CONFERENCE PROCEEDINGS



**Teaching and Education Research Association**

**16th International Conference on Teaching, Education & Learning (ICTEL), 21-22 June 2017, Kuala Lumpur, Malaysia**

21-22 June 2017

Conference Venue
University of Malaya, RumahKelab PAUM Clubhouse (Persatuan Alumni Universiti Malaya), Kuala Lumpur, Malaysia

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# KEYNOTE SPEAKER

**Dr. Shahryar Sorooshian**

**Coordinator of Research Clusters & Faculty Publications, Faculty of Industrial Management; Universiti Malaysia, Pahang, Malaysia**

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## <u>WORKSHOP</u>

**TaherBahrani**

**Department of English, Mahshahr Branch, Islamic Azad University, Mahshahr, Iran**

**Workshop title: How to conduct a quantitative research with a step by step focus on the methodology section**

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| ReneNanit GICICTEL1704053 | RELATIONSHIP OF BIRTH ORDER AND SCHOLASTIC PERFORMANCE TO CLASSROOM MISBEHAVIOR OF KINDERGARTEN PUPILS |
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**Rene G. Nanit**
**Tarlac Agricultural University**

**Abstract**

This study focused on analyzing the birth order, scholastic performance and classroom misbehavior of 189 kindergarten pupils in Santa Ignacia North District, during the S.Y. 2015-2016. The descriptive-correlational design was used to answer the research problems. The kindergarten pupils' birth order and scholastic performance were correlated to their classroom misbehaviour.

Statistical results revealed that seeking attention was the top most misbehavior of the pupils while profane language/inappropriate words was the least committed misbehaviour. In addition, among the 12 misbehaviors of kindergarten pupils, only seeking attention was significantly related to their birth order. First-born pupils occasionally sought attention. Only child, last born and middle-born pupils seldom sought attention. The only child being the least to seek attention, followed by first born then middle born.

It was also found out that aggression, running aimlessly around the classroom, shouting inside the room and temper tantrums were the misbehaviors that had negative significant relationship with scholastic performance of the pupils.

The overall scholastic performance of the pupils in fine motor, receptive language, and cognitive domains was average. Findings also revealed that they were slightly delayed in gross motor, self-help, expressive language and socio-emotional domains.

Based on the findings of the study, it is recommended that kindergarten teachers should strive to minimize or possibly eradicate misbehaviors of pupils which have negative significant relationship to their scholastic performance by trying to conduct the proposed make-over plan. They should also be provided with

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continual exposure and training on classroom management specifically handling classroom misbehaviors of kindergarten pupils.

Keywords: Classroom misbehavior, Scholastic performance, Birth order, Kindergarten

**Information and Communication Technologies (ICT) in Learning English**

**Hijril Ismail**
**Faculty Of Language, State Univirsity Of Jakarata ,Indonesia**

**Hijril Ismail**
**GICICTEL1704054**

**ABSTRACT**
**Information and Communication Technology (ICT) is a medium to perform activities such as processing, manipulation, management, and transfer of information. ICT consists of two aspects namely information technology and communication technology. Information technology encompasses all things associated with the process, use as a tool, manipulation, and management of information. While Communications technology is all matters relating to the use of tools to process and transfer data from one mobile device to another So that information and communication technology has a very broad sense that all activities relating to the processing, data manipulation, management, the transfer of information. ICT is indispensable in teaching English by employing the principle of the use of ICT effective and efficient, optimal, exciting, and stimulating creativity, ICT becomes one of the media of Learning English due to increase effectiveness and efficiency in the learning process. The use of ICT in learning English can become tutorials, exploration, application tools, and communication to advance the quality of learning English**

**RELATIONSHIP OF BIRTH ORDER AND SCHOLASTIC PERFORMANCE TO CLASSROOM MISBEHAVIOR OF KINDERGARTEN PUPILS**

**Rene G. Nanit**
**Tarlac Agricultural University**

**Rene Nanit**
**GICICTEL1704055**

**ABSTRACT**
**This study focused on analyzing the birth order, scholastic performance and classroom misbehaviour of 189 kindergarten pupils in Santa Ignacia North District, during the S.Y. 2015-2016. The descriptive-correlational design was used to answer the research problems. The kindergarten pupils' birth order and scholastic performance were correlated to their classroom misbehaviour.**

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Based on the findings of the study, it is recommended that kindergarten teachers should strive to minimize or possibly eradicate misbehaviors of pupils which have negative significant relationship to their scholastic performance by trying to conduct the proposed make-over plan. They should also be provided with continual exposure and training on classroom management specifically handling classroom misbehaviors of kindergarten pupils.

Keywords: Classroom misbehavior, Scholastic performance, Birth order, Kindergarten

**Psychological Impact of Menopause: Factors and coping Style**

**Buthaina Hameed Al Asfoor**
**Psychiatric Hospital/ Bahrain, Minstry Of Health, Kingdom Of Bahrain**

**Buthaina Hameed Al Asfoor**
**GICICTEL1704056**

**Abstract**
Menopause is a natural phenomenon, which refers to the time in a woman's life when her menstrual period stopped making the end of her ability to conceive. Physical and psychological changes are commonly associated with menopause. There are several factors, which contribute to the coping mechanisms in relation to psychological distress experienced by women during this phase of life. The aim of this study is to determine the psychological impact of menopausal period on Bahraini women's, the coping mechanisms used during this period and the factors contributed. The study is a qualitative descriptive and includes a convenience sample of 12 menopausal women from Bahraini community. Some variables like marital status, educational level, occupation,

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| | beliefs, and cultural back ground are considered to explore factors which may affect the coping mechanisms during menopause. Data collected through face-to-face semi-structural interviews. Result shows that women who are married and supported by their family report few or no complains and cope rapidly with the changes. Those who face difficulties found to be divorce or widow. Educated and working women report anxiety with the onset of menopause as it is associated with retirement and sudden changes, and they try to adjust by involve themselves in social activities. Whereas illiterates and housewife report less anxiety and are totally involved in housekeeping. Generally 41.7% perceive menopause as a positive experience and 58.3% perceive it as a negative experience. Those who have positive views describe it as the normal stage or the beginning of the pure and cleanliness. The negative views of others were described as the loss of femininity and fertility, the age of diseases and senility, or the terminal stage of the human life . Finally it was found that natural menopause didn't cause psychological problems, but it's affected by several factors that can interfere with women's' perception and coping. The results of this study are assumed to help in the planning of educational program to develop community awareness in this area. |
| **Harshita B. Agarwal** <br> **GICICTEL1704058** | **E-Education** <br><br> **Harshita B. Agarwal** <br> **Under-Graduate Student (B.Com Major), PanditDeendayal Petroleum University, Gandhinagar, Gujarat, India** <br><br> **Abstract** <br> **E-Education means E-learning which is electronic learning. E-Education takes place in formal electronic classrooms for learning or training students. It can be used for mandatory learning purpose or for full time. Earlier it was considered as a bad press because many people thought it is not a good mode of teaching and according to them human element should only be considered for teaching purpose. But as the time has passed by and with the development in technology, and now we embrace smartphones and tablets in our daily life, so we can show the perks of online education to the world. Some of the perks are that it's cost effective and learning can be done 24*7 and at anywhere, and one just need a computer and good internet connection. And with more than 370 million internet users, E-Education have been embraced in all over the world. And now instead of worrying that it might be bad mode of education compare to the traditional one, it shall focus on how to provide quality education to people all over the world.** |

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| | Key words: E-Education, E-learning, technology perks. |
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| Melanie DecenaSalumbides<br>GICICTEL1704064 | The Teaching And Learning Of Mathematics InHigher Education Institutions : BasisFor The Development Of A Lifelong LearningFramework In Mathematics For Teachers AndStudents<br><br>**MELANIE D. SALUMBIDES**<br>Teachers EducationDegree<br><br>**Abstract**<br>Lifelong learning is one of the most important factors in the successful journey of every teacher as well as in the continuous quest for excellence among students. Hence, this study dealt with the teaching and learning of Mathematics in different higher educational institutions in the Phil.. The outputs of this study were the primary bases for the development of a lifelong learning framework in mathematics which was primarily intended for the students and teachers.<br>Using descriptive research, 780 respondents were randomly selected from the seven autonomous and deregulated universities and five state universities. They assessed their teaching and learning practices using the survey instruments originally designed by the researcher. An interview protocol was also made to gather qualitative data for the study. Different statistical tools such as frequency count, ranking, weighted arithmetic mean, and t-test were used to process the quantitative data while coding was made on the qualitative data.<br>Based on the findings, teachers use different pedagogies and modalities in teaching Mathematics but the most used were problem solving method and demonstration approach. Challenging and Current Problem Solving Models were most used models in teaching mathematics. Introducing the content through formal presentation is the most commonly used modality in teaching mathematics, which means the traditional style of teaching still prevails in current mathematics teaching.<br>Teachers strongly agreed with the goals and objectives stipulated in the teaching of mathematics and that they are competent and educationally qualified and there is sufficient administrative support and proper assessment and evaluation. They also strongly agreed that lifelong learning is needed and should be enhanced, that there is a need to treat all learners fairly and squarely, that lifelong learning maximizes students' choices and promotes continuous improvement and educational achievement, develops a set of organizational skills, and helps them understand their worth and value and develop positive attitudes towards their work. |

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| | Meanwhile, the students agreed that they are competent but were undecided on the several provisions concerning lifelong learning which could be attributed to their lack of understanding on lifelong learning. They believed that they need to improve their mathematical skills in Basic Mathematics, Algebra, Trigonometry, and Statistics. |
| | In general, the teachers' perceptions towards teaching mathematics did not significantly vary when they are grouped as to the nature of their school while the perception of students varied. Likewise, there is a significant difference between the teachers and students' perceptions on lifelong learning. |
| | School administrators should strengthen teaching pedagogies among teachers by conducting seminars and trainings. Teachers should utilize other creative strategies such as the use of multimedia and the internet to make students more engaged in learning. Adequate financial and moral support should also be provided by the school to conduct more lifelong learning activities for teachers and students. The framework developed in this study should be adopted to help enhance lifelong learning among schools. |
| | **Keywords:** |
| | lifelong learning, mathematics instruction, pedagogies, modalities, mathematical competencies |
| **Umar bin Man** <br> **GICICTEL1704067** | **Developing A Model Of Critical Success Factors For School Improvement Through A Study On Excellent Principals In High Performing Secondary Schools In Malaysia** <br><br> **Umar Bin Man** <br> **Institute of Educational Leadership, University of Malaya Kuala Lumpur** <br><br> **Abstract** <br> This study is about developing a model through explorative investigations on the critical success factors (CSF) in school improvement. The main problem is about principals who are faced with challenges and difficulties in improving their schools effectively. Literature shows that there are two models commonly observed in school improvement namely the top-down and the bottom-up models. However there are gaps or missing links in these models. A proposition is forwarded through the development of the CSF model. The study is designed based on the descriptive non-experimental approach. It adopts the grounded theory and sequenced into exploratory-inquiry-observation using mixed method for data collection and analysis. The focus is on the case High Performing Secondary Schools (HPS) in Malaysia. The exploratory investigation has identified |

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three main factors namely leadership, managements or administrations and strategies. Data are acquired through interviews and observations. Informants are the Excellent Principals (EP). There are only 8 of them and 7 has been identified in which one of them is for the pilot study and the rest of the remaining 6 is the sample for the interview. Open-ended unstructured questionnaires are used in the interviews. Data acquired are analyzed using the (i) within-case and (ii) cross-case analysis. The approach is through thematic analysis. The result of this analysis has identified a certain number of CSFs termed as constructs that shows of the relationships to the 3 main factors in influencing the success of school improvement. The relationships among all these CSFs are mapped out diagrammatically to form the developed CSF model. The model is further enhanced for its validity and reliabilities through observations carried out in situ in one of the sample HPS. Critical-Incident Technique is used to select and observe those selected school improvement activities. The respective findings through the study enlightened the basis for the answers to the 5 research questions posited. It established that the CSF model developed is significant towards the success of those school improvement efforts. It is concluded that the CSF model will enables them to be more effective in their undertakings.

Key word: Critical success factors, school improvement, excellent principals and high performing school.

## QUALITIES OF AN IDEAL LANGUAGE TEACHER : A GENDER-BASED INVESTIGATION

**OLANIYAN-SHOBOWALE, K.O. (Ph.D)**
**Faculty of Education, Department of Language, Arts and Social Science, Lagos state University, Lagos State, Nigeria.**

**Olaniyan-Shobowale**
**GICICTEL1704068**

**Abstract**
**Teachers play a significant role in any instructional process. They influence to a large extent, the attitudes learners of a language have towards a target language. This said, what then do the students want to see in their teachers? xwhat personality traits and professional qualities would endear teachers of languages to the their students? And how would these qualities be determined or influenced by the gender of selected respondents? This study aims at identifying the qualities of an ideal language teacher as perceived by English, French and Arabic language undergraduates at the Lagos State University. Selected respondents answered to a 32-item Likert-scale questionnaire concerning their perceived notion of qualities or personality traits of a successful language teacher. Independent sample t-test was used to calculate and**

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| | identify any gender-based differences. Recommendations were made along the need to enhance the inherent personality traits and professional qualities of language teachers, explore the optimum potentials in order to maximize student's language learning potentials.<br>Keywords:Qualities, Ideal, Gender-based, Language teacher, Lagos State University. |
| **HabibatAbubakar Yusuf**<br>**GICICTEL1704069** | **School plant maintenance and student safety in Nigeria secondary schools**<br><br>**HabibatAbubakar Yusuf**<br>**Department of Educational Management, School of Education and Modern Languages, Universiti Utara Malaysia, Kedah, Malaysia** |
| **Andrea Valerie I. Ramirez**<br>**GICICTEL1704070** | **THE COMPETENCY OF THIRD YEAR ENGLISH MAJOR STUDENTS**<br>**IN WRITING LEARNING OBJECTIVES**<br><br>**Rowellyn P. Andaya**<br>**Department of Education, Rizal Technological University,Mandaluyong City, Philippines**<br><br>**Blaise Ann M. Arambulo**<br>**Department of Education, Rizal Technological University,Mandaluyong City, Philippines**<br><br>**John Paolo T. Palon**<br>**Department of Education, Rizal Technological University,Mandaluyong City, Philippines**<br><br>**Andrea Valerie I. Ramirez**<br>**Department of Education, Rizal Technological University,Mandaluyong City, Philippines**<br><br>**Department of Education, Rizal Technological University,Mandaluyong City, Philippines**<br><br>**Abstract**<br>**This study aimed to determine the competencies of the Third Year English majors in writing their learning objectives. This study also attempted to determine the strengths and weaknesses of the different learning objectives of the Third Year BSE – English major students, in compliance to their lesson planning on becoming a teacher and preparing for their teaching profession.** |

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| | This study will help both the teachers and students to attain learning outcomes.<br>The respondents of this study were the 19 Third Year English major students of Rizal Technological University enrolled in the Professional Education 9: Principles of Teaching subject during the first semester of the school year 2015-2016.<br>The researchers utilized both qualitative and quantitative research and made use of the Descriptive survey. The sampling scheme used was non-probability sampling technique. Specifically, the method used was the purposive method. The study revealed that half of the respondents wrote learning objectives characterized as Specific, Measurable, Clear, and Related that can be assessed, modified and achieved.<br>Furthermore, the learning objectives written by the respondents were found to be not match to the outcomes that the students must attain to their learning objectives. Most of the respondents had written their learning objectives in low level thinking skills. The different types of learning outcomes in their learning objectives were observed to enhance learners' learning style, capabilities and multiple intelligences.<br>Lastly, most of the respondents considered the factors: Bloom's Taxonomy of Learning, Learning Competency, and Level of Thinking Skills of the Students that were essential in writing learning objectives.<br>It is recommended that learning objectives should be performance-based and must be aligned with the K to 12 Curriculum Guide that has been implemented in the educational system. Teachers have to be aware of creating learning objectives that is specific, measurable, attainable, reliable and time-bound. The behavioural verbs used in constructing their learning objectives ought to follow the Bloom's Taxonomy of Learning and the content must adhere to the given learning competencies.<br>**Keywords**<br>learning objectives, Bloom's Taxonomy of Learning, K to 12, categories of learning outcomes, thinking skills |
| **MohdIszuani Bin Mohd Hassan**<br>**GICICTEL1704071** | **A study on how to master Japanese numbers in oral conversation using Japanese Inazuma software**<br><br>MohdIszuaniMohd Hassan<br>Department of Foreign Languages, Centre for Modern Languages & Human Sciences, University Malaysia Pahang<br><br>**Abstract**<br>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 |

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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.

Keywords: Japanese Inazuma software, Japanese numbers, conversation, multimedia, teaching, identification.

**NurAsyikin Ahmad Nazri**
**GICICTEL1704072**

**Grid Method Approach in Teaching Basic Vector Concepts for Introduction Physics**

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**Abstract**
Fundamental physics used a lot of basic vector concepts. Topics

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| | such as projectile motion, forces, momentum, static equilibrium and impulse require students to understand well the basic vector concepts. Many students have difficulty in understanding physics ideas and concepts because they could not grasp the vector concepts well. In this research, the grid method was introduced in teaching the vector concepts. Instructors would start with lecture on vectors and proceed with some exercises. The exercise requires the students to get the answer using a grid paper facilitated by the instructors. A seven item quiz was applied as pre-post test in order to evaluate the effectiveness of this method compared to the normal method. Two sets of data were analysed using paired sample t-test. The first set of data comes from the experimental group which uses the new method and the second set of data comes from the control group which apply normal method in introducing the vectors. When comparing the mean scores, 5.74 mean score is for the experimental group while the control group scored a mean of 4.11. The gain score for the experimental was 0.72 while for the control group was 0.34. The post test for experimental correct responses is higher compared to the control group after the grid method was introduced. This shows that the learning gain is higher and students grasp the concepts well and improve their understanding on basic vector concepts when mean score for students in experimental group is 5.25 while control group 4.43 from the final examination results that involve vector concept.<br>Keywords :<br>vector concepts, grid method, experimental group, control group, gain score |
| **Berna Timur**<br>**GICICTEL1704074** | **Attitutes and perceptions of Hacettepe University sudents towards native and non-native English speaking teachers' effectiveness in English Language teaching**<br><br>**Berna Timur**<br>**Department Of Basic English, Hacettepe University, Ankara, Turkey**<br><br>**Abstract**<br>**English is getting more and more common all around the World and it is the dominat language in many fields. Athough it is taught as a foreign language both in state and privat schools in Turkey, Turkish people have problems especailly with speaking English after graduation. They believe that they can not achieve their goals no matter how much effort they expend to teach English. Moreover, most students don't like English because they think they can notachive to speak it whatever they do to learn it.**<br>**Authorities tries to find different ways to improve the quality of English education. They often change curriculum and take new** |

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| | program from other countries. Many institutions thought employing native teacher would be a good idea to improve students' performance and motivation.<br><br>However, there is an open debate whether native speakers or non-native speakers teach better. There are complex explanations behind this debate. On the other hand much current studies indicate that both have advantages and disadvantages in their own ways.<br><br>The purpose of this study is to investigate the perceptions of the students towards natine and non-native speakers and try to explain what factors affect their beliefs.<br><br>The study was conducted with a questionarie distributed to 116 student who are studying at Hacettepe University. |
| **K.Gnanaretnam**<br>**GICICTEL1704075** | **Impact Of 2007- New Curriculum In Achievement Gce (O/L) English LanguageExamination In Batticaloa District**<br><br>**K.Gnanaretnam**<br>**Senior Lecturer, Open University of Sri Lanka, Colombo, Sri Lanka.**<br><br>**ABSTRACT**<br>Three National examinations are conducted in Sri Lankan formal education. They are GCE (O/L), GCE (A/L), and Grade 5 scholarship examination. The achievement of GCE (O/L) is paramount important for getting small scale employment opportunities, enrolling at Technical College, and for being qualified for GCE (A/L) class. Nonetheless, the statistics witnessed that the performance of GCE (O/L) is not satisfactory. Only 60% of those who sat for GCE (O/L) are qualified for studying at GCE (A/L) class and five percent of them fail in all the subjects. Only 40 % of candidates got passes in subject of English Language. This subject is a Second Language is in the examination. With an aim to improve this situation, the new curriculum was introduced in 2007 in Sri Lanka. This curriculum consisted of skill development and improvement of achievements of students. It also emphasized, group discussion, and changes in lesson planning and instruction by using new 5 E model to achieve required competency level. As eight years passed after the introduction of the new curriculum. It is the time to appraise the impact of the new curriculum in the achievement level of GCE (O/L) examination. The study was conducted by using survey method. Batticaloa district was selected as the research area. There are four Educational Zone in the district. Both the quantitative and qualitative data were used. The study revealed that the percentage of pass in the subject of English Language was increased. This trend co-related with all Zone . It is also revealed that the mean of the subject of English in GCE |

(O/L) at national level was also increased. This trend co-related with three Educational Zone except Batticaloa Zone. This study included some suggestions to further improve the achievement of the students in the subject of English in GCE (O/L) examinations.

Key Terms: English, achievement, curriculum, Zone

**Jenny ElvinnaManurung**
**GICICTEL1704077**

## The Use of Collaborative Facebook Notes in Narrative Text Writing

**JENNY ELVINNA MANURUNG**
**University of Tridinanti Palembang, Indonesia**

**ABSTRACT**

Technologies which support a cognitive approach to language learning are those which allow learners maximum opportunity to be exposed to language in meaningful context and to construct their own individual knowledge. Facebook is one of examples. This study examines the efficacy of Facebook on students' writing fluency and the students' perceptions of Collaborative Facebook Notes. Forty (40) 10th-grade students in Palembang, Indonesia participated in this study, and each student was required to write one narrative text entries at her/his Facebook account entries per three weeks.

The data included 80 students' writing entries, questionnaires and the pre- and post-tests on writing performance. The findings showed that the Collaborative Facebook Notes improved the students' writing fluency; writing performance on content, organization, and vocabulary.

The students held positive attitudes toward the project and confirmed that Facebook Notes was an important tool for self-growth. They indicated that Collaborative Facebook Notes allowed them to enhanced their self-confidence so that they could get along better with others; matured them through sharing their ideas and self-perceptions; strengthened their confidence in English writing; and gave them the chance to reflect on their daily lives. The implications of these findings for education and research (especially EFL) are discussed.

Keywords: Collaborative, Facebook Notes, Narrative Text Writing.

## Inequalities in Private Tutoring of English: Evidence from Bangladesh

**Monjurul Islam**
**Faculty of education, University of Malaya, Kuala Lumpur, Malaysia**

**Abstract**

**Monjurul Islam**

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| GICICTEL1704078 | This study analyzed the lived experiences of eleven Bangladeshi higher secondary students in mainstream schools to provide insight into their thoughts, feelings, beliefs, values and assumptions of private tutoring of English (PT-E). The study also focused on PT-E practices that contribute to inequalities between students who have access to private tutoring and those who do not. Each participant participated in a one-to-one in-depth semi-structured interview. Using phenomenological analysis, 237 significant statements and three themes were emerged. The data shows that unequal practice, discrimination due to financial capability and irregularity in education that influences students to widen the negative impacts of PT-E between students particularly those who do not have an access in private tutoring of English (PT-E). Keywords: Private tutoring of English, Private supplementary tutoring, qualitative research, lived experience, shadow education, inequality, Bangladesh. |
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| **Mrs Mahwasane N.P**<br>**GICICTEL1704079** | **The Importance Of Libraries In African Languages And Traditions In Knowledge Generation And Dissemination: A Literature Review**<br><br>**Mrs Mahwasane N.P.**<br>**University of Venda**<br><br>**ABSTRACT**<br>The purpose of the study was to review the existing literature on how creation, preservation and dissemination of indigenous African knowledge can be facilitated by the utilization of libraries. Moreover the employment of internet infrastructure in rural areas will provide the rural people with the opportunity to make a tremendous contribution to the body of knowledge available. The paper also highlights the challenges that are related to the documentation of indigenous knowledge in African languages. The role of library and information professionals are also emphasized as well as the important role of language credentials as the important strategy in the authorization of the minority languages. The paper contends that the languages are the most powerful instruments of preserving and developing our tangible and intangible inheritance. Using indigenous knowledge in development enterprises enables indigenous peoples and local communities to actively participate in the decision-making process. The study recommends that the African Indigenous Languages be utilized in mass media like radios, televisions and newspapers to allow the rural community/society to comprehend the message being communicated appropriately, considering that most of the people in the rural areas are unable to read and write. That, libraries should be utilized in acquiring, storing and disseminating |

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| | indigenous knowledge in both the African and other languages to enable access to the knowledge by all.<br>Key terms: African languages; Dissemination; Library resources; Oral tradition; Preservation; Rural community |
| **Abdallah IddrisuYahaya**<br>**GICICTEL1704082** | **RISK FACTOSRS OF NON-COMMUNICABLE DIESEASES IN THE TAMALE METROPOLITAN AREAA COMMUNITY BASED CROSS SECTIONAL RESEARCH**<br><br>**Abdallah IddrisuYahaya**<br>**Department Of Internal Medicine, University For Development Studies Tamale, Ghana**<br><br>**Abstract**<br>**What exactly are NCDs? They are defined as diseases of long duration, generally slow progression and they are the major cause of adult morbidity worldwide (WHO, 2005). Four main diseases are generally considered to be dominant in NCD mortality and Morbidity: cardiovascular disease (including heart disease and stroke), diabetes, cancer and chronic respiratory diseases (including chronic obstructive pulmonary disease and asthma).**<br>**The High Level meeting will focus on the four main diseases but it is important to bear in mind that they do not make up a comprehensive list. A key set of diseases not included on the list are mental illnesses – including unipolar depressive disorder, alcohol use disorders and schizophrenia, all major contributors to the economic losses stemming from NCDs.**<br>**Also excluded are sense disorders such as glaucoma and hearing loss, digestive diseases such as cirrhosis and musculoskeletal diseases such as rheumatoid arthritis and gout. These conditions impose private and social costs thatare also likely to be substantial. For example, musculoskeletal diseases can severely diminish one's capacity to undertake manual labor such as farming which the dominant productive activity in rural settings that are home to 50% of the world's population.**<br>**Moveover, the term NCD is something of a misnomer because it encompasses some diseases that are infectious in origin. Human papillomavirus is a cause of various cancers (for example, cervical, anal, one in five cancers is said to be caused by infection.**<br>**In the social sphere, NCD risks are also shared – eating, drinking and smoking habits are powerfully influenced by social networks.** |
| **Dr.FarouqAlmeqdadi**<br>**GICICTEL1704083** | **Pre- service Teachers' Perceptions towards Virtual Learning using TeachLive**<br><br>**Dr.FarouqAlmeqdadi**<br>**Mathematics & Science Division, Emirates College of Advanced Education, Abu Dhabi, UAE** |

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**Abstract**

Using virtual environments and multimedia methods are now part of several educational preparation programs such as surgical medical programs, flight simulators, and military combat training situations. On the other hand, it is believed by researchers these technologies became a part of the educator preparation programs and meeting the needs of the new academic settings (Dieker et al., 2012). TeachLive is one of these virtual education simulation technologies originally designed for teacher education simulation with student avatars.

The TeachLive™ is a mixed-reality teaching environment supporting teacher practice in classroom management, pedagogy and content. It was developed at the University of Central Florida, USA and it is currently being implemented across more than 40 campuses in the United States and growing to include multiple school districts and international partners. Each partner utilizes the TeachLive™ in a unique manner depending on the needs of their students, teachers, professors, and community stakeholders.

In addition, Teach Live is also implemented and used at Emirates College for Advanced Education (ECAE) in Abu Dhabi, UAE. ECAE is a teacher education college that graduates teachers who will teach Math, Science & English in English Language. All students at ECAE should practice all teaching activities before their graduation through the Practicum Program, which is field experiences at schools. Because TeachLive™ Lab provides pre-service and in-service teachers the opportunity to learn new skills and to craft their practice without placing "real" students at risk during the learning process,

ECAE implemented TeachLive with some of the pre- service teachers (who are the sample of this study) to practice classroom management activities and some pedagogical strategies before they go to schools without the risk of being in real situations. The researcher trained them on using this technology. Then each one of the students in the sample practiced two sessions, each session took 10 minutes, using TeachLive. The researcher analyzed the perceptions of those students about TeachLive and its benefits to the teacher. The results revealed that all students in the sample welcomed this simulation technology and they expressed their positive perceptions towards using TeachLive not only in classroom management, but also in pedagogical and content aspects.

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**Amjed Abbas Ahmed**
**GICICTEL1704086.**

**Augmented Reality, An Enabler To Self Organized Learning with new methodlogy..**

**Amjed Abbas Ahmed**
**Lecturer in AL-IMAM AL-KADHUM COLLEGE for Islamic science (department of Diyala), IRAQ-Baghdad**

**Abstract**
From educational pupils in elementary schoolsto post-doctorate candidates to empower the new generation to attain a favorable attitude towards self learning, thinking, and innovation augmented reality (AR) application will provide and instill real value to students as well as educators alike. Schools of all sectors and specializations can utilize augmented reality in the creation of useful and productive tools which make both providers and receivers of education more efficient in their provision and attainment respectively. This work gives an introduction to augmented reality and its application in education, in addition to a demonstration of its usefulness including its application to extending education and educational material exposure to the layer of society with certain sensory impairment.

**Ibrahim AliyuGololo**
**GICICTEL1704087**

**AN EVALUATION OF THE ROLE OF COMMERCIAL BANKS IN FINANCING SMALL AND MEDIUM SCALE ENTERPRISES (SMEs): EVIDENCE FROM NIGERIA**

**Ibrahim AliyuGololo**
**Accounting Department**
**Faculty Of Social And Management Science**
**Bauchi State University Gadau, Bauchi, Nigeria.**

**Abstract**
In this study an attempt was made to evaluate the role of commercial banks in financing small and medium scale enterprises in Nigeria. There is absolutely no doubt small and medium scale enterprises play a pivotal role and contributes tremendously to the economic growth and development of many developing economy including Nigeria, but survival of Small and medium scale enterprises is often hampered by access to finance which key players were making attempt to solve. The objective of this study is to evaluate the extent to which commercial banks in Nigeria play their role in solving financing needs of small and medium scale enterprises. The study employed secondary data which use the ratio of loans to Small and Medium Scale Enterprises by commercial banks as a percentage of their total credit. The study utilize paired sample t-test and significance of ratio of loans to Small and Medium Scale Enterprises was tested to access the

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| | performance of Small and Medium Scale Enterprises Equity Investment Scheme by banks to provide finance to Small and Medium Scale Enterprises. The result shows that commercial banks loans even with the equity scheme introduction do not make significance positive impact on loan disbursement to finance SMEs. It is recommended that Nigerian commercial banks should embrace risk-averse behavior in respect of loans to SMEs, interest rate should be review for SMEs loans by Central bank of Nigeria and increase SMEEIS contribution by commercial banks. Specialized bank should be established by government to finance SMEs, it should also provide adequate infrastructural facilities in the country and address present security challenges so as to make Nigeria conducive for SMEs to operate.<br>Keywords:<br>Financing, Nigeria, Small and Medium Scale Enterprises, Small and Medium Enterprises Equity Investment Scheme, Commercial Banks. |
| **Dr. Reni Francis**<br>**GICICTEL1704088** | **Redesigning Classrooms through Multiple Intelligence Approach**<br><br>**Reni Francis**<br>**Assistant Professor, Pillai College of Education and Research, Mumbai University, Mumbai, India**<br><br>**Abstract**<br>**Learning is not a spectator sport. Non-interactive, chalk-talk method used in overcrowded classrooms end up producing children who are able to replicate but not create knowledge. Different activities can be a vital door to learning, which stimulate their interests and cater to the various intelligences as propounded by Professor Howard Gardner in his theory of Multiple Intelligences. The Multiple Intelligence Approach reaches out to children with different interests, likes and capacities. An extensive use of thematic lessons, web plans, strengthened Multiple Intelligences among the students thereby leading to mastery learning. The researcher catered to MI-based instructional planning and implementation which had a positive impact on students' cognitive and affective capabilities. The main aim of the study was to study the effectiveness of Multiple Intelligence Approach to curriculum transaction among secondary school students in realizing the educational objectives as given by Revised Bloom's Taxonomy**<br>**Keywords:**<br>**Multiple Intelligences, educational objectives, Revised Bloom's Taxonomy** |
| **James ChataSalawu**<br>**GICICTEL1704090** | **Effects of Collaborative Learning Method on Students Achievement in Metalwork in Technical Colleges** |

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**James ChataSalawu**
**Department of Metalwork Technology, School of Technical Education**
**Niger State College of Education, PMB 39 Minna,**
**Niger State, Nigeria**

**Abstract**
**This study sought to examine the effect of collaborative learning method on students' achievement in Metal work. Two research questions were posed and two null hypotheses formulated to guide the study. The design of the study was the non-equivalent, pre-test, post-test control group, quasi-experimental research design. Stratified random sampling technique was used to draw 132 TC2 students used for the study. The experimental groups were taught using the collaborative learning method while the control groups were taught using the lecture method. The instruments which were validated by experts and used for data collection were Metal work Technology Achievement Test (MTAT). Mean, standard deviation and analysis of covariance (ANCOVA) were used to analyse the data collected. The major findings of the study are: students taught Metalwork using the collaborative learning method recorded significantly greater achievement than those taught with the lecture method. Gender had no significant influence on students' achievement. Both male and female students had high achievement when taught with collaborative learning method. It was recommended that intensive effort should be made to disseminate the information of the importance of collaborative learning method to as many teachers as possible. This could be done by including the method in the curriculum used in training teachers, and in Technical Colleges' curriculum. Education authorities should organize enlightenment campaign, workshops and seminars for teachers to create awareness of the efficacy of the method and then sensitize them on the necessity for its adoption in their various schools and colleges.**
**Key words:**
**Collaborative method, lecture method, achievement and gender**

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| **Muhammad Abdul hafiz**<br>**GICICTEL1704091** | **Social Emotional Health Survey System, Gratitude and Academic Performance**<br>**among Students College who Memorizing Qur'an (Hafizh al-Qur'an)**<br><br>**Muhammad Abdul Hafiz**<br>**S.Psi, M.Psi, Department of Psychology, Islamic University of Indonesia** |

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**HarizEnggar**
**S.Psi, M.Psi, Department of Psychology, Islamic University of Indonesia**

**Abstract**
**Academic Performance is the results of student learning activities during their lectures, so that students can obtain good results required to do the tasks and take the exam. Memorizing al-Qur'an is one of the main activities of students outside the lectures portion, designation for the memorization of the Qur'an called Hafizh Qur'an. This research aims to examine the relationship between Social emotional health survey system (SEHS-S), Gratitude and Academic Performance among students college that Hafizh Qur'an. Participants will be involved in this research were college students that memorize al-Qur'an at least one section of al-Qur'an. The data collected use an adaptation scale of SEHS-S (Furlong, 2015), Gratitude (Rusydi, 2016) and Academic Performance use GPA (Grade point average). The hypothesis in this study is a positive relationship between SEHS-S and Academic Performance, Gratitude and Academic Performance.**
**Keywords:**
**Social emotional health system survey (SEHS-S), Gratitude, Academic Performance, hafizh Qur'an, student's college.**

**Gender Education in Nigeria: Implications for Violence against Nigerian womanhood for enhancing their Human Resource Development.**

**Dr.DanladiSa'adu Ibrahim**
**Department of Education, SuleLamido University, kafin Hausa.**

**Professor C. C. Okam**
**Department of Education, Umaru Musa Yar'adua University, Katsina**

**DanladiSaadu Ibrahim**
**GICICTEL1704092**

**Abstract**
**Gender issues and problems portray that our womenfolk are subjected to the vicious circles of gender-stereotyping, discrimination and violence. These predicaments are designed to keep these individuals in disadvantageous positions in the quest for employing formal education in the task of enabling them achieve effective human resource development. This unfortunate and ugly scenario has meant that the level of awareness and understanding among our womenfolk about the dangers and dangerous consequences of unplanned increase in human numbers is quite low. This development constitutes a serious negation of the principles which bear on the attainment of sustainable national**

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| | development in Nigeria. The negative effects of gender stereotyping, discrimination and violence on the human resources development indices of our womenfolk, have prevented them from contributing meaningfully to the socioeconomic development of Nigeria. It is posited that the provision of a re-engineered and invigorated gender education programmes could provide a plausible basis for employing requisite curriculum design perspectives for coping with and possible overcoming the challenges posed by the predicaments encountered by our womenfolk. This thought could contribute in improving the quality of human life indices amongst these women; it could also contribute towards putting in-place a number of human development structures that are designed to contribute effectively and productively in committing these individuals to virtues intrinsic in self improvement and self enhancement in the task of attaining sustainable national development in Nigeria.<br>Key words:<br>Gender-stereotyping; sustainable development; gender education; curriculum design; human resources indices. |
| **Mihee Jeon**<br>**GICICTEL1704093** | **Conceptualizing Parent Involvement in Child Therapy:**<br>**Framework Approach through Bernard's Discrimination Model**<br><br>**Mi-Hee Jeon (Corresponding author)**<br>**Department of Education, St. Lawrence University**<br>**23 Romoda Drive, Canton, NY 13676, USA**<br><br>**Abstract**<br>**This paper introduces a theoretical map conceptualizing parent involvement in the child counseling process by applying Bernard's Discrimination Model (DM). Semi-structured interviews with experts in child counseling and copyrighted DVDs are collected as data. A framework approach through the DM is utilized to analyze data to offer the conceptual structure of parent involvement. As a result, three different roles—counselor, teacher, and consultant— and tasks for each role when engaging parents for child counseling are identified. Discussions about the meaning and limitations of this study are included.**<br>**Keywords:**<br>**parent involvement, parent participation, parent consultation** |
| **Umar Kudu**<br>**GICICTEL1704094** | **Assessment Of Blocklaing, Bricklaying And Concreting Teachers In Technical College In North Center Nigeria**<br><br>**Umar Kudu**<br>**Technical Drawing/College Of Education, ,,Minna, Niger State Nigeria** |

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**ABSTRACT**

The study was designed to assess blocklaying, bricklaying and concreting (BBC) teachers in Technical Colleges in North-Central States Nigeria. Specifically, the study seeks to determined: (i) teaching methods in BBC, (ii) training materials in BBC and (iii) evaluation methods in BBC. A descriptive survey research design was adopted for the study. The population for the study was 132, comprising 97 BBC teachers and 35 BBC workshop personnel all from North-Central States, Nigeria. There was no sampling for the study because the population was manageable. The instrument for data collection was Blocklaying, Bricklaying and Concreting Questionnaire (BBCQ). The BBCQ was subjected to face validation by five experts from the Universities, Technical Colleges and Ministry of Works. The BBCQ was trial tested on BBC Technical College Teachers and BBC workshop personnel to establish its reliability. Cronbach Alpha method was used to establish the reliability of BBCQ which yielded coefficient value of 0.89. Data collected were analyzed using mean to answer the research questions while ANCOVA was used to test the hypothesis at the probability of 0.05 level of significance. The findings of the study revealed that demonstration, learning by doing and discussion are the methods employ in teaching BBC. The results also showed that spirit Levels, head Pans, sand, bricks and water are some of the materials that were available for student's practical work. Some of the recommendations made in line with the findings are that BBC teachers should adopt the use of relevant teaching methods, Government at all level should provide technical colleges with adequate practical materials and Workshops, seminars and conferences should be organized by government for BBC technical college teachers to improve their knowledge and skills.

Key words:

Assessment, Blocklaying,Bricklaying and Concreting (BBC) and Technical Colleges

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| **Dr Tsaona S. Mokgwathi**<br>**GICICTEL1704095** | **Group Work as a Teaching and Learning Strategy for Technical and Academic Literacy: A Case Study**<br><br>**Dr Tsaona S. Mokgwathi**<br>**Department of Social Sciences and Academic Literacy, Botswana International University of Science and Technology, Palapye, Botswana**<br><br>**Abstract**<br>This paper discusses group work as one of the strategies used by lecturers to teach the Technical Writing and Academic Literacy course at a university. This course is one of the courses taught to |

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undergraduate students in many universities across the world. The university at which the researcher works is no exception. At this university, the course is taught to students of Engineering and Sciences, including those studying Information Communication Technology. The paper attempts to reveal the advantages and disadvantages of this strategy on both teaching and learning. The paper is based on Social-Constructivism theory derived from Vygotsky [1896-1934](1962)'s theory of the "Zone of Proximal Development" (ZPD) (Blake and Pope, 2008). The data for the study was collected through a questionnaire interview administered to both teaching staff and students. Furthermore, students' marks for tasks that were given as group work were scrutinised against marks attained for tasks that students handled individually. This was to determine whether group work fairly or unfairly influenced students' final marks. The results showed that group work was a popular teaching method amongst teaching staff for a variety of reasons. The results also showed that this teaching strategy had some advantages and disadvantages. It is recommended that this strategy should not be abandoned but should be improved in order to produce more reliable results.

Key Words:
Group Work, Strategy, Technical Writing, Academic Literacy
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**Mr Benjamin M. Mogotsi**
**GICICTEL1704097**
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Using Reading and Writing Lab to remediate Effects of Automatic Progression: A Case Study

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Dr.Tsaona S. Mokgwathi (Co-author)
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Abstract
Retention or repetition where pupils remain in the same grade for an extra year when they have failed to achieve requirements for promotion to the next level is a strategy employed in many developing and developed countries. However, in the 1990s, Botswana abandoned the practice and adopted automatic
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progression of Primary school pupils into junior secondary schools. This decision has had both merits and demerits. This paper focuses on how automatic progression of Primary school leavers has created challenges for teachers of English at junior secondary school. The paper discusses how a remediation strategy known as Reading and Writing Lab (RAWL) has been used to improve pupils' proficiency in the English language. The study is based on the Activity Theory. The data for the study was collected through the mixed methods approach in the form of document analysis and questionnaire administration to the teachers of English Language and the school management.

The results indicated that automatic promotion had some advantages and disadvantages. However, the disadvantages of automatic promotion negatively affected the teaching and learning of English at junior secondary school level. The results also showed that the RAWL strategy significantly improved the students' academic performance. Therefore, the researchers recommend that RAWLs be established in all junior secondary schools to address the problems of teaching and learning English at this level of education.

Key words:
 Automatic progression, Retention, RAWL, Activity theory, Remediation

## TEXT MESSAGING AND STUDENTS' WRITING SKILLS: CASE OF A SENIOR SECONDARY SCHOOL IN BOTSWANA

### Abstract
In Botswana, English is the language of instruction from as early as upper primary school level. However, like any other language, English is governed by principles in the form of grammatical rules, which collectively serve the purpose of communication. Despite these rules, English experiences a variety of influences some of which are slang and SMS language. In this regard, a study was conducted to find out if mobile technology and its language usage has affected the learning of English as a language of learning among high school students as well as how teachers of English language can deal with such a challenge while accommodating the use of mobile technology. Grounded on the Cultivation theory by George Grebner, this mixed methods study drew primary and secondary data through survey, document and content analysis. Students' composition scripts and subject-relevant literature from journals, students' questionnaire and teachers' interviews were sources of data. Findings of this study showed that despite its advantages, the use of SMS language shows more evidence of negative influence on the proper writing of English among

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| | students, due to the persistent use of short forms and abbreviations common in text messaging. The study further found that keeping messages short in a mobile communication, with the aim of reducing costs and saving time, has a negative impact on academic writing of high school students under study. Results of the study also show that persistent long term exposure to SMS language has a negative effect on students. In spite of the negative effect of text messaging among students, it is recommended that teachers tap on the advantages of the new technology while guarding against the influence it may have on the teaching and learning of English. **Key words:** Cultivation theory, high school, texting/SMS language, writing skills. |
| **Mohammed MonerAbuomar GICICTEL1704098** | **Determinants of ICT Curricula Selection in Schools: An International Perspective** **Mohammed MonerAbuomar Research Assistant,UAEUniversity,UAE** **Abstract** This research is interested in understanding the factors behind the decision to select a specific ICT curriculum for a certain grade in the school system. It is hypothesized here that the reasons for such selection consider diverse contexts and factors including cultural (behavior, cognition), organizational, political and strategic. With this in mind, the research reviews relevant literature and attempt to shed more light on the experiences of different westernized countries in the world including the US, Germany and Australia. What could be synthesized from this literature is that the experiences differ widely across the different countries. The research projects this experience by detailing what each country had adopted in its schools and reasons why this took place. Implications arising from the different countries are highlighted as well. |
| **Saeed Farahbakhsh GICICTEL1704099** | **The effect of organizational justice on the relationship between administrators' spiritual leadership and quality of work life of teachers in Iranian schools** **Saeed Farahbakhsh Associate Professor, Department of Education, Lorestan University, Kamalvand Road, Khorramabad, Iran** **ABSTRACT** The aim of this study was to evaluate the effect of organizational justice in relation to quality of work life of teachers led by spiritual |

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| | leaders in schools. This research is descriptive and co relational method. The sample consisted of 294 teachers of secondary schools in Khorramabad city, (Iran) that was selected through the krejcie and Morgan table and using relative stratified sampling. In order to collect the date, three forms of Standard questionnaires of spiritual leadership, (Fry, Vitucci and Cedillo, 2005), organizational justice, (Nihoff and Moorman, 1993) and the quality of work life (Walton, 1973) were used. Data was analyzed by using Pearson correlation coefficient and structural equation analysis. The results showed that there was a significant positive relationship between the spiritual leadership of administrators and the quality of work life of school teachers. Also, there was a positive and significant effect of organizational justice on relationship between administrators' spiritual leadership and quality of work life of their teachers.<br>Keyword:<br>spiritual leadership, quality of work life, organizational justice, school, Iran. |
| **Boitshoko.E.Otlhomile**<br>**GICICTEL1704100** | **Automated evaluation of text cohesion using Coh Metrix**<br><br>**Boitshoko.E.Otlhomile**<br>**Department of Social Sciences and Academic Literacy**<br>**Botswana International University of Science and Technology, Palapye, Botswana**<br><br>**Abstract**<br>With the advancement of computational discourse analysis, educators can use automated text processing tools and materials to assist them in making the texts more comprehensible. This study inspects the effectiveness of the Coh-Metrix, a text readability formula based on psycholinguistic and cognitive models of reading, to measure text cohesion of online reading materials. The goal of this study is to compare cohmetrix to other traditional readability formulas, and to determine if it is a reliable text readability formula that can be used to measure text cohesion. The study was qualitative in design and seventy-five (75) online Science and Engineering texts were randomly selected for this study. The results show that the Coh-Metrix performs considerably better than other traditional readability formulas. The results also show that Coh-Metrix is sensitive to cohesion relations.<br>Keywords<br>Cohmetrix, cohesion, readability formula, psycholinguistic, cognitive models |
| **MusabShuabu** | **Analysis On The Effects Of PercievedConsequencies Of Early Marriage On School Enrolment, Completion And Academic** |

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| | **Performance Of Female Students In The North-East Geo-Political Zone, Nigeria: A Cousellor-Reflection.**<br><br>**Mus'abShu'abu (Ph.D)**<br>**School Of Education**<br>**Department Of Psychology**<br>**Jigawa State College Of Education, P.M.B 1002, Gumel, Nigeria.**<br><br>**Muhammed AyubaHadejia**<br>**School Of Education**<br>**Department Of Educational Foundation**<br>**Jigawa State College Of Education, P.M.B 1002, Gumel, Nigeria.**<br><br>**ABSTRACT**<br>**This paper ventured on the analysis of the effects of perceived consequences of early marriage on school enrollment completion and academic performance of female students. In the North-East Geo-Political Zone, Nigeria. The objective of the study is to determine the major effects of early marriage on female youth educational development. Three hundred and fifty four (354) female students for 2015/16 session constituted sample respondents for the study. They responded to perceived consequences of early marriage questionnaire (PCEMQ) while the sample of female students' academic performance for the (SSCE) qualifying examination for the 2015/2016 session was used for the analysis of the student academic performance. The data were analyzed with the statistical package for social science (SPSS) using + test of inferential statistics i-e. + test of dependent and independent sample to determine the significance different between the variables on enrolment, completion and academic performance. The major findings revealed that, there was significant different in enrolment, completion and academic performance of early marriage students and those married at a later age in the area under study. It was further recommended that, there is need for a reform in laws discouraging early marriage in the country. Also, guidance and counselling should be introduced in all school, and parents should delay marriage of their daughters until at a later age.**<br>**Key Words:-**<br>**Early Marriage, School Completion, Academic Performance And Counselling Intervention.** |
| **Sadia Asif**<br>**GICICTEL1704104** | **Medium of Instruction in Pakistan: Examining student's perspective on Factors Affecting Their Usage of English Language in English-only Classrooms**<br><br>**Sadia Asif** |

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**Institute of Communication and Cultural Studies, University of Management and Technology, Lahore (54000), Pakistan**

**Abstract**
**English as a medium of instruction and communication is becoming a central pedagogy in various countries in the world. In Pakistan, most of the advanced academic institutions use English as their medium of instruction, however students and teachers have been observed communicating in their first languages, specially Urdu, in the classrooms. This study was conducted at the Institute of Communication and Cultural Studies, University of Management and Technology, to examine the factors that limit students and teachers from communicating in English. Qualitative research methods were employed to find the factors affecting the use of English in English-only classrooms. A total of 130 participants were included in this study. Among them, 70 participants were engaged in student questionnaires, 20 participants as semi-structured interviews and 40 participants as groups. The participants were students of four native languages (Urdu, Punjabi, Siraiki and Pushto) with different level of English language proficiency. Required literature search was performed using key databases and journals, related to applied linguistics, English language and education. Our results demonstrated that most of the students like to communicate in English and be a part of the English-only environment, however they acknowledged some key factors that prevented them from speaking English in the classrooms. Fundamental factors included linguistics, individual, social, psychological and institutional which were largely based upon their beliefs, assumptions, needs and desires. This study may provide insights to the policymakers to work on issues related to communications and medium of instructions in Pakistan. It may also help teachers and educators to understand the underlying factors that compel students to speak their first languages instead of English.**

**Looking STEM in Cambodia**

**PeangRatana**
**Pannasastra University of Cambodia**

**PPeangRatana**
**GICICTEL1704105**

**Abstract**
**STEM is the words that made by four letters, Science, Technology, Engineering and Mathematics. STEM is very important in long life and society but for most leastdeveloping country like cambodia needed this field. STEM has been around for along time and still continuous in many developing country. In Cambodia it was a just a start in several year. This year in 2017, people who jointed**

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| | **Cambodia Science Engineering Festival was only 23293. If look at province or anywhere in cambodia, most people still do not know what is STEM. Cambodia has the lowest uptake of students studying STEM subject in the region, espectially lowest number of female students studying STEM subjects. By 2018, Cambodia needs 35000 engineers, 46000 technicians. Only 22% of students studied STEM fields in 2013/2014.** |
| **Muhammad Japar**<br>**GICICTEL1704106** | **Jurisprudential Inquiry as an Alternative Learning Model for Citizenship Education Subjects at Senior High School**<br><br>**Muhammad Japar**<br>**Pancasila And Civic Education, Faculty Of Social Science,UniversitasNegeriJakarta,Jakarta, Indonesia**<br><br>**Abstract**<br>**This study explores the learning model of civic education for Senior High School students. The purpose of Civic education in Senior High School are preparing to be smart and good citizen. In fact, learning program by teacher isn't enough to make student active. To make student active in civic eduction learning, the idea is application Jurisprudential Inquiry as a model. This qualitative case study draws on interview from eight students and a teacher in Senior High School. The research shows that Jurisprudential inquiry model can be used as an alternative model for civic education as it is effective, efficient and attractive.** |
| **SuoYanju**<br>**GICICTEL1704107** | **Implementation voice recording activities in improving Mandarin oral fluency**<br><br>**SuoYanju**<br>**Major Language Studies,Islamic Science University Of Malaysia,Malaysia**<br><br>**Abstract**<br>**Being able to speak the target language fluently is the main learning objective of many students. In order to speak target language fluently learners need to practice and speak more often. As foreigner language learners to participate in the classroom activities is one of the opportunities for learners to practice their foreign language. However, we all have students in our Language classes who are lack of confidence and fear to speak in the classroom and not able to participate in the classroom activities. It becomes a challenge to help them develop appropriate oral communicative skills. Language instructors try to help students to overcome the problem and develop appropriate oral communication skills. This study aims to investigate the effectiveness of voice recording activities in improve** |

undergraduate language students' oral fluency in Mandarin as a foreign language. 44 year two undergraduate major in Arabic and communication program students in University Science Islamic Malaysia (USIM) participated in this study. The study took place in the first semester in academic year 2016/2017. Online questionnaire has been sent to the students by the end of semester. Data collected and analyzed according to the attitudes towards using voice recording activities, effectiveness of using voice recording in language classroom. The findings of the study indicated that voice recording activities have a crucial impact on speaking foreign language skills. Through this activity to increase the level of confidence among students who are shy, easily get panic and fear of speaking foreign language in class. Voice recording activities are effective to help foreign language learners to improve oral fluency among students but it is depending on how the lecturer implements this activities and guide foreign language learners in teaching and learning foreign language.
 Keywords:
 language Oral fluency , voice recording,  language teaching

**Empirical Study on the Effectiveness of Technology Application towards Students' Good Feedback Practice**

**NurulNisaBinti Omar**
**KDU University College, Selangor, Malaysia**

**NurulNisaBinti Omar**
**GICICTEL1704109**

**Abstract**
Technology application in a classroom is widely used in assisting educators to perform more engaging and captivating activities with students. More recently, however, there are concerns towards students' performance level and the quality of feedback gained from the usage of technology application approach in classroom assessment. In this article, the author will discuss the effectiveness of technology application as an assessment tool in classroom activities by studying the usage of Kahoot assessment tool. An empirical study was done in a classroom environment with a case study on 150 students. Results from this study will showcase a comparison study on students' performance level in classroom assessment with and without technology application method. The contribution will deepen the understanding of the implication of technology application in assessment activities towards students' good feedback practice.
Key words:
good feedback practice, technology application, Kahoot assessment

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**L2 Classroom as the Stage: Using Indian Classical Dramaturgy to Effect Radical Re-orientation of the CompulsoryLanguage Learning Setting**

**Alisha Ibkar**
**Department of English, Faculty of Arts, Aligarh Muslim University, Aligarh,,Aligarh Muslim University, Aligarh, India,Aligarh, India**

Alisha Ibkar
GICICTEL1704110

**Abstract**
Martin Esslin writes, "All dramatic performance is basically iconic, a direct visual and aural sign of a fictional or otherwise reproduced reality."(Esslin, 43) Using theatrical techniques in language teaching then holds this very vision at its center where the key focus is taken beyond the spoken word towards a gestural form of practice that can help frame pathways for L2 comprehension. In the era where a multidimensional classroom demands a multidimensional approach to teaching, theatrical teaching practice with a multiplicity of communication tools helps the learner cope with limitations (or lack thereof) of verbal language.

In the post-method world, where teachers are not looking for alternatives methods but alternative to methods, theatre as pedagogy can open up a world of possibilities. The paper will attempt to argue in favour of the use of theatrical method in general, and in particular-Abhinaya, the theatrical method derived from the seminal treatise on Indian Classical Theatre, i.eBharata'sNatysastra in the teaching of a new language.

Performing for an audience within the L2 learning environment where levels of language comprehension vary will undoubtedly require actors to transcend the medium of language and hence there is a need for a medium that deploys strategies stretching beyond linguistic/ verbal domain. Abhinaya, or the mode of expression in the Indian Performative tradition involves communicating not only through speech but a myriad other agencies. Speaking of performance, Bharata delves further into four kinds of Abhinaya: Vachikabhinaya, Angikaabhinaya, aharyaabhinay and sattyikaabhinaya that establishes a complete method of communication through actions, gestures, expressions, costumes and even props.

This is especially valuable for language learners as it allows them to inject their own cultural understanding into the story, using other modes of communication to take part in a meaningful dialogue despite a limited English vocabulary. By using their

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| | bodies and voices to dramatize the characters' words and actions, learners gain a sense of actual interaction and communication. In this way they can not only hear but touch, see, and experience the meaning of the words in the text.<br><br>Apart from being a complete procedure that targets language teaching in a simulated and culturally diverse environment, Indian classical drama method takes into serious consideration one of the most important objectives - that is motivation of students to learn, and maintain interest in a second language.<br>Key Words:<br>Theatre, Pedagogy, Language learning, Drama, Natyasastra. |
| **Lee Fong Cheah**<br>**GICICTEL1704112** | **The effect of Quality Management on Academicians' Innovative Work Behaviour: A Cheah Lee Fong**<br>**Faculty of Accountancy and Management, UniversitiTunku Abdul Rahman,**<br>**Kajang, Malaysia**<br><br>**Lau Teck Chai**<br>**Faculty of Accountancy and Management, UniversitiTunku Abdul Rahman**<br>**Kajang, Malaysia**<br><br>**Cheng Ming Yu**<br>**Faculty of Accountancy and Management, UniversitiTunku Abdul Rahman**<br>**Kajang, Malaysia**<br><br>**Abstract**<br>**The roles of the universities have been continually instrumented by stakeholders at large to serve many crucial roles in the knowledge-driven economy society. In fact, over the last twenty years, higher education worldwide has become the centre of governmental agendas. Universities are now seen as key national assets in addressing many policy priorities, and as: sources of new knowledge and innovative thinking; providers of skilled personnel and credible credentials; contributors to innovation; fulfil a direct economic function (Boulton,2009). In reviewing a body of literature concerning the relationship between TQM and innovation, there are two competing schools of thought with one suggesting that TQM is positively related to innovation performance and the other group contending that the implementation of TQM principles and practices could hinder organizations from being innovative. Till now there is not much scientific research to further expand these studies.**<br>**Objective of the Studies** |

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| | Therefore, the research purpose of this study aims to address the lack of research knowledge of the potential association between the adoptions of quality management in higher education institutions on the behavioural dimensions. This study will empirically investigate the effects of the adoption of quality management systems in higher education institutions on the academic staffs' innovative work behaviour.<br>**Methodology**<br>Prior to the main fieldwork, a pilot test study was conducted using thirty academicians from the same private university. The pilot study in this research can be defined as both a feasibility study as well as a pre-testing of instrument based on questionnaires. In this study, a convenience sampling design was employed to include 30 academic staffs from private institution of higher learning in Malaysia. In this study, descriptive correlational approach is adopted to identify the pattern and magnitude of the relating and interacting effects existing between the predetermined variables as stated in the framework.<br>**Findings and Research Outcomes**<br>This study investigated academicians' perceptions of quality management in their university. The results demonstrated that faculty were neutral about the degree to which sufficient Quality Management Activity were conducted within the university. The results of this study, however, demonstrate that academicians belief that quality management results in improvement and but at the same time lead to over control on their professionalism. Quality management was also perceived as an instrument that will impede their innovation. This results were in alignment with the perceive effect of quality management (QM) implemented on the academic staffs' innovative work behaviour.<br>**Keywords:**<br>Higher Education, Quality Management, Innovative Work Behaviour. |
| **Musa Saleh Ringim**<br>**GICICTEL1704113** | **Teacher competence as correlate of students academic performance in social studies in secondary schools inNorthwest, Nigeria**<br><br>**Musa Saleh Ringim**<br>Department of Social studies, School of secondary education: Arts and Social science programme,Jigawa State College of Education, Gumel,Gumel, Nigeria<br><br>**ABSTRACT**<br>This study assessed the impact of teachers' competence as correlate of students' performance in Social Studies in Junior secondary schools in North-west, Nigeria. The population of the study |

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| | comprised all the Social studies teachers in junior secondary schools and JSIII students in the geo-political zone. The study adopted a Quasi-experimental methods, as well as multistage and judgemental sampling techniques. Seven states of the Northwest geo-political zone namely Kano, Jigawa, Katsina, Kaduna, Zamfara, Kebbi and Sokoto served as primary cluster, out of which three (3) states (i.e. Katsina, Jigawa and Sokoto) serve as secondary cluster, with a total number of nine hundred and thirty (930) junior secondary schools. Out of the 930 junior secondary schools in the three states, ten (10) were randomly selected from each state, making a total of thirty (30) schools. 90 social studies teachers (comprising professionals and non-professionals) were selected using judgemental and random sampling techniques (three from each of the thirty schools). Out of two thousand seven hundred and fifty (2750) JSSIII students (in the thirty schools), three hundred (300) students were randomly sampled. The instruments used for data collection were: Teacher Rating Scale (TRS) and Students' Assessment Test (SAT). The TRS was meant for the junior secondary school Social studies teachers while other instrument i.e. Students' Assessment test (SAT) was administered to JS III students. Two categories of JSIII students were tested; i.e. those taught by professional (PST) and those taught by nonprofessional social studies teachers (NST) respectively, scores were recorded and compared with regards to differences in academic performance between the two categories of students. The data were analyzed using Pearson's Product Moment Correlation (PPMC) and Independent t-test. The results of the findings revealed that; there was positive relationship between factors of teacher competency and students' academic performance in Social Studies in junior secondary schools. The study also revealed that there is significant difference in the academic performance between students taught by professional (PST) and those taught by Unprofessional social studies teachers (UST) while it indicates that there was insignificant difference in academic performance between students taught by males and those taught by female teachers. Three null hypotheses were rejected and the alternative retained. The study therefore, recommends among others: the need for teacher re-training, increase investment in teacher education, provision of basic instructional materials/educational infrastructures, as well as effective monitoring and supervision. |
| TsaonaSeitsiweMokgwathi GICICTEL1704116 | **Group Work as a Teaching and Learning Strategy for Technical and Academic Literacy: A Case Study**<br><br>**Dr Tsaona S. Mokgwathi**<br>**Department of Social Sciences and Academic Literacy, Botswana International University of Science and Technology, P/Bag 0016,** |

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|  | **ABSTRACT**<br>This paper discusses group work as one of the strategies used by lecturers to teach the Technical Writing and Academic Literacy course at a university. This course is one of the courses taught to undergraduate students in many universities across the world. The university at which the researcher works is no exception. At this university, the course is taught to students of Engineering and Sciences, including those studying Information Communication Technology. The paper attempts to reveal the advantages and disadvantages of this strategy on both teaching and learning. The paper is based on Social-Constructivism theory derived from Vygotsky [1896-1934](1962)'s theory of the "Zone of Proximal Development" (ZPD) (Blake and Pope, 2008). The data for the study was collected through a questionnaire interview administered to both teaching staff and students. Furthermore, students' marks for tasks that were given as group work were scrutinised against marks attained for tasks that students handled individually. This was to determine whether group work fairly or unfairly influenced students' final marks. The results showed that group work was a popular teaching method amongst teaching staff for a variety of reasons. The results also showed that this teaching strategy had some advantages and disadvantages. It is recommended that this strategy should not be abandoned but should be improved in order to produce more reliable results.<br>Key Words:<br>Group Work, Strategy, Technical Writing, Academic Literacy |
| **Azhar H. Sallomi**<br>**GICICTEL1704117** | **Stylistic Persuasive Markers and Techniques in English Advertisements**<br><br>**Assist.prof .Azhar Hassan Sallomi**<br>**KERBALA UNIVERSITY/COLLEGE OF EDUCATION**<br><br>**ABSTRACT**<br>This paper is a study of the stylistic persuasive markers and techniques used in English advertisements as the main task of any advertisement is to persuade the readers in buying certain products. The researcher intends to select 50 English advertisements that deal with different five topics from famous magazines such as Pinterest magazine , Time magazine , and Design Guide magazine. All the advertisements under study are published during the year 2016. The study aims to identify and show the frequency of the stylistic persuasive markers on the three levels of language (syntactic, semantic, and phonological) as well as techniques occurred in the corpus. Additionally, it tries to |

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| | pinpoint whether the absence or presence of any of these markers and techniques has a connection with the topic of the advertisement or not. To achieve the aims above, it is hypothesised that all elected advertisements share the presence of persuasive markers on three levels of language and persuasive techniques but with variable distribution. More over, the topic of the advertisement motivates the writer to adopt or neglect a specific marker or technique rather than others. The researcher has found out that the advertisement loses nothing of its being persuasive though the lack in some markers or techniques .Further, the topic of the advertisement has its own impact in the appearance of a specific stylistic marker or technique rather than others. |
| **DheyaaKh. Nayel** **GICICTEL1704118** | **Educational Lessons in a Disintegrated Family: A Study of the Role of Family Relationships in Educating Children in Sons and Lovers.**<br><br>**Assist. Lecturer, DheyaaKhaleelNayel** **Kerbala University/College Of Education**<br><br>**Abstract** **This paper aims to study the role of the family relations in making parental positive and negative images for the children and having in mind that literature in general and novel in particular play a significant role in people`s life; we try to investigate the possibility of using those images in providing educational lessons for fathers, mothers and children in any society.** **The researcher intends to shed light on the values of love and mutual understanding and the role of those values in cementing family relations. In order to prove the idea mentioned above, the researcher has traced the relationship between the mother and her children emphasizing the negative implications associated with that relationship. The researcher also investigated the relationship between the father and his children focusing its negative implications as well.** **We noticed also that living with parents belonging to two different social classes will surely influence the educational implications associated with each one of them. The father represents the image of the father who is not able to prove himself in his own house. Due to the father`s interest in things** **Key words:** **education, value, family, relationship** |

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**Athena Smith**
**GICICTEL1704052**

**Attitudes towards corruption among college students**

**Athena Smith**
**Social Sciences, Hillsborough Community College ,Tampa, Florida**

**Abstract**
**One hundred college students were asked to participate in a scenario regarding potential corruptive practices in class that if adopted, would guarantee them various rewards. Specifically they were asked not to report a professor who would be skipping most classes due to a second job, in return for an A in an elective course, not connected to their major. Another 100 students were tested the following semester using the same scenario but in relation to a course closely related to their major. A number of interviews with the students followed, that investigated the rationalization adopted by those who succumbed to corruption and those who rejected it. The interviews assessed the cost/benefit analysis that influenced the "corrupt" students' decision and the integration of the Kohlberg's stages of moral development among those who remained honest. The study results offer a basis for discussing potential ways of limiting corruption among students.**

**Dr. Esther Boucher-Yip**
**GICICTEL1704085**

**Blending spaces: Developing learner autonomy in a blended writing course**

**Dr Esther Boucher-Yip**
**Department of Humanities and Arts, Worcester Polytechnic Institute, 100 Institute Road, MA 01690, USA**

**Abstract**
**The blended learning approach offers the advantage of personalization, individual attention, and support for language learners. However, for the language instructor, the challenge is selecting course content and activities that would promote learner autonomy which is the desired goal in most ESL programs. The purpose of this study was to investigate how the blended learning model promotes autonomous learning in one writing course for undergraduates in a private university in the US. The study was motivated by the question: Can the use of technology promote autonomous learning in a blended model? Through a questionnaire survey at the end of the course and an analysis of the teacher's and students' critical reflection it was found that learning activities that cognitively engage the learner in and out of the classroom and the use of technology to sustain critical engagement improved students' writing skills. The reflections also suggested that learner-centered teaching is more of a collaborative partnership between teachers and learners, with the teacher**

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devolving some of the responsibility for learning to the learner. It was observed that many learners need to be trained to take responsibility for learning, especially if the learner expects teachers to act as authority figures. Finally, this paper demonstrates that the use of technology provides a mechanism for promoting learner autonomy in a blended environment.

**Key Words:**
**Blended learning, Learner autonomy, ESL, Writing**

## A Study on the Development of an Online Game Algorithm for the Intervention of Dyslexia in Korean

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**Songyi Kim**
GICICTEL1704096

**Abstract**
5% of the world population suffers from dyslexia (difficulty in reading), and according to research, the brain begins to distinguish characters at the age of 60 months. Thus, at the time when children are learning to speak at the age of 60 months, the dyslexic intervention is most needed. The dyslexic clinic is performed in two ways. In the first case, the brain is physically stimulated; and in the second case a teacher treats the dyslexia through education. In the latter case, the teacher uses a verified method relative to the type of dyslexia.

In Korea, the number of teachers is highly insufficient. Therefore, a program is necessary in order for children to learn freely and independently, regardless of time and space. This study aimed to develop an online game program for the treatment of dyslexia, and to verify its effectiveness. We first researched the contents and characteristics of the current phonological dyslexia interventions, and examined the needs of stakeholders. Then, based on the survey

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| | results, we designed a game for phonological awareness (syllable counting).<br>**Keywords**<br>**Dyslexia, Intervention, Online Game** |
| **Dr Barbara Tam**<br>**GICICTEL1704102** | **In and "OUTT": An Online Teaching Development Course for New Academics**<br><br><br>**Dr Barbara Tam**<br>**Hong Kong Polytechnic University, HKSAR**<br><br>**Abstract**<br>**Between 2014-2016, an online course, OUTT (Online University Teacher Training), was developed and piloted at the Hong Kong Polytechnic University (PolyU) for new academics to learn about teaching and learning in higher education, particularly in the context of the University. The quality of the course was evaluated through various means, including pre- and post-course administration of the Approaches to Teaching Inventory (ATI), an "end-of-module survey" at the end of each module and a focus-group meeting at the end of the course with 11 participants who joined the pilot run of the course. Data collected show that the participants enjoyed studying the online material at their own pace. They appreciated the flexibility that this type of learning offers, from a student's perspective. But from the teacher's perspective, they were concerned that it is not easy to motivate their own students to study online. They were worried that this mode of learning does not work for students who are less disciplined unless the materials are "very interesting" and "very interactive". However, this would require a lot of preparation time and effort from the teacher's side. They also pointed out the lack of buddy support from course participants as a major weakness of the course. As the best teaching "often occurs under a blended model of online learning coupled with real face time" (Team KEM, 2013), a possible future direction for improvement is the incorporation of face-to-face sessions to enhance support. These multiple methods of course evaluation data collection will continue to be employed to seek understanding of participants' perceptions through thick, rich descriptions (Lincoln and Guba, 1985).**<br>**Key words**<br>**Higher education, Online learning, Teaching Development for Academics, Professional Development for Academics** |

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**Behavioral intention to use e-learning in Teaching: Evaluating the technology acceptance model**

**HiiPuongKoh, Goh Chin Fei**
**Faculty Management, UniversitiTeknologi Malaysia, Skudai Johor, Malaysia**

**HiiPuongKoh**
**YRSICTEL1704051**

**Abstract**
This study examined lecturers' behavioural intention to use e-learning system. One hundred fourth-four respondents completed a survey questionnaire measuring their responses to five variables from a research model that integrated from Technology Acceptance Model (TAM) and research model by Yuen and Ma (2008). The researcher used Partial Least Squares Structural Equation Modeling (PLS-SEM) as the main technique for data analysis. The results of this study showed that the TAM constructs were significant in explaining lecturers' intention to use e-learning. However, the variable computer self-efficacy was shown not significant in this study and further examination was needed. Overall, this study showed that subjective norm, perceived ease of use, and perceived usefulness had significant causal effect on the lecturers' intention to use e-learning.
Keywords:
Technology Acceptance Model (TAM), Structural Equation Modeling (SEM), University lecturers, e-learning system

**Dr. Henny Sukrisno M. Pd**
**GICICTEL17040120**

**Pengembangan Formula 'KejenuhanEmosional (Burn Out)" Dan "HargaDiri (Self Esteem)" TerhadapKinerjaDosenDalamPelaksanaan Management MutuPerguruan Tinggi Di LingkunganPerguruan Tinggi**

**Dr. Henny Sukrisno M. Pd**
**Department Of English, Faculty Of Language And Science,WijayaKusuma Surabaya University, Surabaya, Indonesia**

**LusyTunik M, M. Pd**
**SavitriSuryandariS.Psi, M.Psi**

This research sets its goal to know the significant and investigates the extent to which Burn Out and Self Esteem impacts on the work performance of lecture at Surabaya. Most burn out research has focussed on environmental correlates, but it is likely that personality factors also play an important part in the development of burn out and self-esteem. The present meta-analysis examined the relationship between personality and three dimensions of the Maslach Burnout Inventory (MBI): emotional exhaustion, depersonalisation, and personal accomplishment. Furthermore,

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| | regression analysis found that core self-evaluations, the Five-Factor Model personality characteristics, and positive and negative affectivity explained significant variance in each of the burn out and self-esteem dimensions. Finally, moderator analyses found several instances in which the strength of personality–burnout and self-esteem depended upon whether burn out and self-esteem was assessed with the Human Services Survey of the MBI or the General Survey version of the MBI. It is concluded that lecturer personality is consistently related to burn out and self-esteem. Given the practical importance of lecture burn out and self-esteem, it is recommended that personality variables be included as predictors in future research on burn out and self-esteem. This research employs path analysis to statistically analyze the data in which the coefficient determinants is set on 0,05 level. The result of the research analysis proves that Burn Out and Self Esteem simultaneously give significant influence on the work performance lecturer with determination coefficient shows 0,468. Based on finding, it si further suggested that leader on Surabaya should give more attention to the Burn Out and Self Esteem. The result of this research proves that Burn Out and Self Esteem simustaneously give significant influence on work performance. |
| **HizbullahAlhassanAliyu**<br>**GICICTEL1704121** | **Analysis of Qur'anic Schools' Curricula in Northern Nigeria**<br><br>**HizbullahAlhassanAliyu**<br>**Department of Islamic Studies, SuleLamido University, Kafin Hausa**<br><br>**Abstract**<br>The Qur'anic school is usually found in or outside the mosque itself. Indeed, the oldest Muslim Universities in Morocco and al-Azhar in Cairo, were established in a mosque. Today hundreds of these schools are to be found in Northern Nigeria, located either in mosques, private houses especially built for this purpose. The Qur'anic schools in northern Nigeria, unlike in formal schools, there are no rigidly codified rules, but there are few conventional ways of behavior which guide the pupils and the teachers. Although the periods for the classes are fixed, the teacher does not treat tardiness as a serious offence. He is ready to pardon a late comer if he is convinced that his lateness was caused by some engagement at home. The teacher is able to declare a holiday if some religious obligation such as a burial feast or naming ceremony takes him away from home. The aims and objectives of this paper is to analyze the curriculum that have been used in the Quranic schools in northern Nigeria. Literature have been reviewed and the paper observe the foundation of the Qur'anic schools in Northern Nigeria, the nature of their curricula and |

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| | realize the efforts and initiatives so far made by the teachers towards the Development of Qur'anic schools curricula in Northern Nigeria .The paper recommend that Qur'anic schools teachers should incorporate in their teaching some appropriate rules and regulation that may governance their schools.<br>**Keywords: Curriculum, Qur'anic Schools, Northern Nigeria,Analysis** |
| **MasoomehDastmardi**<br>**GICICTEL1704122** | **The interplay between Iranian EFL students' language Proficiency and their use of language learning strategies**<br><br>**MasoomehDastmardi**<br>**Islamic Azad University of Khomein**<br><br>**Abstract**<br>**This study aims at studying the type of strategy students of three universities in Iran including Tehran University, ShahidBeheshti University and Azad University (Tehran Branch of Science and Research) used. It investigates the relationship between the type of strategy and English language proficiency of EFL students in Iran. For this study, sample of 120 students ranging from 23 to 28 was selected from aforementioned universities through random sampling and cluster sampling. Oxford's Strategy Inventory for Language Learning (SILL) and Nelson English Language Proficiency Test were employed for data gathering. Analyzing data through MANOVA, it was revealed that there was a significant relationship between the age and gender variables with the use of language learning strategies as the male younger students used more LLS. Furthermore, the findings represented that there would be a significant relationship between the use of language learning strategies and the language proficiency in since the students with high level of language proficiency used more memory strategies compared to students with intermediate or elementary level. The situation was reported the same for cognitive and metacognitive strategies.**<br>**KEYWORDS: Proficiency, Language learning strategies, Iran** |
| **Roslinda Alias**<br>**GICICTEL1704124** | **Barriers and Challenges faced by Students with Disabilities in Universities: A Study at One Public University in Malaysia**<br><br>**Roslinda Alias**<br>**Faculty of Education,UniversitiTeknologi MARA,PuncakAlam, Malaysia**<br><br>**Abstract**<br>**This study explored experiences in terms of barriers and challenges faced by students with disabilities (SWDs) at one of the public universities in Malaysia. Twelve SWDs who are currently** |

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| | studying in the selected university participated in this study. Most of them are first year and second year university students from different specializations. The study revealed that most of the participants faced barriers and challenges in their respected university particularly in teaching and learning processes. In addition, the participants also suggested that facilities, infrastructure and services should be SWD-friendly to support them so that barrier-free and inclusive environment could be created at their respected university. Keywords: persons with disabilities, students with disabilities, higher education, inclusive |
| **Mohammed Saci** **GICICTEL1704125** | **Influence of Contraception methodson aerobics competitive bodyMidst Algerians Women's Sportive** <br><br> **Mohammed Saci** **University of Mostaganem, Physical Education Institute** **Laboratory OPAPS University of Mostaganem, Algeria** <br><br> **Zerf Mohammed** **Moulayidrissmokkedes** **Ali Bengoua** <br><br> **Abstract** **Aim:Our interest in this study focus on the impact of contraceptive methods in overweight among women athletes. Where our background clinical confirmsthat weight gain is frequently considered a side effect of hormonal contraceptives, approve by many women think that an association exists. Whereas Sports Medicine and the injuries studies confirm that this effect is not yet known. For that, this comparative study was expected to confirm or deny the results of the similar studies.** **Methods:our study based on Two groups of voluntaries sportive women agree to participate in this study, distributed based on conditions proposed for this study (group1 take the oral contraceptive, group2 practisedtraditional method) for 3 cycles of the ovum of the same marital lifestyle. Tested based on Standards Tests Fitness for Women U.S. Federal Government, their homogeneity was calculated based on age (training and chronological) the same training program and social condition.** **Findings: Based on the statistical study, we confirm:** **• The proposed techniques prevent pregnancy, record in the regularity of the samples menstruation cycles during the experiment.** **• Practisedtraditionalpreserves the body weight index composition with a positive physical potential.** **• Taking the oral contraceptive increased body fat with negative** |

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| | physical potential.<br>• There is a strong positive relationship between body fat and level of body fitness in the benefit of traditional.<br>**Conclusion:**Our results are in conformity withclinical and the medical sportsstudies, where the use of oral contraceptives increased body fat which decrements the levels of aerobic fitness among female athletes.<br>**Keywords:**Competitive body, Fitness, Conjugal Life, Women Sportive. |
| AmpapanTuntinakhongulGICICTEL1704127 | **The Development of Blended e-Learning System for EFL Grammar and Writing Instruction in Moodle for the English Major Freshmen in the Bachelor's Degree Program of Applied Arts at the Faculty of Industrial Education, King Mongkut's Institute of Technology Ladkrabang**<br><br>**WiruchPumjarean**<br>**PatchareeMuangnakin**<br><br>**AmpapanTuntinakhongul**<br>**College of Educational and Innovative Research,King Mongkut's Institute of Technology Ladkrabang(KMITL),Bangkok, Thailand**<br><br>**ABSTRACT**<br>**The study established two specific research purposes: 1) To measure the effectiveness of the online lessons for improving the English-major freshmen's grammatical knowledge and paragraph writing, and 2) To examine the students' satisfaction with the online learning system. Therefore, the Learning Management System (LMS) of Moodle was employed to create online learning activities and to facilitate communication that could enhance traditional lectures in the English paragraph writing course and support the writing process of the students for a semester. The multiple-choice pretest and posttest were utilized to measure English grammatical knowledge (Cronbach's alpha = 0.7), and t-test was conducted to examine a significant difference between the pretest and posttest mean scores. Furthermore, a questionnaire was used to investigate the students' satisfaction with the online learning system.**<br>**The study found that the students significantly improved their knowledge of English grammar as the group's posttest mean score was significantly higher than the pretest mean score, and the t-value was 4.87 at the significant level 0.05 (p<0.05). Moreover, the students significantly improved their paragraph writing as the group's mean posttest score on paragraph writing was significantly higher than the pretest mean score, and the t-value was 5.33 at the significant level 0.05 (p<0.05). However, the students' overall** |

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| | satisfaction level with the online learning system was neutral. Key words: online learning, English as a Foreign Language, grammar instruction, writing instruction |
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| **Catherine Cheng**<br>**GICICTEL1704129** | **Using peer review to teach academic writing at sub-degree level: challenges and recommendations**<br><br>**Catherine Cheng**<br>**Hong Kong Community College, Hong Kong, HKSAR**<br><br>**Abstract**<br>This article describes the researcher's experiences in using peer review exercises to teach academic writing in a Chinese communication sub-degree course in Hong Kong, as well as her reflections on these exercises. It begins with the differences between the feedback practices in the product and process writing approaches, explaining how peer review exercises potentially improve students' writing performance. The next section deals with the challenges that the researcher has faced as a teacher, as well as some recommendations in dealing with these challenges. This article aims to stimulate discussions of how peer review could benefit and play a key role in improving students' writing performance in Hong Kong.<br>Keywords: product writing approach; process writing approach; peer review; per feedback; teaching academic writing; writing instructions; Higher Education Institutions |
| **Dr.TaherBahrani**<br>**GICICTEL1704061** | **INCOMPREHENSIBLE LANGUAGE INPUT FOR SLA DEVELOPMENT**<br><br>**TaherBahrani**<br>**Department of English, Mahshahr Branch, Islamic Azad University, Mahshahr, Iran**<br><br>**ABSTRACT**<br>For second language acquisition (SLA), having access to language input is critical. Although the theories of SLA attach different importance to the role of language input, they all acknowledge the need for it (Ellis, 2008). Learners of English as a second (ESL) or a foreign language (EFL) are always encouraged to avail themselves of all forms of authentic language input within the classroom and beyond. In contexts with limited social interaction in the English language, however, various audiovisual technologies are available to be utilized as sources of authentic language input for enhancing language learning in both formal and informal learning settings. Krashen (1982) claimed that language acquisition can happen in formal and informal language learning settings only if language learners are directly involved in |

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intensive exposure to a type of input which is comprehensible. In contrast to this claim, other researchers also considered comprehended input (Gass, 1988, 1997) incomprehensible input (White, 1987), and comprehensible output (Swain, 1985) to provide the necessary language input for SLA. In the same line, the present paper aims at providing an overview with regard to the importance of language input from different theories of SLA.

KEY WORDS: Language input, Second language acquisition, Comprehensible input, Incomprehensible input

LANGUAGE INPUT AND SECOND LANGUAGE DEVELOPMENT: There are many internal as well as external factors which influence SLA. Among them, the language input that learners receive in SLA is one of the external factors which plays a fundamental role. Corder (1967) is one of the pioneers among SLA researchers who underscored the importance of language input for SLA by drawing a distinction between input and intake. According to Corder, language input refers to what is available to be utilized by language learners for SLA which should be differentiated from intake which is that part of the input which is comprehended by the language learners.

The question of the role of language input in SLA has been of prime importance in much SLA research and theory. In fact, the review of the related literature on language input and SLA reveals that much work in this area of research has been concerned with the importance, the role, and the processing of linguistic input (Doughty & Long, 2003; Grady & Lee, 2011; Long, 1982; Nassaji&Fotos ,2011; Patten &Benati, 2010; among others). From this large pool of research, it can be deduced that SLA simply cannot take place in a vacuum without considering having exposure to some type of language input (Gass, 1997).

However, while the importance and the role of language input has been advocated by various language learning theories, there has been a controversy in the field of language acquisition between those theories that attribute a small or no role to language input and those attributing it a more important role. According to Ellis (2008), theories of SLA attach different importance to the role of input in language acquisition process but they all acknowledge the need for language input. In many approaches to SLA, input is considered as being a highly essential factor while in other approaches it has been neglected to a secondary role. In fact, what has been changed in relation to the role of input in language learning from the viewpoint of various language learning theories is the conceptualization of how language input is processed by language learners (Doughty & Long, 2003).

In this relation, Ellis (2008) considered the role of language input in SLA based on behaviorist, mentalist, and interactionist

theories of language learning. The behaviorists view language learning as environmentally controlled by various stimulus and feedback that language learners are exposed to as language input. Indeed, the behaviorists consider a direct relationship between input and output. They ignore the internal processing of the mind for language acquisition. For the behaviorists, language acquisition is controlled by external factors among which language input which consists of stimuli and feedback is central (Ellis, 2008). Mentalist theories also claim that input is needed for SLA but because the learners' brains are equipped to learn any language with innate knowledge, language input is merely considered as a trigger that activates the internal mechanism (Ellis, 2008). Interactionists theories of SLA highlight the importance of both input and internal language learning processing. They view language acquisition as the result of an interaction at the discourse level between the learners' mental abilities and the linguistic environment and input as the role of affecting or being affected by the nature of internal mechanisms (Ellis, 2008).

Other theories that underscore the important role of language input in SLA are the information processing and skill-acquisition theories (Nassaji&Fotos, 2011). According to Nassaji and Fotos (2011), the role of language input in information processing theories is important because it is the information embedded in the input and its frequency that help language learners acquire the target language. Moreover, language input is essential in skill-acquisition theories because it forms learners' initial declarative knowledge which refers to the knowledge about the language. Other researches in spoken languages also indicate that the amount of language in the input and its frequency are indeed highly relevant for the acquisition of language (Hart &Risley, 1995).

Gass (1997) also considered the role of language input in the input-interaction model, the input hypothesis, the universal grammar model, and the information processing model which treat the role of language input in different ways. In the input-interaction model, the language input that language learners receive is strengthened by the manipulation of the input through interaction which forms a basis for SLA. Within Krashen's comprehensible input hypothesis, SLA takes place merely by means of comprehensible input which the language learners receive. That is, only the language input that is a little beyond the learners' language competence is useful for SLA. The third model is the universal grammar which asserts that language input is important but there must be something in addition to language input. This is the innate capacity which helps language learners acquire the second language. The last model is the information
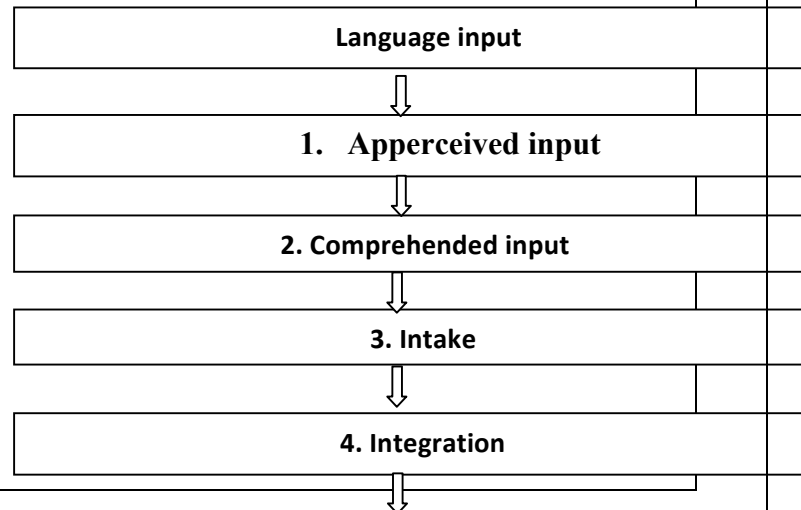
processing model in which the learner must first notice that there is something to learn. Then, the learner's attention is drawn to those parts of the input which do not coincide with the internalized competence. In this model, language input is necessary for providing information for language construction (Gass, 1997).

The role of input in SLA has been highlighted as constituting the primary data for SLA (Long, 1982; Pica et al., 1987; VanPatten& Williams, 2007). Patten and Benati (2010) have emphasized that language input is a major source of data for language learners to construct their competence or mental representation of the language based on the examples embedded in the input. Grady et al. (2011) also highlighted the role of input in SLA by noting that in some cases of SLA there are indications that at least some features such as lexical development are directly shaped by the input. In other words, the language acquisition process is dependent upon the availability of appropriate language input.

Besides the role of language input in SLA which has been considered from the perspectives of different language learning theories and models, language input has also been given the initial role to provide the necessary data for SLA in some frameworks. Among the researchers who have studied the role of language input in SLA, Gass and Selinker (1994) proffered a framework which indicates the importance of input in SLA process.

Within the framework introduced by Gass and Selinker (1994), there are five levels for turning input into output: apperceived input, comprehended input, intake, integration, and output which account for SLA process. According to their model (Figure 1), language input refers to various sources of second language data which the learners are exposed to.

Language input

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1. Apperceived input

⇩

2. Comprehended input

⇩

3. Intake

⇩

4. Integration

⇩

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| | **5. Output** |
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| | Figure 1: Gass and Selinker's model (1994) for second language acquisition |

Figure 1: Gass and Selinker's model (1994) for second language acquisition

The first stage of the SLA model which is concerned with input utilization is called apperceived input. In this stage, some of the language input is noticed by the language learner because of some particular features such as frequency, affect, prior knowledge, and attention (Gass&Selinker, 1994). The second stage is the comprehension of that bit of language input which is apperceived. Then, in the third stage which is a mental activity, the language input is comprehended and internalized by the language learners which refer to intake. The fourth stage is the integration of the intake with the prior knowledge to arrive at the fifth stage which is the output in the form of written or spoken language.

Likewise, Ellis (1997) introduced a basic computational model of SLA with an initial focus on language input. In this model, language learners are first exposed to language input which is then processed in two stages. First, some parts of the input that are comprehended by the language learners turn into intake. Second, some of the intake which finds its way to the long term memory is then turned into knowledge which results in spoken or written output. While Gass and Selinker's (1994) and Ellis's (1997) theoretical frameworks for SLA attach the initial importance to language input, they differ from each other in the number of stages that language input is processed in the minds of language learners.

In a nutshell, comparing the theories and theoretical frameworks for SLA based on the role of language input reveals that the importance of language input is highlighted by various theories and theoretical frameworks for SLA. In the same line, one of the most influential SLA hypothesis concerned with the role and importance of language input in SLA is the input hypothesis (Krashen, 1981, 1982, 1985). As a matter of fact, most of the studies on the type of language input and SLA have been developed to either support or criticize Krashen's input hypothesis which first claimed the important role of comprehensible input for SLA. Indeed, input hypothesis triggered numerous studies in the investigation of issues related to the type of language input for SLA (Ying, 1994).

**KRASHEN'S INPUT HYPOTHESIS:** One of the important psychologically oriented theories of language learning was established by Krashen (1981, 1982, 1985). He proposed a 'monitor model' of second language learning including five hypotheses: the input hypothesis, the natural order hypothesis, the acquisition-learning hypothesis, the monitor hypothesis, and the affective filter hypothesis. The hypothesis related to this study is the input hypothesis which is put forth.

Language input is considered as a highly essential factor in the SLA process. In this relation, the input hypothesis continues to make strong claims regarding the role of language input and the necessity of exposure to comprehensible input in SLA. The input hypothesis claims that for SLA to take place, language learners must have exposure to a type of second language data which they can comprehend. Krashen identified comprehensible input as "the only causative variable in SLA" (Krashen, 1981, p. 57). According to Krashen, for SLA to take place, language learners must have exposure to comprehensible input which contains language structures that are beyond their current level (I+1). Based on Krashen's claims regarding language input and SLA, the basic assumptions of the input hypothesis can be summarized as follows: (1) access to comprehensible input as a potential type of language input is the main characteristic of all cases of successful SLA, (2) greater quantities of comprehensible input seem to result in faster or better SLA, and (3) lack of access to comprehensible input results in little or no SLA.

Few researchers (Long, 1982; Ellis & He, 1999; Gass& Varonis, 1994) have advocated the input hypothesis by suggesting modified input, interactionally modified input, and modified output as three potential sources of comprehensible input for SLA. Accordingly, modified input refers to a type of language input which has been modified or simplified in some ways before the language learners are exposed to it, interactionally modified input originates from input modification that occurs when language learners experience difficulty comprehending a message in interaction with interlocutors, and modified output refers to language learners' efforts to modify their output to make it more comprehensible to the interlocutor (Long, 1996).

Another aspect of the input hypothesis in relation to acquiring the language in informal setting (out of the classroom environment) is the importance of direct exposure to a source of language input. According to Krashen (1981), language acquisition can take place in informal environment if language learners are directly involved in intensive exposure to language input. Later, it will be discussed that this aspect of the input hypothesis which emphasizes the necessity of exposure to language input for language learning to occur has also been emphasized by

Krashen's critics. Nevertheless, empirical evidence related to the sources of language input, quality, and quantity of the input has not been provided neither by Krashen nor his critics.

**CRITIQUES OF THE INPUT HYPOTHESIS:** Despite the significant influence that the input hypothesis has had on the researches around the role of language input in SLA, it has received strong criticisms from several researchers.

Serious concerns regarding the input hypothesis were expressed by McLaughlin (1987). McLaughlin claimed that the concept of a learner's level is extremely difficult to define which limits the application of this rule in the classroom since individual differences come into play when determining the learners' current levels. In fact, determining the current level of each language learner and providing i+1 language input for each of them separately in the classroom seems to be very difficult to fulfill. Krashen did not provide solutions regarding this issue. There are also some problems regarding how to provide language learners with language input which matches their i+1 level.

The input hypothesis has also been challenged by many researchers particularly beause it has made a large number of claims about the type and the qualitative aspect of the necessary language input in a wide array of SLA phenomena without providing solid empirical evidence. In other words, because Krashen's input hypothesis limits SLA to merely exposure to comprehensible input, the criticisms directed at the input hypothesis are mainly around the nature and the type of language input that can constitute the primary data for SLA. In fact, although second language researchers and the critics of Krashen's input hypothesis highlight the important role of input in SLA and agree on the fact that language input is a necessary ingredient in SLA (Salaberry, 2003), they claim that SLA is not achieved merely through comprehensible input. Other types of language input such as incomprehensible input, comprehended input, and comprehensible output are also considered to enhance the process of SLA through providing the necessary input.

**INCOMPREHENSIBLE LANGAUGE INPUT FOR SLA DEVELOPMENT:** White (1987) considered the necessary language input which constitutes the primary data for SLA to be either comprehensible or incomprehensible. In his incomprehensible input hypothesis, White underscored the point that it is the input incomprehensibility or comprehension difficulties which can provide important negative feedback to the learner that is necessary for the constitution of SLA. When language learners encounter language input that is incomprehensible because, for example, their inter-language rules

cannot analyze a particular second language structure, they have to modify those inter-language rules to understand the structure (White, 1987). In this way, the incomprehensible input enhances the process of SLA. It can be concluded from what White (1987) has put forth in relation to comprehensible or incomprehensible input that when an aspect of the language input is comprehensible, the acquisition of the missing structures would not occur. In fact, the incomprehensibility of some aspects of the given language input to the language learners draws their attention to specific features to be acquired.

Gass (1988, 1997) also emphasized that crucial importance should be given to the concept of comprehended input rather than comprehensible input. According to Gass, only that part of the language input which is comprehended is involved in the SLA process. In other words, the primary language input which is necessary for SLA may be beyond the boundaries of comprehensible input. In the same line and as was discussed earlier, in Gass and Selinker's (1997) and Ellis's (1994) theoretical models for SLA, language input which is apperceived by the language learners and then is turned into comprehended input and intake is not limited merely to language data (input) which should necessarily be comprehensible. Indeed, language learners are exposed to a body of second language input which may or may not be within the range of I+1. Out of this initial body of language input, some of the input is noticed by the language learners because of frequency, affect, prior knowledge, and attention (Gass&Selinker, 1997). Hence, the qualitative aspect of language input in Gass and Selinker's (1997) and Ellis's (1994) theoretical models for SLA is not limited to language input that is necessarily at the language learners' i+1 current language proficiency level.

In addition to incomprehensible input and comprehended input, Swain (1985) also argued in her comprehensible output hypothesis that in addition to comprehensible input, comprehensible output can also provide the necessary data for SLA. The comprehensible output hypothesis states that language learning takes place when the language learner faces a gap in his/her linguistic knowledge of the second language. By noticing this gap, the language learner tries to modify his/her output. This modification of output may end in learning a new aspect of the language which has not been acquired yet. Although Swain does not claim that comprehensible output is solely responsible for all or even most parts of the language acquisition, she highlights the point that under some conditions, comprehensible output facilitates SLA in ways that it can provide the necessary input. As a matter of fact, although Swain (1985) acknowledged that without comprehensible input language learners are not able to

make connections between forms and meanings for SLA development, she provides evidence of the immersion programs in which comprehensible input alone does not lead to SLA. This view contrasts sharply with Krashen's input hypothesis where the role of production, or output, is minimized.

The input hypothesis maintains that increased comprehensible input will result in more language acquisition, and that increased output will not. However, no clear empirical evidence has been provided for this assumption. In this regard, Romeo (2000) showed support to Swain's comprehensible output hypothesis when he indicated that output of some kind is seen as a necessary phase in language acquisition. On the one hand, teachers need students' output in order to be able to judge their progress and adapt future materials to their needs. On the other hand, learners need the opportunity to use the second language because when faced with communication failure, they are forced to make their output more precise. These arguments suggest that if comprehensible input is necessary, then so is comprehensible output which can be utilized as a source of input in SLA process. This view goes against Krashen's input hypothesis.

To come to the point, what can be concluded and summarized from Krashen's input hypothesis and his critiques' concerns is that the importance of language input for SLA is not questioned and some type of language input is required for SLA. Accordingly, in addition to modified input, interactionally modified input, and modified output which are considered as various types of comprehensible input for SLA, comprehended input, incomprehensible input, and comprehensible output can also provide the necessary language input for SLA. Hence, without debating on the right or wrong of Krashen's theory which is beyond the scope of this study, the premise taken is that some types of language input is necessary for the study without delving into the psychological aspects of the language input.

CONCLUSION: There are many internal as well as external factors which influence SLA. Among them, the language input that learners receive in SLA is one of the external factors which plays a fundamental role. However, according to Ellis (2008), although SLA theories attach different importance to the role of language input in language acquisition, they all acknowledge the need for language input.

In view of the above, the present paper was set to provide an overview regarding the role of language input in SLA. As it is concluded, SLA, cannot simply take place in vacuum without having exposure to some sort of language input. While comprehensible input might be the best type of language input for the low level language learners, language learners with higher

language proficiency levels may best benefit form incomprehensible language input.

In a nutshell, the controversial issues in relation to language input are the type and the amount (quantity) of language input necessary for SLA which have also been highlighted by Gass (1997). As a matter of fact, although the importance of input in SLA has been emphasized by the majority of the researchers, little has also been written about the type and amount of language input for SLA. In fact, the studies on the role and importance of language input in SLA fall short of providing evidence of the sources of language input which can provide the necessary language input for SLA.

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