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AN INVESTIGATION INTO THE EFFECTIVENESS OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) IN SOUTH AFRICAN SCHOOLS

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ABSTRACT

The paper presents the findings from current research on the impact that the Curriculum and Assessment Policy Statement (CAPS) curriculum subjects have on two South African Schools in Gauteng province in South Africa. The aim is to present the impact of the CAPs subjects in the school. The study did a critical evaluation of each subject to elaborate on the importance and challenges in implementing the subjects and using a qualitative research method to collect data on a group of teachers and students on their opinion on the impact of CAPs subjects. The findings suggest that even though the curriculum is effective, it needs to be improved to close the gap between public and private schools. Private schools are currently benefiting the most from the subjects and how the curriculum is structured.

KEYWORDS

CAPS Subjects, Public and Private Schools, Primary and High School, Department of Basic Education

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WHAT ARE THE ALTERNATIVE FUNCTIONS AND BENEFITS OF CELL PHONES FOR STUDENTS

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ABSTRACT

Taiwanese College students bring their own cell phones in the English classroom and teachers may become overwhelmed with these technology trends. This study aims to provide a realistic perception of the hidden meanings of the use of mobile devices in English class settings and the benefits it can bring to the students. For this purpose, two conventional classes of fourth year license degree in the Department of Travel Management were the respondents. The students' schooling experiences were clarified with a student satisfaction questionnaire, their values highlighted with an interview, and their social interactions explained with observations of the two classes. The results of this study show that, even though they were not used to working collaboratively in small team-work groups, Taiwanese students were highly likely to develop a collaborative learning style that utilizes emails and internet connections matching their learning needs and motivations and optimizing their academic success.

KEYWORDS

Technology, cell phones, emails, collaborative learning, internet connections.

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I grew up and studied in the South of France and earned a bachelor degree in Marketing. While studying in France, I developed an early interest in international relations while learning English. I lived and worked in the United Kingdom for three years, and I moved to Taipei with my wife in 1999. Having a background in cultures of these countries, and being an independent user of the Chinese language as well, I have developed a curious mind regarding the teaching of English for Business Purposes. Due to this, while as I was working as an English and French and teacher in Taipei, I studied in both National Taiwan University of Science and Technology in the department of Applied Foreign Languages as well as National Taipei University, Global MBA program. As a lifelong learning project, I decided to pursue a PhD in education in 2012, at Chung Cheng University, located in Jia Yi. The purpose of my study is to earn a doctoral degree to support the teaching my business skills gained from NTU Global MBA program, which are relevant to the teaching of English for Business purpose to University students. My study at the Global MBA program combined with the teaching of foreign languages provided me with the opportunity to join Taipei college of Maritime technology, located in Tamsuei, and to gain my first experience at teaching English for commercial and leisure purposes. As I taught English for more than three years, I came to understand Chinese learners better and apply my learning in Applied Foreign Languages to develop teaching materials that were adapted to their learning styles.

SCHOOL MANAGEMENT INFORMATION SYSTEMS: CHALLENGES TO EDUCATIONAL DECISION MAKING IN THE BIG DATA ERA

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ABSTRACT

Despite the benefits of school management information systems (SMIS), the concept of data-driven school culture failed to materialize for many educational institutions. Challenges posed by the quality of data in the big data era have prevented many schools from realizing the real potential of the SMIS. The paper analyses the uses, features, and inhibiting factors of SMIS. The paper proposes a five-phase conceptual model that assist administrators with making timely, quality decisions. The paper enriches the theoretical landscape of SMIS usage in the era of big data and lays a foundation for the future by establishing an educational decision-making model.

KEYWORDS

School management information system, big data, educational decision-making, data-driven schools, educational model, student-information system.

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GLOBALIZATION AND LANGUAGE TEACHING AND LEARNING IN CHINA

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ABSTRACT

Globalization has been an irreversible trend in the world economic and social advances. China, as an indispensable developing power, is playing a significant role on the world stage. Language, as a cultural element, is also affecting the process of China's globalization. This paper aims to study the relationship between globalization and the cultural development of foreign language teaching and learning in China. It analyzes the reasons for the boost of foreign language teaching and learning in the age of knowledge economy. Language, conveying ideological, political and cultural connotations, carries more significance beyond its linguistic importance. In the context of globalization, therefore, language teaching and learning is a more complicated issue than a pure culture indicator.

KEYWORDS

Globalization, the Age of Knowledge Economy, Language Teaching and Learning, Linguistic Capital

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THE IMPACT OF SIMULATION ON TEACHING EFFECTIVENESS AND STUDENT LEARNING PERFORMANCE

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ABSTRACT

Simulation Strategy Is Increasingly Becoming A Popular Educational Tool In The Production Of Highly Qualified Professionals In The Field Of Education, Health, And Applied Sciences. Particularly, The Strategy Helps Improve Teaching Practice Effectiveness And Student Learning Performance. This Research Paper Aimed At Investigating The Effectiveness Of Simulation In Teaching And Student Learning Performance In The University Context. The Study Was Important Since It Highlighted How Different Kinds Of Simulation Improve Teaching Practice Effectiveness And Student Learning Performance. The Explanatory Research Design Was Used In This Research Where Data Was Collected Using Close-Ended Questionnaires Designed To Utilize Likert Scale Described In The Methodology Section. The Study Targeted 150 Student Participants. However, Only 134 Students Filled And Returned Their Questionnaires. Both Descriptive And Statistical Analysis Techniques Were Applied In This Research. Descriptive Statistics, Particularly Percentages Were Used In Describing Participant Information. Also, Statistical Analysis Was Used In Determining Reliability Of The Questionnaire As Well As For Hypothesis Testing. The Study Indicated That Social Process Simulation, Diagnostic Simulation, And Data Management Simulation Have A Statistically Significant Positive Relationship With Teaching Practice Effectiveness And Student Learning Performance. Based On The Findings, It Was Concluded And Recommended That Teachers And Students Should Accept The Use Of Simulation In Their Classroom To Enhance Their Classroom Outcomes.

KEYWORDS

Simulation, educational tool, teaching effectiveness, learning performance, variables, university context

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STUDENT'S ATTITUDES TOWARD INTEGRATING MOBILE TECHNOLOGY INTO TRANSLATION ACTIVITIES

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ABSTRACT

Previous research shows that the integration of mobile phones in the classroom is challenging, but numerous studies have also demonstrated that wireless networks and mobile tools to support collaborative learning improve educational outcomes. This study aims to question the feasibility of replicating their research methodology in Taiwanese classrooms. For this purpose, two conventional classes of second year license degree in Applied Foreign Languages were the respondents. The students' attitudes were observed and their participation was examined through an interview that revealed the perceptions of their learning experiences. The results of this study show that students, when allowed to use their cell phones according to their own needs in a collaborative learning, become more interested in their learning and can improve their English efficiency more than students in the conventional classroom. It is thus recommended that highly advanced technology be integrated with more flexibility to match students' learning needs and motivations.

KEYWORDS

Technology, management, integration, mobile phones, collaborative learning

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As a lifelong learning project, I decided to pursue a PhD in education in 2012, at Zhong Zheng University, located in Jia Yi. The purpose of my study is to earn a doctoral degree to support the teaching my business skills gained from NTU Global MBA program, which are relevant to the teaching of English for Business purpose to University students.

My study at the Global MBA program combined with the teaching of foreign languages provided me with the opportunity to join Taipei college of Maritime technology, located in Tamsuei, and to gain my first experience at teaching English for commercial and leisure purposes. As I taught English for more than three years, I came to understand Chinese learners better and apply my learning in Applied Foreign Languages to develop teaching materials that were adapted to their learning styles.

I am currently teaching English in National Taipei University of Business, located in Taipei. Courses such as film translation and business letters and international correspondence provide me with new perspectives to teach as English as a foreign language focused on business purposes and which are adapted to students' learning needs.

AN EXPLORATION OF THE RELATIONSHIP BETWEEN MODERN FOREIGN LANGUAGE (MFL) TEACHERS AND COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

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ABSTRACT

A study was carried out with 33 teachers of Modern Foreign Languages (MFL) to obtain information on the interaction of classroom professionals with Computer Assisted Language Learning (CALL) and digital technologies in Second Language (L2) education. MFL teachers were recruited through Facebook groups in the UK. Research subjects were asked to fill out a questionnaire with CALL-specific statements. Significantly, participants recognised a gap in practice versus the expectation of CALL in the MFL classroom. Overall, participants were shown to be interested adopted and daily users of CALL who appreciated its ease and importance for teaching and learning in L2 pedagogy.

KEYWORDS

Computer Assisted Language Learning (CALL), Modern Foreign Languages (MFL), teacher attitudes, digital technologies, Second Language (L2) pedagogy, Second Language Acquisition (SLA), online learning, teacher perceptions, English as a Foreign Language(EFL).

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E-LEARNING STUDENT ASSISTANCE MODEL FOR THE FIRST COMPUTER PROGRAMMING COURSE

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ABSTRACT

E-Learning applied to computer programming course design is a promising area of research. The student having clear understanding of the programming constructs can apply it to solve various problems. Because of limited time and availability, the instructor can go back to some extent to cover the weaknesses of their students that hinder the understanding of the problems. As more lessons are covered, the weak students become weaker in programming. To cope up with these problems an e-learning system is devised which the student can use anywhere and at any time as a web application. It comprises of both tutoring and assessment and also provides guiding the students to error correction using back-tracking technique to refine the concepts and reattempt the programming problem.

KEYWORDS

E-learning, computer based learning, first programming language, novice programmers

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CLASSROOM COMMUNICATION AND ICT INTEGRATION: PUBLIC HIGH SCHOOL TEACHERS' NOTIONS

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ABSTRACT

As part of the 21st Century skills, the integration of Information and Communication Technology is inevitable in classroom communication. This descriptive qualitative research covered all 60 teachers in five selected public high schools in Capiz, Philippines. Semi- structured interviews, informal interviews, and observations were done to gather data. The data were analyzed using General Inductive Approach and thematic analysis to unearth and cull emerging notions and themes. Participants viewed classroom communication as a process, tool, context, interaction, and strategy. ICT for them was a driver for change, a conduit for learning, a modern technology, and an instrument for effective teaching and learning. ICT integration in classroom communication was interpreted to have helped teaching, to be a new medium of instruction, and a marriage or partnership between classroom communication and ICTs. It is recommended that best practices in integrating ICTs in classroom communication should be explored and documented.

KEYWORDS

Classroom Communication, ICTs, ICT Integration, Notions

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SUCCESSFUL IMPLEMENTATION OF TPACK IN TEACHER PREPARATION PROGRAMS

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ABSTRACT

Today's teacher education programs should be providing pre-service teachers with ample preparation in shifting instructional approaches enriched with innovative educational technologies. In fact as Lambert & Gong (2010) stated "We have entered a crucial time when the technological preparation of teachers has become an urgent problem we can no longer afford to marginalize" (p. 55). This review of literature examines recent publications on the topic of technology in teacher preparation through the theoretical lens of Technology, Pedagogy and Content Knowledge (TPACK) which has shown potential to emphasize a teacher's understanding of how technologies can be used effectively as a pedagogical tool.

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