



## Conference Proceedings

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14-15 October 2019

## Conference Venue

Czech Technical University in Prague (České vysoké učení technické v Praze), Masarykova Kolej, Prague, Czech Republic

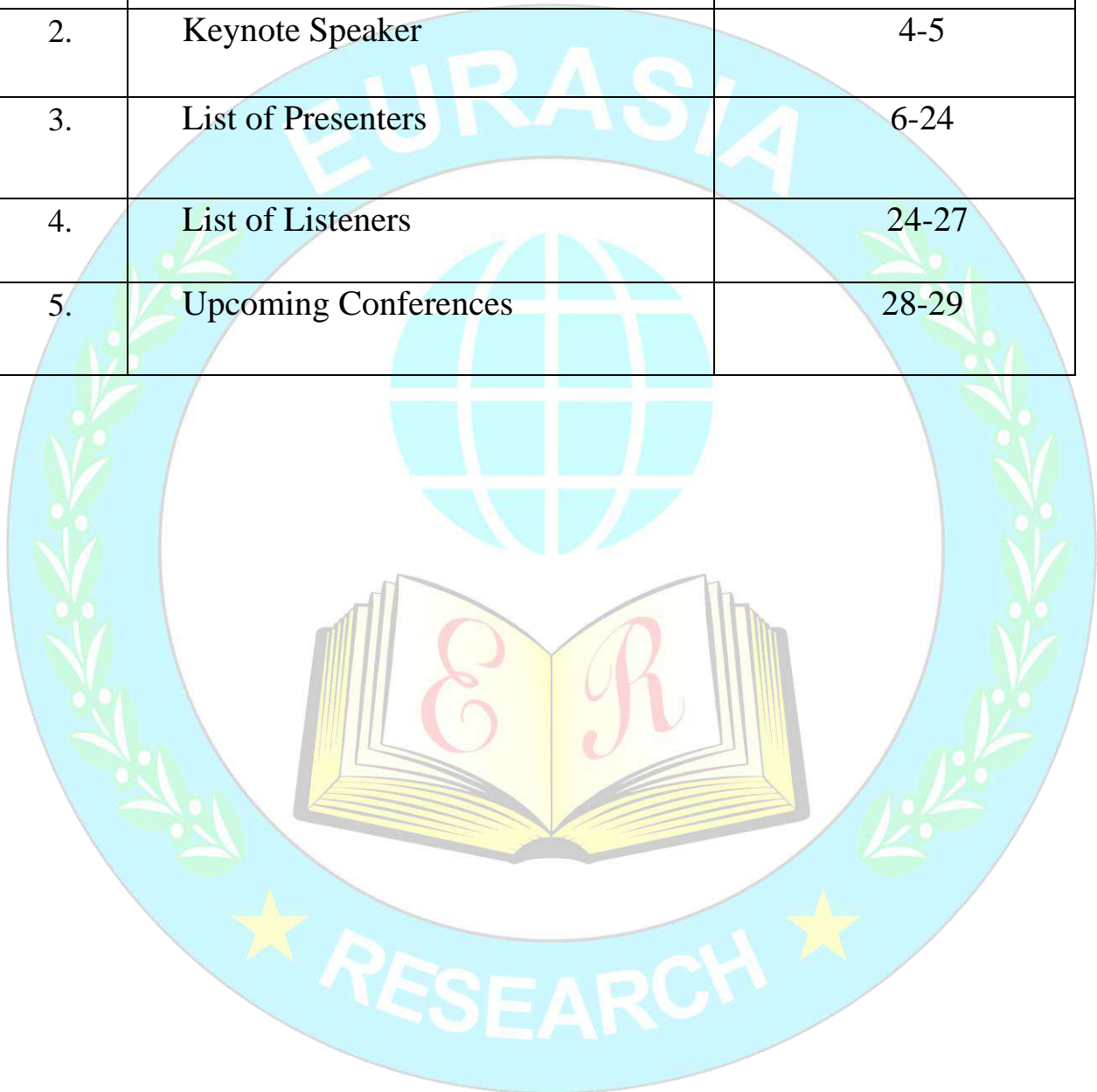
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**Preface:**

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**KEYNOTE SPEAKER**



**Dr Anna Gagat Matuła**

**PhD, Doctor of Philosophy in Pedagogy, Pedagogical University of Cracow, Faculty of Education, Institute of Special Needs Education, Poland**

**Topic: Children with Autism Spectrum in the education system in Europe**

**Adjunct Professor, Speech therapist, Statistician, Oligopedagogue, Psychologist. a therapist in the scope of such concepts as applied behaviour analysis (behavioural psychology), sensory integration, biofeedback, Hallwick, Weronika Sherborne. She also works at the Specialty Care Clinic for Persons with Childhood Autism. An author of over 40 scientific works published in ranked journals and monographs, including the author of the monograph titled „Functioning of a Temporarily Single Parent Family System Due to Migration from the Perspective of Adolescents with Cerebral Palsy”, Oficyna Wydawnicza Impuls, Cracow, 2016. A key note speaker and session chair of the at numerous scientific conferences in Poland and abroad, e.g. in Australia, Japan, USA, Italy, and Germany. Many times awarded with grants for talented scientists.**

## Plenary Speaker



### **Dr. Sanjay Gupta**

**Associate Dean, Langdale College of Business, Faculty Advisor,  
IMA Student Chapter, Valdosta State University, Valdosta, Georgia**

**Topic: Strategies and Tools to Enhance Teaching Effectiveness in a Rapidly Changing  
Environment**

Dr. Sanjay Gupta joined the Valdosta State University faculty in September 1997. He holds a Doctoral of Philosophy in accounting from the University of Central Florida, a Master of Business Administration from Georgia Southern University, and a Bachelor of Commerce from Calcutta University in India. He is a CPA (Certified Public Accountant) and a CMA (Certified Management Accountant). He holds memberships in Beta Gamma Sigma: The International Business Honor Society, American Institute of Certified Public Accountants, Beta Alpha Psi: The International Honor Organization for Financial Information Students and Professionals, Institute of Management Accountants, and The Honor Society of Phi Kappa Phi. Prior to entering the field of higher education he worked as a senior credit executive for Xerox Corporation and as a sales officer for Voltas Limited.

Sanjay has published more than 30 peer-reviewed journal papers in reputed publications and has presented at more than 50 national and international conferences all across the globe. His research interests are in quality control, business ethics, executive compensation and pedagogy. He has been selected as the “Outstanding Teacher” for the Langdale College of Business 5 times. This award is made by the business students. He has also won the “Outstanding Teaching Award” for Valdosta State University.

Sanjay is currently the Associate Dean for the Langdale College of Business since 2014 and is a Professor of Accounting. He is also the faculty advisor for the IMA Student Chapter that has won numerous Gold Chapter awards and is ranked among the top 5 IMA student organizations in the world.

## PRESENTERS

<p>Leyla Karakurt ERCICTEL1922051</p>	<p><b>The Relationship Between Learners' Self-Efficacy Beliefs and Their Speaking and Writing Performance: Turkish EFL Context</b></p> <p>Leyla Karakurt School of Foreign Languages, English Preparatory Unit, Baskent University, Ankara, Turkey</p> <p><b>Abstract</b> The purpose of this study is to examine the relationship between learners' beliefs of self-efficacy in English, which are strong predictors of performance in different language skills, and their speaking and writing (productive skills) performance. The study was carried out at School of Foreign Languages, English Language Department at a foundation university in Ankara during the academic year of 2017-2018 Fall Semester. At the end of the academic term, the participants completed a 5-point likert-type scale on students' beliefs of self-efficacy in English developed by Yanar &amp; Bümen (2012). The reliability (Cronbach alpha) of the scale was found 0,97. Students' self-efficacy beliefs were compared to their speaking and writing exam scores in the proficiency exam applied at the end of the semester. The proficiency scores and the data attained from the scale were analysed. The findings support the existence of a positive relationship between students' self-efficacy beliefs and performance. Keywords: Self-Efficacy Beliefs, EFL, Language Proficiency</p>
<p>Novilda Angela Saragih ERCICTEL1922053</p>	<p><b>Teachers' Belief in Teaching English Speaking Skill to EFL Students in Indonesia</b></p> <p>Novilda Angela Saragih Yogyakarta State University, Yogyakarta, Indonesia</p> <p>Setyabudi Indartono MM., Ph.D, Yogyakarta State University, Yogyakarta, Indonesia</p> <p><b>Abstract</b> 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' 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. Keyword: EFL Students, Speaking Skill, Teachers' Belief, English Speaking</p>
<p>Swami Vedanishthananda ERCICTEL1922054</p>	<p><b>Education as Yoga</b></p> <p>Swami Vedanishthananda Vivekananda Institute of Value Education And Culture, Shri Ramakrishna Ashrama, Rajkot, Ramakrishna Math &amp; Ramakrishna Mission, Rajkot, India</p> <p><b>Abstract</b> Education is the root of all human progress. The education of the future should be relevant to the times, overcome diverse challenges, empower an individual and reinforce the collective wellbeing, revitalize the goals of seeking knowledge and guide the seeker to his or her highest potential. A modest attempt has been made in this article to search for that 'True Education'. It would provide the younger generation at large an exposure to various aspects of knowledge which are complimentary to the academic curriculum, to develop a broad perspective on reality and try to awaken their minds to the immense possibilities inherent in them – in the light of Swami</p>

Vivekananda's teachings.  
Keywords :- The Knowledge We Need , Learning To Be, The True Self, Integral Education, Education As Yoga



James L. Lactao  
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**When Everything Revolves Around The Son - Venus Included**

James L. Lactao

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**Abstract**

This paper explores the experiences of Kelly (not her real name) on how it is to be the older sixteen-year-old sister of a person with autism, who is himself in his teenage years. According to Seltzer & Orsmond (2009), there is relatively little knowledge about the trajectory of sibling relationships of someone who has a sibling with autism. Thematic analysis, a qualitative method, was used to identify key ideas from the semi-structured interview. The interview was voice recorded, and later transcribed by the author, who also did the interview. The language of communication is a mixture of English and Filipino. The Filipino texts are indicated in the paper, with the accompanying English translation. Using Life History, there were three turning points identified in the life of the respondent – antipathy, understanding and pride – that described her experiences and context. Though antipathy refers to that point in her life whenever she questions the disability of her brother, and the extra responsibilities she has to take on even at a young age. She grew up with expectations from her parents to do tasks, and to help her brother with autism on his social and academic needs. Understanding refers to that point when she eventually empathizes with her brother and make sense of the things that he needs. She got to see things from his perspective. Pride is that point when she feels proud of the achievements of her brother in spite of his differences. She recognized that notwithstanding his disability, he was able to gain recognition from his school and family. Further, this paper sought to describe the interviewee's (a.) adaptation to the disability of her brother, and (b.) context and meaning of a person with a sibling with disability. Actual texts from the interview are taken and translated in English.

Keywords: Disability, Sibling, Autism, Philippines

Nawar Al-Hassan  
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**The Power of Discourse: Uncovering the Ideology of Gender Representations in Saudi Media**

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United Arab Emirates

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**Abstract**

The investigators assume that the representation of women in official newspapers in Saudi Arabia parallel the current political process towards gender equity in the country. To ascertain this hypothesis, the project examines the linguistic representation of women in current official newspaper stories in comparison to representations of women in the same or similar media from the 1990s, the decade that preceded the beginnings of recent changes regarding women's rights in the country. The analysis of these representation will reveal the ideology behind them. The project is interdisciplinary as it combines linguistic, media and gender studies. Relying on Feminist Critical Discourse Analysis, which investigates the relationship between power, ideology, discourse and gender, the project applies Transitivity Analysis, a system within Systemic Functional Linguistics which contends that language performs social functions that can be understood by examining the linguistic system. Transitivity Analysis starts with the clause. Sentence in the news stories will be parsed at the clause level and analyzed in terms of their functional components, namely, Processes, Participants and Circumstances. Transitivity Analysis, the analysis of the three functional categories will reveal the choices made to enact a social function. At a second level, using the principles of Critical Discourse Analysis, the interpretation of the choices in each clause will disclose the ideology behind the news story. As Saudi Arabia slowly opens up to debates on women's rights, the project is significant because it deals with an important topic that governs the lives of women

	<p>and men in a country that is witnessing great shifts in its present reality. The project is timely as it examines whether the ideology behind current official media representations of women correlates with the current positive legal and political endeavors regarding women in Saudi Arabia. The project is also significant as it deals with timely issues in an under-researched region. Keywords: Critical Discourse Analysis; Ideology; Representation Of Women; Saudi Media; Power Relations, Feminism</p>
<p>Aisha Sayyidina ERCICTEL1922056</p>	<p><b>The Power of Discourse: Uncovering the Ideology of Gender Representations in Saudi Media</b></p> <p>Nawar Al-Hassan Golley Department of English, College of Arts and Sciences, American University of Sharjah, Sharjah, United Arab Emirates</p> <p>Aisha Sayyidina Department of English, College of Arts and Sciences, American University of Sharjah, Sharjah, United Arab Emirates</p> <p><b>Abstract</b> The investigators assume that the representation of women in official newspapers in Saudi Arabia parallel the current political process towards gender equity in the country. To ascertain this hypothesis, the project examines the linguistic representation of women in current official newspaper stories in comparison to representations of women in the same or similar media from the 1990s, the decade that preceded the beginnings of recent changes regarding women's rights in the country. The analysis of these representation will reveal the ideology behind them. The project is interdisciplinary as it combines linguistic, media and gender studies. Relying on Feminist Critical Discourse Analysis, which investigates the relationship between power, ideology, discourse and gender, the project applies Transitivity Analysis, a system within Systemic Functional Linguistics which contends that language performs social functions that can be understood by examining the linguistic system. Transitivity Analysis starts with the clause. Sentence in the news stories will be parsed at the clause level and analyzed in terms of their functional components, namely, Processes, Participants and Circumstances. Transitivity Analysis, the analysis of the three functional categories will reveal the choices made to enact a social function. At a second level, using the principles of Critical Discourse Analysis, the interpretation of the choices in each clause will disclose the ideology behind the news story. As Saudi Arabia slowly opens up to debates on women's rights, the project is significant because it deals with an important topic that governs the lives of women and men in a country that is witnessing great shifts in its present reality. The project is timely as it examines whether the ideology behind current official media representations of women correlates with the current positive legal and political endeavors regarding women in Saudi Arabia. The project is also significant as it deals with timely issues in an under-researched region. Keywords: Critical Discourse Analysis; Ideology; Representation Of Women; Saudi Media; Power Relations, Feminism</p>
<p>Mohamed Salah Eddine Madiou ERCICTEL1922060</p>	<p><b>The Case of "Anxiety of Influence" in Mohsin Hamid's The Reluctant Fundamentalist (2007)</b></p> <p>Mohamed Salah Eddine Madiou Department of English, Faculty of Foreign Languages, University of Jordan, Amman, Jordan</p> <p><b>Abstract</b> This paper appropriates two of the most basic thrusts of Harold Bloom's The Anxiety of Influence (1973), namely Apophrades and Kenosis, to examine the influence of Francis S. Fitzgerald's The Great Gatsby (1925) on Mohsin Hamid's The Reluctant Fundamentalist (2007). Mohsin Hamid is a British writer born Pakistani whose desire of inclusion in the Western literary tradition can be suggested when reading his novella. Falling within the scope of postcolonial studies, this analysis underpins that Fitzgerald's influence straddles Hamid's multifaceted discourse. During the writing process of The Reluctant Fundamentalist, The Great Gatsby serves as an impediment to Hamid's literary imagination, which makes The Reluctant Fundamentalist an anxiety of influence as a result of misreading. However, drawing on Bloom's theory, this paper does not only vindicate Hamid's influence of The Great Gatsby, but also shows Hamid's endeavour to evade it and assert his literary identity. Hamid relies on the turn induced by the 9/11 event to swerve from Fitzgerald's influence</p>



	<p>and foreground his originality. <b>Keywords:</b> Anxiety, Influence, Originality, Literary Tradition, Misreading, Apophrades, Kenosis</p>
<p><b>Boubaker Mohrem</b> ERCICTEL1922061</p>	<p><b>Revolution without evolution: The 'Way' of change in Ayi Kwei Armah's Two Thousand Seasons</b></p> <p><b>Boubaker Mohrem</b> University of Jordan, Amman, Jordan</p> <p><b>Abstract</b></p> <p>Much has been written on Ayi Kwei Armah's disavowal of African revolution/independence and his radical imaginative recreation of African past in his early and middle fiction respectively. However, even when his radical, Afrocentric discourse is underscored and his mythical (re)construction of the black nation's past is unveiled, they are not linked to the Eurocentric philosophies against which they are deployed. This article, therefore, seeks to track the call for change in Armah's middle works, and to reread his narrative and discourse in Two Thousand Seasons in contradistinction to western progressive thought and evolutionary ethics, which spawned western historicism and legitimated imperialism in the 19th century. Approached from this perspective, Armah's ideological and ethical construct of 'the Way' acquires an additional meaning, and his yearning for a true revolutionary change achieves a wider and more concrete sense.</p> <p><b>Keywords :</b> Ayi Kwei Armah, Two Thousand Seasons, European and African Historiographies, Evolution, Ethics</p>
<p><b>Mohd Iszuani Mohd Hassan</b> ERCICTEL1922063</p>	<p><b>A Study on how to Master Japanese Numbers in Oral Conversation Using Japanese Inazuma Software</b></p> <p><b>Mohd Iszuani Mohd Hassan</b> Department of Foreign Languages, Centre for Modern Languages &amp; Human Sciences University Pahang, Malaysia</p> <p><b>Muhammad Azli Shukri</b> Department of Foreign Languages, Centre for Modern Languages &amp; Human Sciences University Pahang, Malaysia</p> <p><b>Abstract</b></p> <p>The main objective of the study was to identify suitable sentence patterns in Japanese using numbers taken from the latest materials obtained from a recent course attended at the Japanese Language Institute at Urawa, Saitama, Japan. Participants in the present study were UMP engineering undergraduates who were required to take Japanese language course by their faculty. This research employed the quantitative methodology. A total of 120 UMP students who took compulsory Japanese language course were tested. The analysis applied interactional theory (Bloomfield, 1970; Halliday, 1973) in which measurement was based on the percentage of students who successfully used Japanese numbers in the recorded drama role-play. According from analysis, 60% students has problem for mastery of Japanese numbers in oral convers. Consequently, this research produced the new Japanese Inazuma software which has been used as a model for Japanese language multimedia learning at University Malaysia Pahang (UMP). By using this new software, students were able to apply their mastery of Japanese numbers in oral conversation. It is anticipated that the study will be useful in promoting the use of multimedia in the teaching and learning of foreign language not only among students at UMP or public universities but also at other institutions in Malaysia.</p> <p><b>Keywords:</b> Japanese Inazuma Software, Japanese Numbers, Conversation, Multimedia, Teaching, Identification</p>



Muhammad Azli  
Shukri  
ERCICTEL1922066

**A Study on How to Master Japanese Numbers in Communication Skills Using Japanese Inazuma Software**

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Ump Press, University Malaysia Pahang, Pahang, Malaysia

**Abstract**

The main objective of this study is to identify the effectiveness of Inazuma software developed by UMP Press in the use of Japanese numbers in communication. Participants in this study are UMP engineering students who are required to take Japanese courses by their faculty. This study uses quantitative methodology. A total of 120 UMP students taking Japanese language courses must be tested. Analysis uses interaction theory (Bloomfield, 1970; Halliday, 1973) where measurements are based on the percentage of students who have successfully used Japanese numbers in recorded role plays. According to an analysis, 60% of students have problems in mastering Japanese numbers in oral conversations. As a result, this study produced a new Japanese Inazuma software which has been used as a Japanese multimedia learning model at Universiti Malaysia Pahang (UMP). Using this new software, students can use their Japanese number mastering in oral conversations. It is hoped that this study will be useful in promoting the use of multimedia in teaching and learning a foreign language not only among students at UMP or public universities but also in other institutions in Malaysia.

**Keywords:** Japanese Inazuma Software, Japanese Numbers, Communication Skills, Multimedia, Teaching, Identification

Bethe Schoenfeld  
ERCICTEL1922070

**Decision-Making between Online and Frontal EFL Courses University students' perceptions of course delivery formats**

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**Abstract**

This research provides an understanding of how Western Galilee College (WGC) students decided which course delivery format to take i.e., online self-access learning vs. face-to-face (F2F) for a mandatory academic English course. The current study investigated the compatibility or incompatibility of the online course initiatives to the students' decision-making behaviours. For the study, interviews as well as a questionnaire before the final department-wide exam were utilized. Moreover, information concerning learning outcomes (final course grades) for all students registered in English as a Foreign Language (EFL) courses was received from the WGC IT department. In general, the study found that WGC students emphasized the technical aspects (price, convenience, flexibility) instead of the essential aspects of the course (personalization, quality of learning, success in the course) in choosing a virtual course over a F2F format. Additionally, in the selection process, these students did not consider the uniqueness of an English course (as a language course) and its relative lack of suitability in the virtual format. Moreover, the students did not rely on professional consultation to weigh the suitability of the online course for them. Finally, students' grades at the end of the English course were remarkably lower in the online course than in the traditional courses. Based on the evidence presented, it can be concluded that language classes are not always suitable for an online delivery platform. The results of this research will have ramifications as to how to tailor future English courses to the students' learning needs.

**Keywords:** Course Delivery Platforms; EAP; EFL; F2F; Tertiary Learning

<p><b>Dr. Mohammed Marzuq Abubakari</b> ERCICTEL1922072</p>	<p style="text-align: center;"><b>Politics over Semantics in Ghana's Political Discourse</b></p> <p style="text-align: center;"><b>Dr. Mohammed Marzuq Abubakari</b> Lecturer, University of Applied Management, Ghana</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Ghana is a constitutional democratic republic in West Africa. The former British Colony is regarded as a model of democracy, where the airwaves are largely liberalized. However, in recent times, political discourse in the country has become so polarized that some sensitive words are publicly abused by politicians at the expense of national unity and semantic decency. One of these words is "tribalism." This Paper analyzes the misapplication of "tribalism" in the political circles in Ghana. As a viewpoint, the Paper conducts a normative analysis of the word from the perspectives of Semantics and Morphology in the context of political communication. The objective is to remind politicians and the civil society of the need to appreciate the dangers of irresponsible use of "tribalism." It is also to help sanitize political discourse in the country. After consulting a sample of usage authorities and discussing some related data, the Paper concludes that the way "tribalism" is applied in Ghana's political discourse is injurious to national cohesion and semantic decency. On the basis of the conclusion, the Paper makes a number of recommendations. Among these recommendations is the need for politicians to consider national interests and semantic norms in using the word "tribalism" that has already thrown some African countries into chaos. <b>Keywords:</b> Tribalism, Semantics, Morphology, Politics, Political discourse. National unity, Semantic decency</p>
<p><b>Dr. Suleiman Sa'adu Matazu</b> ERCICTEL1922073</p>	<p style="text-align: center;"><b>Undergraduates' Perception of (Stem) Education as A Tool For Enhancing Economic Development in Sokoto State, Nigeria</b></p> <p style="text-align: center;"><b>Dr. Suleiman Sa'adu Matazu</b> Department of Science and Vocational Education, Faculty of Education And Extension Services, Usmanu Danfodiyo University Sokoto, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Economic development appears to be a major challenge confronting nations and individuals across the globe in recent times. Economic development is the process by which a nation improves the economic, political, and social well-being of its people. Nigeria which is tagged as the giant of Africa, and also endowed with numerous natural and human resources, is still battling with the menace of economic under development particularly Sokoto state. This paper therefore, examined the perception of undergraduates on (STEM) education as a tool for enhancing economic development. The study employed a quantitative research design, with a sample of 200 undergraduate students of Usmanu Danfodiyo University, Sokoto (UDUS). The sampled students were randomly selected from four programs of study. A questionnaire containing (12) items, entitled Perception of Undergraduates on STEM for Enhancing Economic Development (PUSEED) was utilized in collecting data for the study. The instrument was content validated by 3 experts. The reliability index of 0.82 was calculated for the instrument using the Cronbach Alpha. The result of the study indicated that the undergraduates appreciated the introduction of STEM education as a tool for enhancing economic development and they looked forward to actively participating in the program once it is practically integrated into their programs. It was recommended among others that STEM education should be incorporated into the entrepreneurial programs of Nigerian universities especially in Sokoto state, Nigeria for meaningful economic development. <b>Keywords;</b> STEM, Economic Development, Sokoto, Undergraduates</p>
<p><b>Cansu Bakirci Saymaz</b> ERCICTEL1922074</p>	<p style="text-align: center;"><b>A Review of Research Trends in Mathematics Education</b></p> <p style="text-align: center;"><b>Cansu Bakirci Saymaz</b> Department of Mathematics Education, Faculty of Education, Gazi University, Ankara, Turkey</p> <p style="text-align: center;"><b>Birnaz Kanbur</b> Department of Mathematics Education, Faculty of Education, Gazi University, Ankara, Turkey</p>

Tekerek Ziya Argün

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**Abstract**

If it is thought that the researchers will change and improve their knowledge thanks to the academic studies published in their fields, regular updating of the research methods and statistics used is necessary for the researchers to understand the relevant literature. There is a need for studies about the trends in mathematics education in recent years and what subjects and how often are studied. The purpose of this study is to examine the studies on mathematics education conducted between 2015 and 2019 in the world and to provide a general framework for recent research in mathematics education. Researchers will identify the main research trends in mathematics education field. Therefore, this study provides researchers to determine trend topics which has not been previously reported. Journals which are in SSCI and ESCI from Web of Science Collection are evaluated and selected mathematics education journals. According to the first literature review results, fourteen mathematics education journals were reviewed. The focus subjects, samples, methodological aspects and remarkable findings of these articles will be examined. This analyses will include research topics such as affective/cognitive/behavioral domain, technology, academic success, teaching methods, measurement and assessment and sociocultural effects; methodology covering qualitative or quantitative studies and properties of participants. In this study, the mathematics education researches will be analyzed by descriptive content analysis, then researches will be reviewed critically with the meta-synthesis methods. Findings and results of the research will be reported after analyzing all articles on related journals.

**Keywords:** Mathematics Education, Researches on Education

**Correlates of Cost Effectiveness Analysis of Rating Scale And Psycho-Productive Multiple Choice Test For Assessing Students' Performance in Rice Production in Secondary Schools in Ebonyi State, Nigeria**

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**Abstract**

This study was carried out to determine the correlates of cost effectiveness analysis of rating scale and psycho-productive multiple choice test for assessing students' performance in rice production. Four research questions were developed and answered while one hypothesis was formulated and tested. Survey and correlation designs were adopted. The population of the study was 20,783 made up of 20,511 senior secondary (SSII) students and 272 teachers of agricultural science from 221 public secondary schools. Two schools with one intact class of 30 students each was purposively selected as sample based on certain criteria. Four sets of instruments were used for data collection. One of the instruments-the rating scale, was subjected to face and content validation while the other three were subjected to face validation only. Cronbach alpha technique was utilized to determine the internal consistency of the rating scale items which yielded a coefficient of 0.82 while the Kuder-Richardson (K-R 20) formula was involved in determining the stability of the psycho-productive multiple choice test items which yielded a coefficient of 0.80. Method of data collection involved a step-by-step approach in collecting data. Data collected were analyzed using percentage, weighted mean and sign test to answer the research questions while the hypothesis was tested using Spearman rank-order of correlation and t-test statistic. Findings of the study revealed among others, that psycho-productive multiple choice test is more effective than rating scale when the former is applied on the two groups of students. It was recommended among others, that the external examination bodies should integrate the use of psycho-productive multiple choice test into their examination policy and direct secondary schools to comply with it.



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	<p><b>Keywords:</b> Correlates, Cost-Effectiveness, Rating Scale, Psycho-Productive Multiple-Choice Scale, Rice Production</p>
<p><b>Dr. Elçin Olmezer-Ozturk</b> ERCICTEL1922082</p>	<p><b>Exploring the Reasons of Foreign Language Listening Anxiety Among Pre-Service Efl Teachers: A Qualitative Perspective</b></p> <p style="text-align: center;"><b>Dr. Elçin Olmezer-Ozturk</b> Anadolu University, Faculty of Education, Department of Foreign Language Education, Eskişehir, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to investigate the underlying reasons of foreign language listening anxiety among pre-service EFL teachers in a Turkish higher education context. The participants included 20 freshman teacher candidates in the English language teacher education program of a state university in Turkey. The data were collected through open-ended questions on which the participants wrote detailed answers to express their opinions related to the anxiety they experience while listening to texts. After these written documents were analysed and the themes were identified, five students were also asked to participate in focus-group interviews to elaborate on the themes derived from the written data. The interviews were transcribed and analysed based on the qualitative content analysis scheme of Creswell (2012). The findings revealed that almost all of the participants felt a certain degree of anxiety while listening to texts in English and the major reasons causing foreign language listening anxiety were found as; a) the lack of vocabulary knowledge, b) the lack of knowledge in pronunciation, intonation and word stress, c) topic unfamiliarity and d) the lack of exposure to native speaker accent. The participants' expressions also revealed that these factors considerably hindered students' listening comprehension during the tasks. Finally, the findings were discussed in the light of the literature and some practical suggestions were made for practitioners.</p> <p><b>Keywords:</b> EFL Listening Anxiety, Pre-Service EFL Teachers, Qualitative Research</p>
<p><b>Dr. Gokhan Ozturk</b> ERCICTEL1922083</p>	<p><b>Challenges of Teaching Speaking In Turkish Efl Classrooms: Voices of Teacher Candidates</b></p> <p style="text-align: center;"><b>Dr. Gokhan Ozturk</b> Anadolu University, Faculty of Education, Department of Foreign Language Education, Eskişehir, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to reveal the challenges of teaching speaking in EFL classrooms in the eyes of prospective teachers. The participants included six teacher candidates in the final year of their English language teacher education program at a state university in Turkey. The data were collected during the practice teaching process of the participants. Each participant prepared a teaching speaking lesson plan and performed their lessons once during the semester, and they were asked to write a reflection report based on their performance in teaching speaking lessons, specifically for the challenges they faced during the lessons. At the end of the process, six reflection reports were obtained, analysed and emerging themes in the data were identified. After that, the participants attended a focus-group interview in which they were asked to elaborate on the themes derived from the reflection reports. The findings revealed that the low proficiency levels of students, the lack of exposure to speaking tasks in actual classes, the lack of attention by students on speaking skill and their fear of speaking in front of others were the main challenges for teacher candidates in teaching EFL speaking. It was also expressed that these issues made speaking the most difficult skill to teach during the practice teaching process. Finally, the study puts forward several practical suggestions by taking teaching EFL speaking and teacher education into consideration.</p> <p><b>Keywords:</b> Teaching EFL Speaking, Challenges, EFL Teacher Education</p>
<p><b>Dr. Francis Nwangbo Azunku</b> ERCICTEL1922085</p>	<p><b>Desired Curriculum Changes In The Programme of Agricultural Education In Colleges of Education In Nigeria</b></p> <p style="text-align: center;"><b>Dr. Francis Nwangbo Azunku</b> Department of Agricultural Education, Ebonyi State College of Education, Ikwo</p> <p style="text-align: center;"><b>Abstract</b></p>

The study was carried out to identify the areas of desired curriculum changes in the programme of agricultural education in colleges of education in Nigeria. The study adopted descriptive survey research design. The population of the study was 401 made up of 88 lecturers and 311 final year students of agriculture in Colleges of Education in South East Nigeria. All the lecturers were used for the study so no sampling was done for them while stratified sampling technique was used to select 50% of the students based on their population in each school and this produced 206. In all a total of 243 was used for the study. The instrument used for collecting data was questionnaire titled Desired Curriculum of Agriculture Questionnaire (DCAQ). The instrument was developed by the researchers and it was validated by three experts. The instrument was tested for reliability using Kuder-Richardson (K-20) formula and the reliability index was 0.69. The instrument was administered through the help of five research assistants. The instrument was distributed and collected after two weeks and all were returned representing 100%. The data collected were analyzed using Mean, Standard Deviation and T-test. The result shows that agricultural education curriculum in colleges of education in Nigeria needs changes in the identified areas like introduction of more practical courses among others. It was recommended that National Commission for Colleges of Education should include the areas of desired curriculum changes in the programme of agricultural education in colleges of education in Nigeria among others.



Sarah Amoako  
ERCICTEL1922101

### The Origin of Eccd In Ghana Education and Positive Effect

Sarah Amoako

Ghana Education Service, Ghana Education Service, Kumasi, Ghana

#### Abstract

The ECCD started from the New Harmony Indiana in USA in 1820 and the Read, Nursery School, (1971). The school that shares with parents, the responsibility for promoting sound growth and learning in a period when growth is rapid and significant. The Sputnik crisis and project headstart led to the invention of EC. We have great educators like John Amos Comenius, J. J. Rousseau (1712 - 1778), Johann Heinrich Pestalozzi (1745 - 1827) etc. This quality programme is designed with the developmental needs of all children in Ghana and West Africa as a whole. THESE ARE THE Elements of Eccd

1. Objectives of the programme.
2. Curriculum assessment and diversity.
3. Safe healthy indoor and outdoor.
4. Family and community engagement.
5. Leadership management and administration



Frank Owusu Ansah  
ERCICTEL1922102

### The School-Community Relationship

Frank Owusu Ansah

Ghana Education Service, Ghana Education Service, Kumasi, Ghana

#### Abstract

In the education settlement, the community plays an important role in promoting and maintaining the good standard of education through their mandatory role and participation. The relationship promotes good and conducive atmosphere for learning and other co-curricular activities in the school. The community is a major stake holder and also part of the school decisions and other activities board. These two bodies, aside the local authorities or government always work in hand to promote good and quality standard of education. There should be always a good and healthy relationship between these two bodies.

Maxwell Obeng Kwaku  
ERCICTEL1922103

### The Role of Savings and Investment In the World Economy

Maxwell Obeng Kwaku

Agritech Ghana Limited, Agritech Ghana Limited, Kumasi, Ghana

#### Abstract

Savings and investment play an important role in our world economy. Consumption is expenditures by household on final goods and services. Saving is the part of the disposable income that is not

consumed at present investment means the purchase of capital goods (such as land, Equipment, building e.t.c). If a society invests more in capital, it must consume less and save more of its current income. It requires that society sacrifices consumption of goods and services in the present to enjoy higher consumption in the future. Nations that save and invest large fraction of their incomes tend to have rapid growth of output, income and wages. Savings can be subdivided into private saving, Public saving, national saving e.t.c. Investment includes tangible capital such as houses and intangible investments such as education. Again, investment can be Net investment or Gross investment. Net investment is the value of total investment after an allowance has been made for depreciation. Gross investment is an investment without allowance for depreciation. In finance terms, "Investment has an altogether different meaning and denotes the purchase of a security, such as a stock or a bond". Saving can be influenced by level of consumption, Population growth, political stability or instability, the rate of income e.t.c. It is known to us, saving influences over investment in an economy. So saving is very crucial topic to investment. If the rate of saving is increased, it means the increase rate in investment or capital accumulation or efficiency in productivity.



Shamaila Jalal  
ERCICTEL1922111

**To Study Challenging Situation of Early Education for Girls In Pakistan**

**Shamaila Jalal**  
Education, CAL Education Consulting, Faisalabad, Pakistan

**Abstract**

The fundamentals of Early Education are still needed to be exploring by the world. The education systems of the world have gaps; these gaps vary from country to country. Early Education among girls in the world has more challenging situation.

Pakistan is developing Islamic state, where girl's education has more challenges and barriers due to rigid, fanatic impact of male dominant society. Pakistan's rural population has gone through disastrous effects over past two decades. Early Education system varies in rural and urban areas, the infrastructure and facilities like class rooms are in poor condition. Qualified teacher's appointments are there in government schools but commitment and vocation of teacher's needs improvement.

Parents of rural areas shows less interest to girl child admission in school for early education, although government officials organize motivational campaigns for girl's children enrollment, due to poor economic conditions of the families, mostly girls are forced to do household work.

Girl's drop out  $\geq$  to enrollment ratio

**Objectives**

1. To study Ratio of enrollment of girls in schools
2. To find reasons of Teaching barriers in ECE class rooms
3. To study the challenges faced by girls in schools

**Methodology**

More emphasis on enrollment strategies, parents (motivational and educational) seminars, need more developmental skills and trainings for ECE teachers, Provision of child friendly environment in schools.

**Findings**

1. Girl child enrollment in school is still challenge in Pakistan.
2. Teacher behavior is one reason of drop out.
3. Accessibility, lack of resources keep the girls away from school

Outcomes: Awareness, Motivation, community mobilization, Change in teacher behavior, increase of enrollment and decrease in drop out ratio.

Keywords: ECE, Enrollment, Girl Child, Challenge

Betul Demiray  
ERCICTEL1922116

**Men in Preschool Classrooms: Views and Experiences of Male Preschool Teachers in Turkey**

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Ankara, Turkey

**Ezgi Ozten**

Middle East Technical University, Department of Sociology, PhD Student, Ankara, Turkey

**Abstract**

Gender equity within society and working life is one of the mostly discussed issues all around the world. Improvements concerning this issue can be seen in a variety of spheres. However, it is hard to see the reflection of these positive changes in preschool classrooms. Being an early childhood educator is still considered as an occupation for women, which causes a gender unbalanced teaching and learning environment. Even though they are still few in number, starting from 2000s, male preschool teachers have become more visible in early childhood education institutions. The purpose of this study is to investigate views and experiences of male preschool teachers on the issue of being a male in a female-dominated work environment in Turkey. For this purpose, semi-structured in-depth interviews are conducted with male preschool teachers. Face-to-face and online interviews are done with participants who have been reached through snowball sampling method. Participants are asked questions about their university education, work life and occupation-related views and experiences. Since male preschool teachers mostly are not preferred in private schools in Turkey, all participants are employed in public schools. This study is significant for being one of the few studies on this issue in Turkey and involving participants from different parts of Turkey.

**Keywords:** Male Preschool Teachers, Gender Equity, Turkey



Saber Abou El Fadl  
ERCICTEL1922128

**The Impact of Metacognitive Awareness and Creative Teaching on Developing EFL Learners' Speaking Skills**

Saber Abou El Fadl

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This study was conducted to investigate the impact of Metacognition and creative teaching on developing university students' speaking skills. In fact, the study helps individuals to understand the interplay between metacognitive awareness and creative teaching methods to develop EFL Moroccan students'. It investigated the impact of six sessions of metacognitive instruction and creative teaching methods in an intervention to develop the learners' speaking skills. The results indicated that the instruction of metacognitive strategies and teaching speaking via creative teaching methods have impact on the learners'

Speaking skills, and enabling learners to self-regulate their learning process to improve their fluency on the long life time.

**Keywords:** Elf-Regulated Learning, Metacognitive Awareness, Speaking Skills, Strategic Learning, Monitoring



Albert Nyankson  
ERCICTEL1922138

**The State of Special Schools In Ghana: Perceptions of Special Educators in Ashanti and Brong Ahafo Regions of Ghana**

Albert Nyankson

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**Abstract**

Special education is aimed at providing a wide range of services to enable children who need special assistance, logistics and teaching methods to participate in the educational system. Special schools perform these functions by providing children with disabilities the support they need to participate in teaching and learning. This study investigated the state of special schools in ashanti and Brong Ahafo regions of Ghana. The aim was to assess conditions in the schools, from the perspectives of special educators, to ascertain if the schools were performing the functions for which they have established. An in-depth interview was conducted with 20 participants, made up of special education officials at the national head office, district special education coordinators, headmasters and teachers of special schools. The results from the study suggest that special schools in the two regions were ill-resourced and were turning out students with low academic and vocational achievements. These findings are discussed in relation to the purpose of special education and the commitment of government to provide quality education for Children with disabilities.

**Keywords:** Children with Disabilities, General Education, Special Education, Ghana





Ferda Ilerten  
ERCICTEL1922140

### Remodelling the Preparatory Program of an ELT Department through Utilization-Focused Evaluation

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#### Abstract

The two-year longitudinal study evaluated the preparatory program of the ELT Department in a state university in Turkey. Each year, English language proficiency of the prep-year students was assessed at the beginning and end of the academic year to measure the efficiency of the program. The students, instructors, coordinators and program administrators were interviewed. Additionally, the students filled out questionnaires and participated in nominal group interviews. The findings were analyzed within the framework of Utilization-Focused Evaluation (Patton, 2008). Based on the results of the first-year evaluation, instructors made adjustments in their courses. In the second year, a follow-up evaluation was conducted in order to compare the success of the prep-year education within two years. The overall data allowed the researchers to observe the strengths, weaknesses and needs of the program.

**Keywords:** Utilization-Focused Evaluation, Program Evaluation, Needs Analysis, Prep Program, ELT

Enrique Puertas  
ERCICTEL1922142

### Learning Tool of Chemical Molecules for Healthcare Students Based on Linked Information Retrieval and 3D Visualizations

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#### Abstract

Current trends in education are moving toward approaches more focused on students. A transition from traditional learning, where contents are directly transmitted by the teacher, into more active learning activities, is needed in order to help students to develop skills needed for facing issues in real life scenarios as professionals. In health sciences degrees such as medicine, Pharmacy, Biotechnology, Biomedical Engineering and others, where students have to study chemistry (organic and inorganic), chemical compounds can be studied using text documents such as scientific articles or clinical cases as a context of the use of those compounds. It is important for students to be able to identify and recognize chemical compounds in that literature. Chemical compounds can appear referenced in many different formats: by common names (like "aspirin"), by brand names, using identifiers to databases, by the chemical formula, by the International Chemical Identifier (InChI String), and many others. In addition to recognizing the compounds in text documents, it is also necessary that they can study them visually, but it is important for them to do it in a 3-dimensions (3D) space. This is because chemical links are not all in a plane. They form angles that are formed by balance of forces. This affects how the different chemical compounds interact, so it is important for the students to be able to see them in a three-dimensional space. To help students recognize and study the chemical compounds that appear in biomedical literature, we have developed a tool that uses artificial intelligence algorithms to automatically recognize and extract chemical entities, retrieves information from different sources (in different languages) and renders

	<p>a 3D model of the molecule. The application has a web interface that allows students to enter and analyze biomedical texts, and study all the different chemical compounds that appear in the text. By clicking on any of the recognized compounds, the software shows relevant information such as a description, scientific literature related to that compound, alternative names, its chemical formula, a 2D representation, and an interactive 3D model. We use Natural Language Algorithms for the text processing task, trained with the corpus CHEMDNER (10.000 annotated abstracts from PubMed). After evaluating the system, we achieved a 0.94 precision and 0.93 F-score. Keywords: Project Based Learning, Chemical Compounds, Healthcare Studies, Natural Language Processing, Linked Open Data</p>
<p>Donald Sturge ERCICTEL1922058</p>	<p><b>Application of Project Based Learning (Pbl) to Efl and Comparative Culture Education</b></p> <p>Donald Sturge Dept. of Human Sciences, Faculty of Integrated Arts and Sciences, Tokushima University, Tokushima, Japan</p> <p><b>Abstract</b> Undergraduate students at Tokushima University in Japan have participated in a series of project based learning (PBL) activities designed to improve their EFL and comparative culture education. Initially, students highlighted cultural similarities and differences by collecting art created by children in Japan, Canada, China and Australia and displaying that art in Japan. Expanding activities to Vietnam, Portugal and Latvia, students worked with local residents and travelers from Japan to present art and photography exhibitions, EFL learning exercises, Japanese cuisine demonstrations and music performances. Particularly impressive results occurred in Portugal and Latvia, where the PBL enhanced Tokushima City government's foreign relationships and helped Tokushima University initiate and sustain academic agreements. Feedback suggests that the PBL provides a practical model for university students to develop academic skills while contributing to social development domestically and internationally. Project participants report improved language performance, better understanding of Japanese culture and foreign culture and increased self-confidence. In an attempt to improve participants' communicative ability and international understanding, future PBL is expected to feature drama performances as well as the type of presentations previously undertaken. Keywords: Project Based Learning, EFL, Comparative Culture</p>
<p>Nelda Mouton ERCICTEL1922059</p>	<p><b>The Success Rate Of A Preparatory Programme For School Leavers At The Uodl, Nwu, South Africa</b></p> <p>Nelda Mouton TELIT, Academic Manager Faculty of Economic and Management Sciences, Unit for Open and Distance Learning, (UODL) North-West University (NWU), South Africa</p> <p>Prof Alfred Henrico North-West University, South Africa</p> <p><b>Abstract</b> Passing Gr 12 (the exit school level), and getting access to university, remains a challenge within the South African educational domain. Although South Africa has been a democratic country for the last 23 years, the effect of apartheid and ineffective school system seem to haunt education in many ways. After successfully passing Gr 12, some students face the reality that they did not meet endorsement -, admission - or faculty requirements to qualify for degree studies at a university. These students may have the potential to be successful at university but need an avenue to fill the gaps in their school education due to less opportunities in order to be admitted to university. This article is a case study that was done at the North-West University to determine the success factors to provide access to degree studies via successful completion of a preparatory programme offered at distance education. The researcher will argue that success comprises of understanding of theory for the digital age and should be shadowed from an instructional theory perception. Within this paradigm, the success rate on various levels and recommendations for higher institutions will be suggested to improve accessibility to especially previously disadvantaged students who have the</p>

potential to complete degree studies at a university. By gaining access to a university, students can pursue their studies in preparation for their careers.  
Keywords: Gr 12 Endorsement, Preparatory Programme, Distance Education, Connectivism, Constructivism



Robert Long  
ERCICTEL1922062

**Gains and Losses in Fluency Over an Academic Year: A Longitudinal Study of Japanese Students' L2**

Robert Long

Department of Foreign Languages, Institute of Liberal Arts, Kyushu Institute of Technology, Kitakyushu, Japan

**Abstract**

As teachers we often assume that our students are making progress, if not tremendous progress from our instruction and materials; this longitudinal study examines the reality of how students' L2 fluency changes over an academic year. In April and May 2018, 23 Japanese students gave a self-introduction monologue that was followed with a three-question dialogue, which was repeated again in early 2019. L2 interactions by Japanese speakers were based on the JUSFC2018 corpus and the JUSFC2019 corpus. Fluency variables involved monologue and dialogue speaking time, total speaking time, articulation rate, and speaking rates. Acoustic dysfluency variables were micropauses, crosstalk pausing, monologue silence, dialogue silence, percentage of silence, and the length of pauses. Lexical fluency had three variables: mispronounced words, word fragments, and use of L1. Syntactical dysfluency had 6 variables: abandoned sentences, retracing, repetition, mean length runs, number of words, and meaningless syllables. Research questions related to significant differences in fluency and dysfluency variables, and which variable showed the most and least progress. Descriptive statistics showed mixed results showed with fluency variables showing more cases of increased dysfluency (52 over 49). Acoustic dysfluency also worsened over the year with (61 cases over 40) while lexical and syntactical dysfluency showed marginal improvements. T-tests showed no significance for all variables except for the length of pausing. This data highlights the difficulty of L2 teachers of bringing about significant progress in conversational competency and fluency.



Robert Long  
ERCICTEL1922076

**Characterizing the Complexity, Accuracy and Fluency in Japanese L2 Writing: Preliminary Results**

Robert Long

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**Abstract**

Due to the amount of time it takes to correct and give feedback on students' writing, composition and writing classes tend to be minimized or ignored in the curricula of many Japanese educational institutions. Thus, many students do not have enough experience in drafting and editing their L1 and L2 compositions. An investigation about the development of complexity, accuracy, and fluency (CAF) in the English writing of Japanese L2 university students was conducted. From four universities in Kyushu (Japan), 65 students were asked to write a self-introduction essay for 30 minutes with 10 minutes then given for editing, half of the students were to self-edit, and the other group used an online grammar checker. Research questions focused on how complexity, accuracy, and fluency in Japanese L2 writing can be characterized and whether there were significant differences in the writing of Japanese freshmen and sophomores among the four universities that were studied. Other questions concerned differences in syntactical complexity and grammatical accuracy between the first and second drafts. Results showed that students used 173.3 words (an average of 25.9 clauses) with 7.6 errors in their first draft whereas, in the edited drafts, students averaged 179.4 words, 26.7 clauses and had 5.9 errors in their edited drafts. There were significant differences in students' writing among the four universities. As for the third and fourth research questions, there were no significant differences between the two drafts in regard to complexity, but there were statistically significant differences in regard to error rates. Data showed that students needed more guidance in regard to writing longer sentences, improving overall fluency, and in editing their work.

Willie McGuire  
ERCICTEL1922068

**Showing; not Telling: Modelling Student Feedback Using Peer Review Via Aropa, Within A Hybridised Formative-Summative Framework, to Improve both Attainment and Satisfaction**

Willie McGuire  
University of Glasgow, School of Education, UK

**Abstract**

This paper reports on the results of a project with two groups of masters students: an MEd in Professional Practice in Education and an MEd/MSc in TESOL. The project brought together some of the key findings from earlier studies on improving feedback in order to create an efficient and effective paradigm for written feedback to large cohorts.

**Methods:** A qualitative approach was adopted, which blended inductive and deductive thematic analysis approaches using the model by Braun and Clark (2006). The analysis had five stages: familiarisation, coding, thematising, thematic review, thematic naming and writing up. The staff-student research team was composed of a PhD student, two lecturers and a senior lecturer, the PI, so to ensure the integrity of the methodological approach, transcripts allocated for analysis to individual team members were then subjected to group interrogation to ensure consistency.

**Main findings**

- 1 There was overwhelming support for the addition of the formative element to the assessment regime;
- 2 The feedback paradigm used was found to be very helpful in improving grades from the formative to the summative stages;
- 3 Peer reviews via Aropa were reported as being time-consuming, yet useful in unexpected ways;
- 4 There were qualitative improvements in student performance;
- 5 Peer grading was more problematic when predicted grades did not match final grades.

**Conclusions:** If this model of feedback were to be adopted, there would be implications for CPD across the courses and programmes in which it were to be situated. The next step for this project is for a staff-student partnership to analyse sample feedback from tutors to create a continuing professional development support pack for staff and students to enhance the quality of feedback and the use made of it by students.

**Keywords:** Feedback, Modelling, Attainment, Satisfaction

**Perceptions of English Language Teachers for Gamification Approach; Does It Make Any Difference?**

Phd Davut Uysal  
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**Abstract**

Language learners' motivation can be increased with the use of various methods in learning environments. One of these novel experience is gamification which could be used in the assessment of the students' competences as well as increasing their motivation. As language teachers' perceptions regarding gamification is a key factor for the achievement of gamification in language learning environments, this study intended to investigate their perceptions to draw better conclusions regarding the use of gamification. This study also aimed to define the ideal environments for the use of gamification. For this purpose, the influence of the gamification approach on student achievement through in-class competition and language learning environments was examined using both qualitative and quantitative methods. The participants of the study were 184 English teachers teaching at universities, secondary education institutions and private secondary education institutions in Eskişehir/Turkey. The findings of the study revealed from the eyes of language practitioners that gamification method raised students' motivation and interest in the course as well as increasing their ambition for achievement whereas the scores of participant teachers from different institutions differed in some points. The results of this study revealed that gamification could be effectively used in the lessons for various purposes. In conclusion, the gamification is influential on learners, and with gamification, they turn out to be ambitious as well as being more motivated learners; which are what language teachers wish to have in their classes.

**Keywords:** Gamification, Perception, Motivation, Achievement



Phd Davut Uysal  
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Dr Sweta Mukherjee  
ERCICTEL1922075

**Experiential Learning in Higher Education: A Teacher-Student Collaboration**

Dr Sweta Mukherjee  
Department of English, Assistant Professor, Christ University, Bengaluru, India

Meghna Bera

**Abstract**

Education in the last few decades has undergone certain major paradigm shifts. The focus on learner centred processes has ensured that we constantly seek pedagogical interventions that make the learners an active participant of the learning process and not a passive recipient. It is in this space that the present study locates the theory of experiential learning. The paper seeks to elaborate on an experiential learning pedagogy that was used to teach a particular section of a course on English Language Education (ELE) to a group of 69 post graduate students of English, in a private university in Bangalore, India. The aim of this paper is to present a teacher-student collaborative narrative to understand the ways in which the idea of experiential learning was incorporated into the syllabus of a postgraduate course and its impact on students' learning. The paper will further elaborate on the theory of experiential learning as applied to the course, the theoretical framework adapted and the manner in which experiential learning was built in to teach the student the skills to teach English. It adopts a case study approach as it details the pedagogical interventions from the course tutor's and the learners' perspective. The data will be based on written student self-analysis reports of the classes taught by the students and the feedback received. Through the teacher and the student narratives, the paper seeks to posit that experiential learning is a significant and effective pedagogical tool and can successfully be integrated as a part of the syllabus in any skill-based course. It also argues for the need for skill based, learner centred pedagogy in higher education with specific focus on the Indian Higher Education context.

**Keywords:** Experiential learning, Pedagogy, Collaboration, Teacher-Student, Learning By Doing

Sanjay Gupta  
ERCICTEL1922077

**Are Students' Valuations of Job Characteristics Effected by Demographic Variables and Personality Traits?**

Sanjay Gupta  
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Administration, Valdosta State University

**Abstract**

One of the important duties of faculty is advising students on courses and careers. Undergraduate students often have little information on what factors they might consider in selecting a career or how they might weight these factors. This paper reports the results of a survey of undergraduate students on their preferences with respect to job characteristics and analyses the relationships between student preferences and their demographics and personality traits. This information can be useful to faculty and students during advising on career planning.

**Keywords:** accounting jobs, student demographics, personality traits, career planning

Dr. Elçin Olmezer-  
Ozturk  
ERCICTEL1922082

**Exploring the Reasons of Foreign Language Listening Anxiety Among Pre-Service Efl Teachers: A Qualitative Perspective**

Dr. Elçin Olmezer-Ozturk  
Anadolu University, Faculty of Education, Department of Foreign Language Education, Eskişehir, Turkey

**Abstract**

This study aims to investigate the underlying reasons of foreign language listening anxiety among pre-service EFL teachers in a Turkish higher education context. The participants included 20 freshman teacher candidates in the English language teacher education program of a state university in Turkey. The data were collected through open-ended questions on which the participants wrote detailed answers to express their opinions related to the anxiety they experience while listening to texts. After these written documents were analysed and the themes were

	<p>identified, five students were also asked to participate in focus-group interviews to elaborate on the themes derived from the written data. The interviews were transcribed and analysed based on the qualitative content analysis scheme of Creswell (2012). The findings revealed that almost all of the participants felt a certain degree of anxiety while listening to texts in English and the major reasons causing foreign language listening anxiety were found as; a) the lack of vocabulary knowledge, b) the lack of knowledge in pronunciation, intonation and word stress, c) topic unfamiliarity and d) the lack of exposure to native speaker accent. The participants' expressions also revealed that these factors considerably hindered students' listening comprehension during the tasks. Finally, the findings were discussed in the light of the literature and some practical suggestions were made for practitioners.</p> <p><b>Keywords: EFL Listening Anxiety, Pre-Service EFL Teachers, Qualitative Research</b></p>
<p><b>Dr. Gokhan Ozturk</b> ERCICTEL1922083</p>	<p><b>Challenges of Teaching Speaking In Turkish Efl Classrooms: Voices of Teacher Candidates</b></p> <p><b>Dr. Gokhan Ozturk</b> Anadolu University, Faculty of Education, Department of Foreign Language Education, Eskişehir, Turkey</p> <p><b>Abstract</b> This study aims to reveal the challenges of teaching speaking in EFL classrooms in the eyes of prospective teachers. The participants included six teacher candidates in the final year of their English language teacher education program at a state university in Turkey. The data were collected during the practice teaching process of the participants. Each participant prepared a teaching speaking lesson plan and performed their lessons once during the semester, and they were asked to write a reflection report based on their performance in teaching speaking lessons, specifically for the challenges they faced during the lessons. At the end of the process, six reflection reports were obtained, analyzed and emerging themes in the data were identified. After that, the participants attended a focus-group interview in which they were asked to elaborate on the themes derived from the reflection reports. The findings revealed that the low proficiency levels of students, the lack of exposure to speaking tasks in actual classes, the lack of attention by students on speaking skill and their fear of speaking in front of others were the main challenges for teacher candidates in teaching EFL speaking. It was also expressed that these issues made speaking the most difficult skill to teach during the practice teaching process. Finally, the study puts forward several practical suggestions by taking teaching EFL speaking and teacher education into consideration.</p> <p><b>Keywords: Teaching EFL speaking, challenges, EFL teacher education</b></p>
<p><b>Lin Yen-Ting</b> ERCICTEL1922139</p>	<p><b>An Empirical Study on Parents' Choices Apply on Alternative Education: A Case Study of T School in Beijing</b></p> <p><b>Lin Yen-Ting</b> Graduate School of Education, Peking University, Beijing, P.R.C</p> <p><b>Abstract</b> Since the end of the 20th century, education reform has been carried out all over the world. In one hand, the system of public school education cannot be recognized and satisfied by parents, and alternative education is one of the replacements. Through ethnographic research, the author participated in school activities, interview parents and micro-school APP interaction simultaneously, and use snowball sampling method to expand the depth and breadth of interviews. The purpose of this paper is to find out the differences between the school-running visions declared by schools verses the educational choices applied to parents. Try to classify what kind of parents will choose alternative education, and to reflect on the public education reform through their practices.</p> <p><b>Keywords: Alternative Education; Educational Choices; Educational System</b></p>
<p><b>Issah Nazif Suleiman</b> ERCICTEL1922144</p>	<p><b>Teachers' Effect on Student Outcomes</b></p> <p><b>Issah Nazif Suleiman</b> School of Foreign Language, Ankara Yildirim Beyazit University, Ankara, Turkey</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>This study aims at exploring and promising emerging strategies such as; improving "teachers' competence" and "instructional quality" as crucial tools to examine the effect of "teacher quality" on "student outcomes". The researcher deploys the mixed-method approach to analyse the data. The scope and significance of the study are on the attainment of detailed information regarding the key concepts related to teacher quality such as; teacher characteristics, qualifications, verbal ability, experience, preparation, continuous professional development (CPD) practices teachers' received to provide the achievement of their students. The comparison will be made to better understand the extent to which the influence of teachers' demographic characteristics such as; professional experience, gender, type of organization they work in (private or public) and level of education affect their 'instructional quality' that has upon results in the success of students based on a standardized scheme.</p> <p><b>Keywords:</b> Teacher Quality, Teacher Characteristics, Teacher Qualifications, Teacher Attributes, Instructional Quality, Student Outcomes</p>
<p>Enrique Puertas ERCICTEL1922142</p>	<p style="text-align: center;"><b>Learning Tool of Chemical Molecules for Healthcare Students Based on Linked Information Retrieval and 3D Visualizations</b></p> <p style="text-align: center;"><b>Lorena Prieto</b> Universidad Europea de Madrid, Madrid, Spain</p> <p style="text-align: center;"><b>Borja Monsalve</b> Universidad Europea de Madrid, Madrid, Spain</p> <p style="text-align: center;"><b>Laura García</b> Universidad Europea de Madrid, Madrid, Spain</p> <p style="text-align: center;"><b>Enrique Puertas</b> Universidad Europea de Madrid, Madrid, Spain</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Current trends in education are moving toward approaches more focused on students. A transition from traditional learning, where contents are directly transmitted by the teacher, into more active learning activities, is needed in order to help students to develop skills needed for facing issues in real life scenarios as professionals. In health sciences degrees such as medicine, Pharmacy, Biotechnology, Biomedical Engineering and others, where students have to study chemistry (organic and inorganic), chemical compounds can be studied using text documents such as scientific articles or clinical cases as a context of the use of those compounds. It is important for students to be able to identify and recognize chemical compounds in that literature. Chemical compounds can appear referenced in many different formats: by common names (like "aspirin"), by brand names, using identifiers to databases, by the chemical formula, by the International Chemical Identifier (InChI String), and many others. In addition to recognizing the compounds in text documents, it is also necessary that they can study them visually, but it is important for them to do it in a 3-dimensions (3D) space. This is because chemical links are not all in a plane. They form angles that are formed by balance of forces. This affects how the different chemical compounds interact, so it is important for the students to be able to see them in a three-dimensional space. To help students recognize and study the chemical compounds that appear in biomedical literature, we have developed a tool that uses artificial intelligence algorithms to automatically recognize and extract chemical entities, retrieves information from different sources (in different languages) and renders a 3D model of the molecule. The application has a web interface that allows students to enter and analyze biomedical texts, and study all the different chemical compounds that appear in the text. By clicking on any of the recognized compounds, the software shows relevant information such a description, scientific literature related to that compound, alternative names, its chemical formula, a 2D representation, and an interactive 3D model. We use Natural Language Algorithms for the text processing task, trained with the corpus CHEMDNER (10.000 annotated abstracts from PubMed). After evaluating the system, we achieved a 0.94 precision and 0.93 F-score.</p> <p><b>Keywords:</b> Project Based Learning, Chemical Compounds, Healthcare Studies, Natural Language</p>

Processing, Linked Open Data



Mika Letonsaari  
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Nonlinear Storytelling Method In Education

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Abstract

Storytelling is a widely adopted method in education. It is a highly constructivist approach to learning where students use their own previous knowledge and interests. Almost all stories used in educational storytelling are traditional linear stories. Nonlinear stories are stories with branching storylines, often used in games. In our research, we have developed practical study materials for nonlinear storytelling method. We have conducted pilot studies with five very different types of students in five different schools. Here we explore some potential applications and special features of nonlinear stories in the educational context. Nonlinear stories have more complex structure than traditional stories and constructing nonlinear stories requires skills in abstract thinking. These skills are useful in understanding how the modern technology works. The method thus provides learning opportunities on important 21st century skills.



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Experiential Learning in Higher Education: A Teacher - Student Collaboration

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Abstract

Education for the last few decades has undergone certain major paradigm shifts. The focus on learner centred processes has ensured that we constantly seek pedagogical interventions that make the learners an active participant of the learning process and not a passive recipient. It is in this space that the present study locates the theory of experiential learning. The paper seeks to elaborate on an experiential learning pedagogy that was used to teach a particular section of a course on English Language Education (ELE) to a group of 60 post graduate students of English, in a private university in Bangalore, India. The aim of this paper is to present a teacher-student collaborative narrative to understand the ways in which the idea of experiential learning was incorporated into the syllabus of a postgraduate course and its impact on students' learning. The paper will further elaborate on the theory of experiential learning as applied to the course, the theoretical framework adapted and the manner in which experiential learning was built in to teach the student the skills to teach English. It adopts a case study approach as it details the pedagogical interventions from the course tutor's and the learners' perspective. The data will be based on written student self-analysis reports of the classes taught by the students and the feedback received. Through the teacher and the student narratives, the paper seeks to posit that experiential learning is a significant and effective pedagogical tool and can successfully be integrated as a part of the syllabus in any skill-based course. It also argues for the need for skill-based, learner centred pedagogy in higher education with specific focus on the Indian Higher Education context.

Keywords: Experiential Learning, Pedagogy, Collaboration, Teacher-Student, Learning by Doing.

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## Upcoming Conferences

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

**21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague**

Czech Technical University in Prague (České vysoké učení technické v Praze), Masarykova Kolej, Prague, Czech Republic

- 6th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Berlin
- 7th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Kuala Lumpur
- 8th ICTEL 2020 – International Conference on Teaching, Education & Learning, 19-20 May, Seoul
- 9th ICTEL 2020 – International Conference on Teaching, Education & Learning, 01-02 June, Prague
- 10th ICTEL 2020 – International Conference on Teaching, Education & Learning, 08-09 June, Singapore
- 11th ICTEL 2020 – International Conference on Teaching, Education & Learning, 08-09 June, Paris
- 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

**21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague**

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