Book of Abstract Conference Proceeding

ICLET 2024

International Conference on Language, Education and Teaching Research 2024

Theme: "Embracing technology in multilingualism and pedagogical methods in changing educational landscapes"

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International Conference on Language, Education and Teaching Research 2024 (ICLET 2024)

Theme: "Embracing technology in multilingualism and pedagogical methods in changing educational landscapes"

Virtual International Conference
March 24, 2024
Yayasan Sinergi Riset dan Edukasi

Book of Abstract Conference Proceeding
International Conference on Language, Education and Teaching Research 2024 (ICLET 2024)

Theme: "Embracing technology in multilingualism and pedagogical methods in changing educational landscapes"

Editorial Board:

Dr. Hendrati Dwi Mulyaningsih

Santi Rahmawati, MSM.

Cover and layout:

Finna Zephyrine

Mochammad Rizal

Donny Maulana Jefrianto

Mochammad Arief Abdillah

FOREWORD

Research Synergy Foundation is a digital social enterprise platform that focuses on developing the Global Research Ecosystem towards outstanding global scholars. We build collaborative networks among researchers, lecturers, scholars, and practitioners globally for the realization of knowledge acceleration and to contribute more to society and humanity.

As a social enterprise, our aim is to provide a good research ecosystem and platform for researchers to share, discuss, and disseminate their ideas. In addition, it helps you to improve your research and contribute to the knowledge. Therefore, creating social value and impact is our priority.

From 2017 to 2021, more than 20.000 scholars have participated in our programs from Asia, Australia, Africa, America, and Europe continents. With the average of the increasing number of members by more than 5.000 each year, we continuously strengthen the global research ecosystem by having four support systems that are ready to help members from across the world.

There are various agendas (work and program) that we have already done since 2017 up to present. The agendas are coming from all the support systems in the Global Research Ecosystem, named: Scholarvein, ReviewerTrack, Research Synergy Institute, and Research Synergy Press. Research and publication cannot be seen as a separate part. Otherwise, we should take both as a comprehensive program. Moreover, the quality of the paper is the biggest concern for publication. To achieve the Organization/University/ Institution goal, we provide some agendas that can support you in research and publication enhancement. Some of the prominent agendas are:

1. International Conferences: It aims to create a "tipping point" of opportunities for participants to disseminate their research globally and have reputable scientific publication output.
2. Scientific and Academic Writing Coaching Clinics: It aims to provide a targeted and intensive learning strategy for publishing papers in high-impact Scopus/ WOS international journals.
3. Workshops: It aims to provide a vibrant learning forum to enhance the author's capability of scientific writing skills and the manuscript's quality.
4. Learning and Knowledge Sharing Programs: It aims to provide the best practice and guide from the experts, editors, and publishers' perspectives in research and publication enhancement.
5. Social Programs: It aims to empower and encourage society to share the value of creating an impactful program with us.
6. Research Synergy Foundation welcome all individuals, organizations/institutions (universities, governments, and private sectors) to be part of our Global Research Ecosystem.

https://www.researchsynergy.org/

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Founder and Chairperson of Research Synergy Foundation

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SCIENTIFIC REVIEWER COMMITTEE

CONFERENCE CHAIR MESSAGE

Distinguished Participants and Guest,
Excellencies, Ladies, and Gentlemen

Good morning, ladies and gentlemen, esteemed guests, and cherished members of our community, it is a great pleasure that I welcome you all to this special occasion. Today marks a special moment in our collective journey, as we come together at "International Conference on Language, Education and Teaching Research 2024 (ICLET 2024)" organized by Research Synergy Foundation. This year conference theme is "Embracing technology in multilingualism and pedagogical methods in changing educational landscapes". I am honored to speech before you as we embark on this wonderful event.

It has been our privilege to convene this conference. Our sincere thanks, to the Keynote Speaker and Session Chair:
•   Dr. Rasmitadila, M.Pd. from Universitas Djuanda, Bogor, Indonesia
•   Assistant Professor Dr. Gina Gorre Jocson, Gulf College, Sultanate of Oman

We had received over 4 (four) presenters in the area of Education and Teaching. Moreover, today's conference also participated from approximately 223 (two hundred twenty-three) Scholars coming over 10 (Ten) countries around the globe. Thank you to all participants that already registered and join our conference today.

Our theme, "Embracing technology in multilingualism and pedagogical methods in changing educational landscapes" aims to provide a dynamic forum for the advancement of knowledge, collaboration, promotion of cross-cultural understanding, and the continuous improvement of language, education, and teaching areas.

In addition, I encourage each of you to actively participate, engage in thoughtful conversations, and take full advantage of the wealth of knowledge that will be shared during this conference. Together, we can contribute to a deeper understanding of how teaching and education empowers individuals and societies to navigate the complexities of our rapidly changing world.

Moreover, as we gather here today, let us embrace the spirit of togetherness and fellowship. Let us take this opportunity to build new connections, strengthen existing bonds, and share our knowledge and experience in the joy of this momentous occasion.

I extend my honest gratitude to each and every one of you for gracing us with your presence today particularly for Keynote Speakers, Session Chairs, Scientific Reviewers, Conference Committee, Presenters and also Attendees globally. Even though we gather virtually, your participation and enthusiasm will give an inspiration for all of us. I hope that this conference will progressing smoothly. Thank you.

Best regards,

Dr. Hendrati Dwi Mulyaningsih
Conference Chair of ICLET 2024

CONFERENCE CHAIR

Dr. Hendrati Dwi Mulyaningsi, S.E., M.M.
Founder & Chairperson of Research Synergy Foundation

Dr. Hendrati Dwi Mulyaningsih is the chairperson and founder of Research Synergy Foundation that has shown great commitment on creating Global Network and Research Ecosystem. This GNR ecosystem has been developing since 2017 up to the present and having increasing numbers of the member up to more than 25.000 from all around the globe. Her passion in how to create impact and co creation value among all the stake holder of RSF has made her focus on upholding integrity in the scientific process through enhancement of RSF's support-support system as like Reviewer track, Scholarvein, Research Synergy Institute and Research Synergy Press. Thus, her work in this area has made her as the Nominee of Impactful Leadership Awards from Tallberg Foundation Sweden 2019.

As lecturer, she has been working in the University since 2008 – at present in Indonesia as assistant professor and she hold her Doctoral Science of Management graduated from School of Business and Management Institute of Technology Bandung (SBM-ITB) and she has strong interest to her research project as well as her research field in Social Entrepreneurship, Social Innovation and Knowledge Management.

As researcher, her work studies and research on this research field made her be invited as reviewer in many reputable Scopus and WOS indexed journals and as keynote speaker in many International Conferences in Philippines, Thailand, Malaysia, Indonesia, Australia, Japan, and US. She also has shown her great passion on writing her research study into some books chapter, papers and contemporary scientific articles that has already been published in Springer, Emerald, Taylor and Francis and in many reputable international publishers. The terrific association between her professional experiences as researcher, lecturer, the certified Trainer & Coach combined with her wider horizon on networking in the research area made her establish the strong commitment on having global learning platform to accelerate knowledge through many workshops and research coaching in Research Synergy Institute as one of RSF's support system.

KEYNOTE SPEAKERS

Dr. Rasmitadila, M.Pd.
Universitas Djuanda, Bogor, Indonesia

Dr. Rasmitadila, M. Pd. is the Vice Rector of the research, community service, publication and downstreaming of Universitas Djuanda. She is also a lecturer at the Department of Elementary School Teacher Education at Universitas Djuanda and Open University, focusing on subjects such as Inclusive Education, Educational Psychology, Special Needs Education for Children, Technique of Scientific Writing, and several more. She obtained her doctoral degree from the State University of Jakarta, majoring in Basic Education. She is currently active as a Reviewer of the Higher Education Council of the Ministry of Education, Culture, Research, and Technology and as an Assessor of the Ministry of Education and Culture for Assessing the Workload of Lecturers.

She proposed the "Gasuka" method, which helps early learners to effectively read and write, and the instructional strategy based on the brain's natural learning system for inclusive classes. All of which have received intellectual property rights. Her major research is on Inclusive Education in Elementary School. In this topic, she already published numerous books and research published on journals. Some of her best works have also been published on Scopus, Orcid, and Web of Science.

SESSION CHAIRS

Assistant Professor Dr. Gina Gorre Jocson
Gulf College, Sultanate of Oman

Dr. Gina is a seasoned lecturer with 25 years of teaching experience at graduate and undergraduate levels. She joined Gulf College in 2012 as a Lecturer. She specialised in teaching Management, Entrepreneurship, Human Resource, and related business study modules. She coaches students and guides them through inter-college competitions and events. Dr. Gina is an active researcher and enthusiastic lecturer, with an ability to work with students from various educational and cultural backgrounds. She aims to make her research work relevant to her areas of specialisation and in her teaching. She has to her credit a Doctoral Degree in Management from Capitol University. She completed her Master's Degree in Management from Iligan Medical Centre College and Bachelor's Degree in Management from Mindanao State University, Philippines. She is a licensed teacher recognised by Professional Regulation Commission and a Government Career Service Professional, in the Philippines. Before joining Gulf College, she has served a reputed higher education institution in the Philippines, in the capacity as an extensive senior lecturer, as Dean, and as Research Director (1996-2012). She is a certified reviewer at the MoHERI Oman. She is an enthusiastic researcher with several research publications and presentations executed, nationally and internationally. Dr. Gina teaches Innovation and Entrepreneurship, HR Strategy & Professional Practice, Strategic Management, Managing and Leading Change, Work Experience-PDP, and Operations Management. She also guides final-year UG students with their project work.

CONFERENCE PROGRAM
Tuesday | March 26, 2024

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CONFERENCE PROGRAM

The 4th International Conference on Language, Education and Teaching Research (4th ICLET)
VIRTUAL CONFERENCE: March 26, 2023

Tuesday, March 26, 2024

Time (UTC+7)			Dur'	Activity
8:50	-	9:00	0:10	**Participant Login and Join Virtual Conference by ZOOM** **https://bit.ly/4th-ICLET** **Meeting ID: 872 2813 4947** **Passcode: 4thiclet**
9:00	-	9:10	0:10	Welcome Address and Conference Publication Announcement by MC
9:10	-	9:30	0:20	**Welcome Remarks and Opening Speech** **Mrs. Santi Rahmawati, S.T., M.S.M.** Founder & Director of Global Network Operation, Research Synergy Foundation
9:30	-	9:35	0:05	**E-Group Photo**
9:35	-	10:15	0:40	**Keynote Speaker :** **Dr. Rasmitadila, M.Pd.** **Universitas Djuanda, Bogor, Indonesia**
10:15	-	10:20	0:05	Token of Appreciation for Keynote Speaker
10:20	-	10:25	0:05	**Announcement and preparation of Academic Online Presentation Session**
10:25	-	10:35	0:10	**Session Chairs Introduction of Online Presentation:** **Assistant Professor Dr. Gina Gorre Jocson - Gulf College, Sultanate of Oman**
10:35	-	11:50	1:15	**Online Presentation 5 presenters** **15 minutes/presenter**
11:50	-	12:00	0:10	Awarding Certificate of Presentation, Testimonial, and Post-conference information announcement
12:00	-	12:10	0:10	Short Break for scoring recapitulation
12:10	-	12:20	0:10	**Awarding Session:** Best Presentation Session Chair Recognition
12:20	-	12:25	0:05	**Cosing Remarks**

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LIST OF PRESENTERS

Tuesday | March 26, 2024

Room: Main Room
Time: 10:35 - 12:25 (UTC+7)
Session Chairs: Assistant Professor Dr. Gina Gorre Jocson - Gulf College, Sultanate of Oman

Track Management Education		
Paper ID	**Presenter**	**Paper Title**
ICL24101	Han Ton	Sequencing Relationships Among Co-worker Support, Professional Coping, Job Satisfaction: The Case Study of School Teachers

Track Technologies of Teaching		
Paper ID	**Presenter**	**Paper Title**
ICL24102	M Taslim Kallang	Evaluation of Early Childhood Education Learning to Enhance Basic Competency Needs Adaptively With K-Means Method and Rnn-Gru Approach
ICL24109	Endah Setyaningsih	Analysis of Smart Apps Creator (SAC) Media Needs as an Effort to Increase Career Self-Awareness for Advanced Study for High School Students

Track Applied linguistics		
Paper ID	**Presenter**	**Paper Title**
ICL24104	Chun-Wei Tseng	A Pragmatic Analysis of Chinese and Spanish Thank-You Emails and Its Implications for Teaching Chinese as a Second Language

Track Teacher Education Practices		
Paper ID	**Presenter**	**Paper Title**
ICL24107	Yetti Zainil	Barrett's Taxonomy for Developing Reading Comprehension Questions in Efl Classrooms: The Result of Stimulated Recall Interview Prof. Yetti Zainil

Track Management Education and Development

Sequencing Relationships Among Co-worker Support, Professional Coping, Job Satisfaction: The Case Study of School Teachers

│ Han Ton[1], Nguyen Phuong Mai[2], Vu Thi Ngoc Huyen[3], Ho The Bang[4], Tran Quang Tuyen[5], Nguyen Lam Thanh Huyen[6]

[1]Center for Public Administration, International University, Vietnam National University, Ho Chi Minh City, [2]School of Business, International University, Vietnam National University, Ho Chi Minh City, School of Business, [3,4,5]International University, Vietnam National University, Ho Chi Minh City, Center for Public Administration, [6]University, Vietnam National University, Ho Chi Minh City, Vietnam

Abstract

Background – Teaching is considered as one of the most stressful occupations and as having the lowest levels of job satisfaction. Demands that exceed time and resources place pressure on school teachers, resulting in coping behavior

Purpose – This paper investigates the sequencing relationships among co-worker support, professional coping, and job satisfaction among school teachers governed by the Job Demand-Resources.

Design/methodology/approach – The mass survey was distributed among primary and secondary school teachers in Chau Duc district, Ba Ria-Vung Tau province, Vietnam. Partial least squares structural equation modeling was used to estimate the theoretical framework in the quantitative research approach with 352 valid cases

Findings – It reveals significantly sequencing relationships among co-worker support, professional coping and job satisfaction with two positive impacts.

Research limitations – This study has three limitations in its research design. Firstly, focusing on a specific region restricts generalizability. Replicating it in diverse populations is crucial. Secondly, only teachers were studied, so the findings may not hold true for other high-stress public professions. Testing it in professions like nursing or law enforcement would broaden its scope. Finally, self-reported data introduces biases. Future research should use a multi-method approach with objective measures for greater accuracy.

Originality/value – It may bring theoretical and managerial implications on professional coping among school teachers. The conceptual framework reflects how co-worker support facilitates teachers' use of professional coping to deal with their occupational stress, which ultimately helps teachers enhance their job satisfaction. This study can contribute to the literature on street-level bureaucracy and coping strategies among public professionals.

Keywords: co-worker support, professional coping, job satisfaction, school teachers

Track: Technologies of Teaching

Evaluation of Early Childhood Education Learning to Enhance Basic Competency Needs Adaptively With K-Means Method and RNN-GRU Approach

| M Taslim Kallan[1], Sri Supatmi[2]

[1,2]Computer of Indonesian University

Abstract

Background – This research addresses the challenges early childhood educators face in interpreting summative assessment results. It emphasizes the importance of these assessments, which often fall short in providing guidance to tailor teaching methods to the individual needs of each child.

Purpose – The study proposes an approach that offers deeper and more structured insights into children's learning tendencies and basic competencies.

Design/methodology/approach – This research focuses on developing a methodology that utilizes Recurrent Neural Networks (RNN) with Gate Recurrent Unit (GRU) models, optimized with the K-Means method, to understand the learning characteristics of children in early childhood education. This innovative approach aims to provide a deeper understanding of individual learning patterns and improve educational strategies accordingly.

Findings – The expected outcome of this research is not only to enhance teachers' understanding of the individual learning needs of children but also to potentially improve the overall quality of early childhood education. This study contributes by applying data analysis technology to support a more personalized and adaptive learning approach in early childhood education.

Research limitations – This study concentrates on early childhood education, targeting children aged 4 to 6 years, with a focus on analyzing learning behavior patterns and basic competency levels in various learning aspects. It specifically looks into learning evaluation patterns and basic competencies in early childhood education learning aspects. The evaluation aspect explores basic competency data without delving into other specific aspects. The analysis employs the TensorFlow library and Python for processing and interpreting the data.

Originality/value – an experience Providing additional insights into the application of deep learning technology in early childhood education research.

Keywords: Early Childhood Education (ECE), Learning Evaluation System, Adaptive Learning, K-means, RNN

Analysis of Smart Apps Creator (SAC) Media Needs as an Effort to Increase Career Self-Awareness for Advanced Study for High School Students

| Endah Setyaningsih[1], Asrowi[2], Sudiyanto[3]

[1,2,3]Universitas Sebelas Maret

Abstract

Background – Understanding their careers helps students make smart choices for their futures. While not everyone works immediately after school, knowing career goals helps choose the right education and prepare for jobs. Smart apps creators develop tools like apps to help individuals plan careers by mapping achievements, interests, and goals. Smart Apps Creator (SAC)-based media is considered having the potential to be integrated and utilized to address this issue.

Purpose – Therefore, this research aimed to analyze the needs for the development of SAC-based media to be utilized for twelfth-grade high school students to prepare them for their careers and to guide their choices for further education.

Design/methodology/approach – The method used in this research is descriptive quantitative, with the data collection technique being a questionnaire (yes/no question) supported by interviews with guidance and counseling teachers. The research subjects consist of twelfth-grade students at Karangpandan State High School and one guidance and counseling teacher. The data analysis technique adopted for this research is descriptive with percentages. Meanwhile, the interview results will be analyzed descriptively.

Findings – The results showed that the majority of final-year students feel a lack of information about careers and their own abilities, thus they are less able to determine a path or career that aligns with their abilities. This low level of information reflects a lack of self-awareness among students. They show little interest in exploring their talents or researching their target universities for further education; instead, they tend to follow the trends set by their graduated seniors.

Research limitations – However, it's important to note that this research only focused on one school and may not reflect all schools.

Originality/value – Therefore, a digital media that can be accessed anytime is needed in order to guide and identify their abilities, with the hope of enabling them to choose a career that is relevant to their capabilities.

Keywords: self-awareness, career, self-efficacy, digital media

Track Applied linguistics

A Pragmatic Analysis of Chinese and Spanish Thank-You Emails and its Implications for Teaching Chinese as a Second Language

│ **Chia-Ling Hsieh[1], Chun-Wei Tseng[2], Po-Ching Lu[3]**

[1,2,3]National Taiwan Normal University

Abstract

Background – Previous research indicates the importance of pragmatic competence in conveying gratitude, a skill that may pose challenges for second language learners. Cross-linguistic analysis can provide valuable insights for instructional design.

Purpose – This study compares Chinese and Spanish expressions of gratitude within the context of email communication.

Design/methodology/approach – Initially, the study assessed the necessity for Spanish learners of Chinese to acquire email writing proficiency via a questionnaire survey. Subsequently, thank-you emails authored by native Chinese and Spanish speakers were collected using a discourse completion test. These emails, divided equally between recipients of higher and equal social status, serve as the basis for applying move analysis theory to examine the pragmatic strategies employed and the effect of social status in both languages.
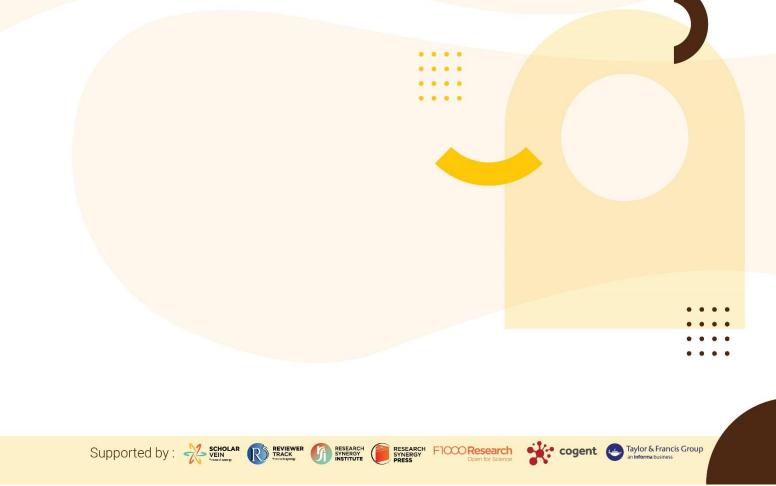
Findings – The results reveal cross-linguistic similarities, with both Chinese and Spanish emails typically encompassing opening, body, and closing sections, each comprising various moves. Openings feature salutation and greeting, while closings include blessing, expressing respect, and signature. When addressing higher-status recipients, more moves are employed, particularly expressing expectations and expressing respect. Differences emerge in the body of emails, where common moves include explaining reasons, acknowledging the recipient's contribution, thanking, offering reciprocity, expressing expectations, and thanking again. Thanking serves as the core move that fulfills communication purposes, while acknowledging the recipient's contribution and thanking again are frequently used supportive moves. Each language also features unique moves, such as introducing oneself, apologizing, and considering the recipient's situation in Chinese, and explaining details in Spanish. Chinese emails to higher-status recipients more often utilize expressing expectations, whereas those to peers favor offering reciprocity, a distinction not evident in Spanish. Overall, Chinese emails exhibit a more diverse range of move types and greater sensitivity to social status than Spanish.

Research limitations – This study analyzes only thank-you emails. Future studies may investigate other types of emails to present a comprehensive picture of email communication.

Originality/value – Based on the results, this study proposes pedagogical suggestions to enhance the pragmatic awareness of Spanish leaners of Chinese in email writing. By recognizing the similarities and disparities between their native and target languages, learners are anticipated to communicate more effectively and appropriately in the digital context.

Keywords: email, move analysis, social status, cross-linguistic comparison, writing pedagogy

Track Teacher Education Practices

Barrett's Taxonomy for Developing Reading Comprehension Questions in EFL Classrooms: The Result of Stimulated Recall Interview

| Yetti Zainil[1], Muhammad Zaim[2], Yuli Tiarina[3], Fitri Hidayati Sani[4]

[1,2,3,4]Universitas Negeri Padang

Abstract

Background – Although Barrett's taxonomy as a guide for developing reading comprehension tasks has received a great deal of focus in recent research, its investigation from stimulated recall interviews is rather limited, especially at the senior high school level. Taking as a basic premise that teachers need to develop HOTS reading comprehension questions, however, little is known about teachers' understanding of Barrett's taxonomy.

Purpose – This paper presents the results of a study on teachers' practices in developing reading comprehension tasks based on Barrett's taxonomy in senior high schools in Padang, West Sumatra, Indonesia.

Design/methodology/approach – All reading comprehension questions written in the English Teacher Association (MGMP) Published English Workbooks (LKS) for Senior High Schools in Padang were analyzed to see the level of the questions based on Barrett's taxonomy. The stimulated recall interview with six teachers was used to collect data on teachers' knowledge and understanding of Barrett's taxonomy.

Findings – The findings revealed that from all the reading comprehension questions observed, Inferential Comprehension is the stage that is applied by the questions the most followed by Literal Comprehension (48.2% and 42.5% respectively). The results of stimulated recall interview data analysis revealed that the teachers failed to explain clearly the concept of thinking processes in Barrett's taxonomy; they were not familiar with Barrett's taxonomy.

Research limitations – Only six teachers involved in this research

Originality/value – While not indicative of a cause-effect relationship, teachers might wish to consider encouraging to use of Barrett's taxonomy in developing reading tasks.

Keywords: Barrett's taxonomy, stimulated recall, reading comprehension questions, EFL classrooms.

CLOSING SPEECH

Excellencies, Presenter, Attendees

Ladies and Gentlemen,

I am very honored and delighted to deliver the concluding remarks of International Conference on Language, Education and Teaching Research (ICLET) organized by Research Synergy Foundation; Supported by: Scholarvein, Reviewer Track, Research Synergy Institute, Research Synergy Press, F1000 Research, Cogent Open Access Journals, and Taylor & Francis Group. The committee successfully hosted the event, breakout sessions and all presentations were delivered with minimum technical issues. I believe that during this conference, we have all had insightful, interactive, discussions and great chance to share the outcomes of our research.

Throughout this conference, we have had the opportunity to explore deeper in the area of teaching and education particularly which is increasingly relevant in our society. The field of teaching and education has a profound impact on individuals, families, and communities, contributing to the overall well-being and resilience of society as a whole. The presentation and discussions have shed light on the profound impact to us. I am very glad with the enthusiasm of every presenter and participant that make this conference running well to an end.

I would like to thank all participants, keynote speaker, reviewers, presenters, attendees, and of course session chair from various countries who have already given their best contribution to this ICLET 2024. Next, my sincere gratitude and thank you, finally, to all the committee members for their hard work. Therefore, let me wish all of our energy, enthusiasm, shared trust and resolve on our way towards achieving a better future for all.

Moreover, Congratulation to the achievement in awarding section for the best paper, the best presentation, and high recognition to all session chairs involved (your feedback is really valuable to all audiences, we are looking forward for future collaboration ahead).

To conclude, thank you for the great contribution and hope that the knowledge and thoughts shared in this conference, new networks, and new friendships will be fruitful for all of us and could increase our professional development in the future.

See you at our upcoming event.
Keep in touch and thank you very much for your attention. Stay safe and healthy.

Best regards,

Dr. Hendrati Dwi Mulyaningsih
Conference Chair of ICLET

Future Events

9th RESBUS

9th International Conference on Interdisciplinary Research on Education, Economic Studies, Business and Social Science
https://resbusconference.com
Virtual conference – May 14, 2024

8th ESBEM

8th International Conference on Entrepreneurship Studies, Business, Economy, and Management Science
https://esbem.com
Virtual conference – May 28, 2024

6th ICISS

6th International Conference on Islamic Education Studies and Social Science
https://www.icissconference.com/
Virtual conference – June 11, 2024

2nd ICISETIM

2nd International Conference on Industrial and Systems Engineering, Technology, Innovation, and Management
https://icisetim.com/
Hybrid conference – June 20-21, 2024

10th BEMSS

10th International Conference on Business, Economy, Management and Social Studies Towards Sustainable Economy
https://www.bemssconference.com
Virtual conference – June 25, 2024

8th IBEMS

The 8th International Conference on Interdisciplinary Business, Economy, Management, and Social Studies
https://www.ibemsconference.com/
Hybrid conference (Tokyo, Japan) - July 3-4, 2024

5th ICTASE

6th International Conference on Teaching and Science Education
https://ictase.com
Virtual conference - July 23, 2024

9th MASOS

9th International Conference on Management Studies and Social Science
https://www.masosconference.com
Virtual conference - November 5, 2024

5th MESS

The 5th International Conference on Management, Education, and Social Science
http://messconference.com
Virtual conference - December 10, 2024

Organized by : research synergy

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