could be both frustrating and joyful. Coordinative practice can be used as a bridge between movement and cognition. This is its mystery and its challenge. Keywords: Coordination, Motor Skills, Cognitive Abilities</p>
 <p>Pannarat Kadish ERCICTEL1923101</p>	<p>Educational Quality Assurance in Thailand: A Literature Review</p> <p>Pannarat Kadish Rangsit University, Thailand</p> <p>Abstract Quality is one crucial reason for people in choosing an educational institution in Thailand or anywhere in the world. By this time, there are many ways to manage educational quality to gain trust from customers and to have a decent potential to compete with competitors as well. Quality assurance is one way to manage educational quality as it is a system to ensure the educational quality to stakeholders. Educational quality assurance is a system for building confidence, satisfaction, and operation development, which can be monitored and self-assessed. Internal quality assurance is the audit, control, monitoring, evaluation of quality according to educational standards of educational institutions from the inside by personnel of institutions entirely or by the primary affiliation responsible for overseeing those educational institutions. The results of the internal quality audit are systematic work and precise mechanisms, which include operations and database</p>

development in various fields. External quality assurance is the evaluation of educational management quality, monitoring, the audit of educational quality and standards of educational institutions, which are performed by external agencies or external assessors. With this regard, it is a challenge for educational institutions in needing to keep improving their quality and sustain professional learning communities continuously, as the goal of having an educational quality assurance system is to ensure that learners have the best learning opportunities possible. Educational quality assurance is a big part of educational improvement in the nationwide.



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A Case Study of Chinese Students' Perceptions toward Implementing Structured English Immersion in Fundamental English Courses: From DPU-CAIC Undergraduates' Perspective

Zheng Fan

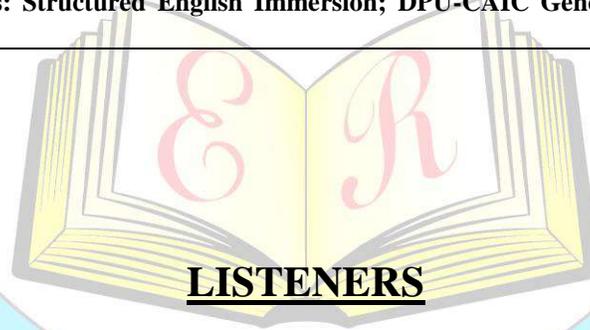
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Abstract

Based on the immersive bilingual teaching in Quebec, Canada, this study hopes to incorporate structured English immersion teaching into the Chinese college students' fundamental English course with the characteristics of immersive teaching and explore the integration of immersion teaching into basic English courses. This study uses the China-ASEAN International College (CAIC) of Dhurakij Pundit University (DPU) in Thailand as the research target population, and the CAIC freshman to fourth grade undergraduate students as the research sample, 618 questionnaires were collected and considered valid for data analysis through a mixed-method research approach being undertaken in the process of current research.

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Keywords: Structured English Immersion; DPU-CAIC General Education Fundamental English Courses



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- 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
- 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
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- 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
- 12th ICTEL 2020 – International Conference on Teaching, Education & Learning, 29-30 June, Budapest
- 13th ICTEL 2020 – International Conference on Teaching, Education & Learning, 13-14 July, Bangkok

- 14th ICTEL 2020 – International Conference on Teaching, Education & Learning, 20-21 July, Bali
- 17th ICTEL 2020 – International Conference on Teaching, Education & Learning, 31 Aug -01 Sep, Barcelona

