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Nanyang Technological University, Nanyang Executive Centre, Singapore

**KEYNOTE SPEAKER**



**Dr. Deepak L. Waikar**  
**Managing Partner, EduEnergy Consultants, Singapore and Senior**  
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**PLENARY SPEAKER**




**Ma. Victoria Magayon**  
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 <p><b>Omoluwa Olusegun</b> GICICTEL1716051</p>	<p><b>Use Of Self-Monitoring Strategy On Homework Completion Among Pupils With Learning Disabilities In Ondo State, Nigeria</b></p> <p><b>Dr ANTHONY, Kolawole Israel</b> Department of Special Education and Curriculum Studies</p> <p><b>OMOLUWA, Olusegun</b> Department of Educational Foundations and Counselling Adeyemi Federal University of Education, Ondo.</p> <p><b>Abstract</b></p> <p>Pupils with learning disabilities are found in every classroom, but because learning disabilities cannot be seen, the condition is often too neglected. Unless these pupils are recognised and treated, they are likely to become educational discards. This study consequently attempted to determine effects of self-monitoring strategy on homework completion among pupils with learning disabilities. Ninety (90) participants were engaged in the study. Pre-test, post-test, control group quasi experimental design was adopted. Purposive sampling technique was used to select pupils with evidence of learning disabilities from three primary schools in Ondo State. Findings showed that self-monitoring strategy was significant in enhancing homework completion among pupils with learning disabilities. However, gender and self-esteem did not significantly contribute to homework completion. The study therefore recommended that measures such that would uncover unsettling academic, psychological and emotional deficiencies of these pupils through appropriate diagnosis should be undertaken by the parents and teachers, in order for them to have a sense of belonging in the society.</p> <p><b>Keywords-</b> self monitoring, homework completion, learning disabilities</p>
<p><b>Therese Wehman</b> GICICTEL1716052</p>	<p><b>Using International Service-Learning Experiences as a Springboard to Improving both the Personal and Professional Lives of College Students</b></p> <p><b>Therese Wehman</b> Department of Education, Elmhurst College, Elmhurst, USA</p> <p><b>Michael Savage</b> Elmhurst College, United States</p> <p><b>ABSTRACT</b></p> <p>This study investigated the effects of study- abroad and international service-learning experiences on the personal and professional lives of college students.</p>


	<p>Research questions were asked: 1. What types of international service-learning experiences did college students engage in? 2. What motivated college students to engage in study-abroad and international service-learning experiences? 3. How did these experiences influence the personal and professional lives of student participants? A sample of 231 college students participated in a semester or month long study-abroad and international service-learning experience. Narrative data were compiled and common themes from students served to answer research questions. Results: 1) The service-learning experiences students engaged in were event specific activities, working in schools, community refugee centers, and hospitals. 2) Student motivation for engaging study-abroad and international service learning activities stemmed from: a desire to experience new cultures; a love of travel, a desire to live and study abroad; a belief that an international experience would benefit them professionally, a desire to meet new people; a desire for self-development; a desire to serve others and from family encouragement. 3a) The effects that study-abroad and international service-learning had on student's personal lives included: personal growth (N=114); an expanded world view (N=112); gratitude / appreciation for what I have (N=46); developing a love of service (N=32), and development of friendships (N=20). 3b) The effects that study-abroad and international service learning had on student's professional lives included: increased people skills for professional use (N=100); increased cultural sensitivity (N=78); direct applications to education &amp; business professions (N+67); self-determination in the work place (N+41); and working to serve others (N=21).</p> <p><b>Keywords: Effects of Study-Abroad and International Service-Learning</b></p>
<p style="text-align: center;"><b>Michael Savage</b> <b>GICICTEL1716053</b></p>	<p style="text-align: center;"><b>Using International Service-Learning Experiences as a Springboard to Improving both the Personal and Professional Lives of College Students</b></p> <p style="text-align: center;"><b>Therese Wehman</b> <b>Department of Education, Elmhurst College, Elmhurst, USA</b></p> <p style="text-align: center;"><b>Michael Savage</b> <b>Elmhurst College, United States</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>This study investigated the effects of study- abroad and international service-learning experiences on the personal and professional lives of college students. Research questions were asked: 1. What types of international service-learning experiences did college students engage in? 2. What motivated college students to engage in study-abroad and international service-learning experiences? 3. How did these experiences influence the personal and professional lives of student participants? A sample of 231 college students participated in a semester or month long study-abroad and international service-learning experience. Narrative data were compiled and common themes from students served to answer research questions. Results: 1) The service-learning experiences students engaged in were event specific activities, working in schools, community refugee centers, and hospitals. 2) Student motivation for engaging study-abroad and international service learning activities stemmed from: a desire to experience new cultures; a love of travel, a desire to live and study abroad; a belief that an international experience would benefit them professionally, a desire to meet new people; a desire for self-development; a desire to serve others and from family encouragement. 3a) The effects that study-abroad and international service-</p>

	<p>learning had on student's personal lives included: personal growth (N=114); an expanded world view (N=112); gratitude / appreciation for what I have (N=46); developing a love of service (N=32), and development of friendships (N=20). 3b) The effects that study-abroad and international service learning had on student's professional lives included: increased people skills for professional use (N=100); increased cultural sensitivity (N=78); direct applications to education &amp; business professions (N=67); self-determination in the work place (N=41); and working to serve others (N=21).</p> <p><b>Keywords: Effects of Study-Abroad and International Service-Learning</b></p>
<p><b>Omoluwa Olusegun</b> GICICTEL1716054</p>	<p style="text-align: center;"><b>Use Of Self-Monitoring Strategy On Homework Completion Among Pupils With Learning Disabilities In Ondo State, Nigeria</b></p> <p style="text-align: center;"><b>Dr ANTHONY, Kolawole Israel</b> Department of Special Education and Curriculum Studies</p> <p style="text-align: center;"><b>OMOLUWA, Olusegun</b> Department of Educational Foundations and Counselling Adeyemi Federal University of Education, Ondo</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Pupils with learning disabilities are found in every classroom, but because learning disabilities cannot be seen, the condition is often too neglected. Unless these pupils are recognised and treated, they are likely to become educational discards. This study consequently attempted to determine effects of self-monitoring strategy on homework completion among pupils with learning disabilities. Ninety (90) participants were engaged in the study. Pre-test, post-test, control group quasi experimental design was adopted. Purposive sampling technique was used to select pupils with evidence of learning disabilities from three primary schools in Ondo State. Findings showed that self-monitoring strategy was significant in enhancing homework completion among pupils with learning disabilities. However, gender and self-esteem did not significantly contribute to homework completion. The study therefore recommended that measures such that would uncover unsettling academic, psychological and emotional deficiencies of these pupils through appropriate diagnosis should be undertaken by the parents and teachers, in order for them to have a sense of belonging in the society.</p> <p><b>Keywords- Self-Monitoring, Homework Completion, Learning Disabilities</b></p>
 <p style="text-align: center;"><b>Cecilia</b> <b>NyamburaMwangi</b> GICICTEL1716055</p>	<p style="text-align: center;"><b>Relationship between Type of School, Academic Resilience and Academic Achievement among Secondary School Students in Kiambu County, Kenya</b></p> <p style="text-align: center;"><b>Cecilia NyamburaMwangi</b> Department of Educational Psychology, Kenyatta University, P.O. Box 43844, 00100, Nairobi, Kenya</p> <p style="text-align: center;"><b>Anthony MuriithiIrerri</b> Department of Educational Psychology, Kenyatta University, P.O. Box 43844, 00100, Nairobi, Kenya</p> <p style="text-align: center;"><b>Frederick Moses Okatcha</b> Department of Educational Psychology, Kenyatta University, P.O. Box 43844, 00100, Nairobi, Kenya</p>

	<p style="text-align: center;"><b>Theresia KavuliKinai</b> Department of Educational Psychology, Kenyatta University, P.O. Box 43844, 00100, Nairobi, Kenya</p> <p style="text-align: center;"><b>Elizabeth WanjikuMwaniki</b> Department of Educational Psychology, Kenyatta University, P.O. Box 43844, 00100, Nairobi, Kenya</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study investigated the relationship between type of school and academic resilience among secondary school students in Kiambu County, Kenya. A descriptive correlational design was used. A randomly selected sample of 390 students in the third year of secondary education was involved. Participants were drawn from four categories of secondary schools: Boys boarding, girls boarding, coeducational boarding, coeducational day. Data were collected using a demographic form and the California Healthy Kids Survey (CHKS) resilience scale. A significant mean difference (<math>F(3,386) = 9.39, p &lt; .05</math>) was reported in the academic resilience scores when type of school was considered. The difference was in favour of girls boarding schools. It was recommended that educational stakeholders should shift from considering type of school as peripheral to education and instead regard it as a key contributor to the education of secondary school students.</p> <p><b>Keywords:</b> Academic resilience; Academic achievement, Type of school; Secondary school students</p>
 <p style="text-align: center;"><b>Tridinanti, Gaya</b> GICICTEL1716058</p>	<p style="text-align: center;"><b>Enhancing Children's English Vocabulary Acquisition Through Digital Storytelling Of Happy Kids Kindergarten Palembang</b></p> <p style="text-align: center;"><b>Tridinanti, Gaya</b> Faculty of Teacher and Training, Tridinanti University, Palembang, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Enhancing English vocabulary to early childhood is the main problem often faced by the teachers. So, the purpose of this study was to determine the enhancement in children's English vocabulary acquisition by using digital storytelling. This type of research was an action research. It consisted of a series of four activities done in repeated cycles: planning, implementation, observation, and reflection. 30 students of B group (5-6 years old) of Happy Kids Kindergarten Palembang were the subject of this study. This research was done 3 times cycle. The methods used for data collection were observation and documentation. Analysis of the data was descriptive qualitative and quantitative. The finding showed that the digital storytelling learning activities could enhance the children's English vocabulary acquisition. It based on data of the enhancement in pre-cycle was 37%, to 51% in Cycle I. In the Cycle II was 71% and in the Cycle III was 89.3%. Thus, an enhancement about 14% from the pre-cycle to Cycle I. The enhancement about 20% from the Cycle I to the Cycle II and the enhancement about 18.3% from the Cycle II to the Cycle III. The conclusion of this study was digital storytelling learning method could enhance children's English vocabulary acquisition of B group of Happy Kids Kindergarten Palembang. Therefore, digital storytelling can be considered as an alternative to improve English language learning in the classroom.</p>


	<p><b>Keywords</b> <b>Acquisition, Enhancing, Digital Storytelling, English Vocabulary, Acquisition</b></p>
<p style="text-align: center;"><b>NurAtikoh</b> <b>GICICTEL1716060</b></p>	<p style="text-align: center;"><b>The effect of self-leadership and self-concept Towards commitment of teaching profession On elementary preservice teacher</b></p> <p style="text-align: center;"><b>NurAtikoh</b> <b>Yogyakarta State University</b></p> <p style="text-align: center;"><b>Abstract</b> This study is aimed to explore the effect of self-leadership and self-concept towards commitment of teaching profession on elementary preservice teacher. Further investigation is to explore those relationships. Students of elementary preservice teacher are employed on this study. Structural equation modeling is used to analyze the data. It is suggested that different self-leadership and self-concept influence commitment of teaching profession on elementary preservice teacher. Implications of the result are discussed. <b>Keywords: self-leadership, self-concept, commitment of teaching profession.</b></p>
<p style="text-align: center;"><b>Sulaiman M. Al-Balushi</b> <b>GICICTEL1716061</b></p>	<p style="text-align: center;"><b>Argumentative Levels of Students' Written Statements on the Validity of an Electron Cloud Model</b></p> <p style="text-align: center;"><b>Sulaiman M. Al-Balushi</b> <b>Sultan Qaboos University</b></p> <p style="text-align: center;"><b>ABSTRACT</b> The current study analyzed students' written statements to defend their stands with respect to the validity of the electron cloud as a model that represents the atom. The sample was 57 grade-ten, female students in Oman. The participants were presented with a sketch of the electron cloud. They were asked to state whether they thought that this model represents the atom. Then they were asked to defend their positions in writing. Based on the literatures on students' argumentation, a five-level analysis system was developed for the purpose of the current study to determine the level of argumentation. Participants' written statements were then analyzed for their level of argumentation. The reliability coefficient of the coding process was 0.77. The findings show that participants' argumentative levels were expressed as follows: level 0 (0.88%), level I (37.87%), level II (24.67%), level III (16.30%), and level IV (20.26%). At level IV students were expected to focus on the electron cloud as submicroscopic entity and to support their position with supporting information such as a personal experience, example, experiment, equipment, prediction, metaphore, principle, cause-effect relationship or function. On the other hand, at level 0 students did not attempt to defend or justify their position.</p>
<p style="text-align: center;"><b>Herman</b> <b>GICICTEL1716063</b></p>	<p style="text-align: center;"><b>The Effect of Story Grammar Strategy on Students' Reading Comprehension</b></p> <p style="text-align: center;"><b>Herman</b> <b>English Education Department, Nommensen HKBP University, Pematangsiantar, North Sumatera Province, Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b> This research aimed the effect of using story grammar on students' reading comprehension. The data were analyzed through a story grammar strategy stated</p>



	<p>by Dimino. The researcher found out that using story grammar strategy was more significant and more effective to the students than without using story grammar strategy. It can be seen from the result of the students' reading after using Story Grammar Strategy, The students' result of average score of in reading comprehension who were taught by using Story Grammar Strategy is 78.17. In the table of achievement it is on the range of 73.86 which is categorized as good. Therefore the students' achievements that were taught by Story Grammar Strategy in reading comprehension are good. After analyzing the data, the researcher concluded that using story grammar was more significant and more effective to the students and could develop the students' ability in reading comprehension. As the suggestion to English teachers, they should use this strategy to develop students' ability in reading comprehension.  <b>Keywords:</b> Effect, reading comprehension, story grammar strategies.</p>
<p style="text-align: center;"><b>Jing-Yi Song</b>  <b>GICICTEL1716064</b></p>	<p style="text-align: center;"><b>A Study of Using Drama to Reduce EFL Learners' Speaking Anxiety</b></p> <p style="text-align: center;"><b>Jing-yi Song</b>  Graduate student, Applied Foreign Language, National Yunlin University of Science and Technology</p> <p style="text-align: center;"><b>Hsiao-tzu Yang</b>  Associate Professor, National Yunlin University of Science and Technology</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study aims to investigate how drama may reduce university students' speaking anxiety. Thirty-eight participants enrolled in the English drama performance class offered at a technological university in central Taiwan. Seventeen students majored in English, whereas twenty-one students were from other departments. At the beginning of the semester, students were asked to fill out an English speaking difficulty questionnaire and an English speaking anxiety questionnaire. After fifteen weeks when the drama was performed on the stage, the same questionnaires were distributed to the students again to examine the post-instruction degree of their speaking anxiety. In addition, six of the participants were interviewed to better understand their learning processes. The results indicate that most of them encountered difficulty in unfamiliar words used in their drama performance. They also tended to feel anxious in public-speaking situations, but they found that the rehearsal practice was helpful to improve their speaking skills. The present findings can be further applied to research on language teaching  <b>Keywords:</b> speaking anxiety, drama, language teaching</p>
 <p style="text-align: center;"><b>MofeedAlq</b>  <b>GICICTEL1716067</b></p>	<p style="text-align: center;"><b>Principals, Teachers and Diversity in Qatar's Government Schools</b></p> <p style="text-align: center;"><b>MofeedAlq</b>  National Center for Educator Development, Qatar University, Doha, Qatar</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Like many Gulf Cooperation Countries (GCC), Qatar is experiencing globalization and modernization and undergoing numerous economic, social and educational changes. The unprecedented economic growth has developed a steady stream of high- and low-skilled expatriate workers resulting in a significant imbalance in both the population and workforce between nationals and expatriates. This is particularly evident in Qatar's government schools where 99</p>

	<p>percent of the principals are Qatari nationals while only 27 percent of teachers are national, 66 percent are other Arab nationals and 6 percent non-Arab teachers (Evaluation Institute, 2012). Diversity enriches schools but it can cause conflict and if not addressed. Despite the large body of research on school leadership and student diversity, little is written about the role of principals and faculty diversity especially in the context of GCC countries. This study provides findings from both a questionnaire from faculty regarding the perception of how their school's principal deals with faculty diversity and activity-based interviews where 20 principals are exposed to previously selected materials relevant to the research issue and asked for their personal reflection. In this case, principals are presented with information regarding diversity such as shaping school culture to embrace diversity, respecting nationality differences, recognizing diversity of parents and how to address cultural differences to achieve common goals. Findings from faculty responses regarding their principal and school indicate a lack of concern, strategies, and staff development addressing issues relevant to diversity. Principals offer their reflection regarding diversity in their schools and provide possible strategies and activities that can be implemented in their schools to create a school climate that respect and supports diversity, promote equal treatment and ways to address cultural differences to achieve common goals.  <b>Keyword: Diversity, Educational Leadership, Teachers, Cultural Issues</b></p>
<p><b>Maria Angelica Christy</b>  <b>Aka</b>  <b>GICICTEL1716068</b></p>	<p style="text-align: center;"><b>Education for all: the case of education system in wonosari detention center, di. Yogyakarta</b></p> <p style="text-align: center;"><b>Maria Angelica Christy Aka</b>  <b>Undergraduate Student of Politics and Government, Faculty of Social and Political Science, UniversitasGadjahMada, Yogyakarta, Indonesia</b></p> <p style="text-align: center;"><b>FarahitaNandini</b>  <b>Undergraduate Student of Politics and Government, Faculty of Social and Political Science, UniversitasGadjahMada, Yogyakarta, Indonesia</b></p> <p style="text-align: center;"><b>M. Dimas PoncoWirianto</b>  <b>Undergraduate Student of Politics and Government, Faculty of Social and Political Science, UniversitasGadjahMada, Yogyakarta, Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>In 2017, the crime rate by teenagers in Yogyakarta has increased significantly which led them ended up in prison. This situation led to an evaluation that government apparatus need to overcome through education in the detention center. However, the condition itself is not supporting, as in minimum facilities, infrastructures, and the absences of the teacher in class. Moreover, they only do activities for the sake of formality and this does not make them useful when returning to the society. Based on those findings, it can be concluded that education system inside the detention center has not fulfilled the teenagers' right to get a decent education. They suppose to receive extra guidance to develop better mindset but formal school is not quite a solution either, so the only option is a better education in prison. This research focuses on the implementation of the education system in the institution of special education (LPKA) in Wonosari, Yogyakarta, as a manifestation of education for all. We also provide recommendation for government by involving education community in Yogyakarta which emphasizes on fun and friendly learning. For the methodology,</b></p>

	<p>we will use qualitative approaches with data triangulation techniques that combine data, observation, and interview.  <b>Keywords: Detention Center, Education System, Community</b></p>
<p><b>Vuan Maharani</b>  <b>GICICTEL1716069</b></p>	<p style="text-align: center;"><b>The Impact of Full – Time Education System In Indonesia : Study In Islamic Boarding School</b></p> <p style="text-align: center;"><b>Vuan Maharani</b>  <b>Islamic University of Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education is the main element in case to forming and producing human resources. Human resources are not limited based on it's expertise, but in it's morality form as well. Education system is an effort in running education it self. Gontor as the biggest Islamic school in Indonesia has it's own curriculum that exist and take a role until now. Gontor's education system, that we may called as full-time education system. The reason is that all the students has 24 hours full schedules in school as : dormitory, classes, and talent development activities. This research uses a methodology in form of study that retrieves data from books, journal, essay, and the internet to support and complete the information. This paper's goal is to understand the impact from full-time education system in Indonesia that use Gontor as the case sample.  <b>Keywords: Full-Time Education system, Gontor Islamic Boarding school, Indonesia</b></p>
<p><b>Sharon Villaverde</b>  <b>GICICTEL1716072</b></p>	<p style="text-align: center;"><b>Contemporary Flash Fiction As Authentic Learning Materials In Teaching Language And Literature Of Grade 8 Junior High School Students</b></p> <p style="text-align: center;"><b>Sharon A. Villaverde, Ed.D</b>  <b>QUEZON/ IV- A CALABARZON, Philippines</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Purpose:</b> This study entitled contemporary flash fiction focuses on the new genre of flash fiction and its importance into the teaching –learning, popular culture and language varieties. The purpose of this study is to determine contemporary flash fiction as an authentic learning materials in teaching language and literature. This study deviates from the traditional measure to know if flash fiction can be used as an authentic learning in teaching language and literature using the theory of Text-Context of Rosario Torres-Yu as the basis of the study.</p> <p><b>Design/ Methodology/ Approach:</b> The study used a descriptive method of research employing the qualitative and quantitative approach focusing on determining contemporary flash fiction as an authentic learning materials in teaching language and literature of grade 8 junior high school students. The respondents in this research are the Grade 8 students of Lopez NCHS. I used interview, research and surveys as well to contemporary Filipino writers in the Philippines writing Flash Fiction to further enhance and justify my studies. This study uses 20 flash fiction stories from different writers to test the communicative competence in speaking and writing. The results were used as the basis for the development of localized authentic learning materials in teaching language and literature, reading and creative writing.</p> <p><b>Findings:</b> The findings revealed that contemporary flash fiction can be used as an</p>

	<p>authentic learning materials in teaching language and literature in the fields of history, education, politics, economics, nature, culture, religion wherein flash fiction had a great participation. It uses the theory of Constructivism as mother theory by Piaget, Bruner and Vygotsky Social Cognition, Scaffolding and Schemata as the basis in the development of LM's in teaching language and literature, reading and creative writing under the K to 12 program.</p> <p><b>Scope And Limitation:</b> The scope and limitation of this study is limited to determine contemporary flash fiction as an authentic learning materials in teaching language and literature. The strategies in teaching learning materials was not included so as other stories in flash fiction for it is not suitable for students in the junior high school.</p> <p><b>Originality/ Value:</b> This action research provided significant data on the high level of approval of students served as basis for contemporary flash fiction to be used as an authentic learning materials in teaching language and literature of LNCHS, Lopez, Quezon, Philippines</p> <p><b>Keywords:</b> Contemporary, flash fiction, authentic, learning materials, teaching, language, literature</p>
 <p>Erwin Estrella GICICTEL1716075</p>	<p><b>Adapted Physical Education Program for Handicapped Students Among State Colleges and Universities in Region 1 of the Philippines</b></p> <p>Erwin Estrella Teacher Education, Chair, Pangasinan State University, Urdaneta City, Pangasinan, Philippines</p> <p><b>Abstract</b></p> <p>This study aimed to determine the status and the level of attainment of Adapted Physical Education Program for handicapped students of State Universities and Colleges in Region 1. The research study made use the descriptive method. There were six (6) Physical Education Directors, twelve (12) Physical Education Coordinators and sixty nine (69) instructors and professors coming from State Universities and Colleges in Region 1. A questionnaire checklist was constructed by the researcher patterned from related studies. Upon the retrieval of the questionnaires, data were organized, tabulated and analyzed using the descriptive and inferential statistics. The 0.05 level of significance was used as the criterion point in the acceptance and rejection of the hypothesis.</p> <p>The study found out that Physical Education Administrators are already in their late adulthood having an age range of 41-50 years old as reflected by a frequency of 8 or 44.44% followed by those whose age ranging from 31-40 years with a frequency of 6 or 33.33%. However, four or 22.22% of them are already 51 years old above while the mean range age of the faculty members is 28 where 40.58 percent have ages ranging from 30 and below while 6 or 8.70 percent are 51 years and above.</p> <p>More than ninety percent of the PE Administrators are males as supported by the frequency of 17 or 94.44 percent while only one or 5.55 percent belongs to females. However, 34 or 49.28 percent of the faculty members are females while there are 35 or 50.72 percent of them are males.</p> <p>Majority of the PE administrators are Bachelor of Secondary Education (BSED) graduates as supported by the frequency of 15 or 83.33 percent while only three</p>

or 16.67% are non-Education graduates. Fifteen or 83.33 percent of the PE Administrators are passers of the Licensure for Teachers and three of them are PBET-licensed as supported by 16.67 percent. However, more than fifty percent of the faculty members are LET passers as reflected by the percentage of 65.22. Only three local trainings related to Adapted Physical Education Program have been attended by the administrators as supported by 16.67 percent while there are also five or 7.25 percent have been attended by the faculty members. In like manner, out of the 18 administrators, only one or 5.56 percent national training has been fulfilled by them.

Along status of the program, forty-one (41) students have health disorder specifically asthma. Other conditions of these handicapped students are partially blind (3), educable mentally retarded (2) and hard of hearing (8), however, these students can and should be to some degree be helped and be integrated in the regular physical education classes or be given appropriate adapted physical education classes. It can also be noted that four (4) students have speech and language disorder.

Minimal of the activities have been offered to the handicapped students of the State Universities and Colleges in Region 1 specifically to the students who are/have visually impaired, hearing impaired, speech and language disorders, mentally retarded, intellectually gifted and to the emotional and social disorders.

Five program adaptations and records are adequate as reflected by the average weighted mean of 2.82. Photographic records (3.06), Physical and medical examination cards (2.94) and posture and body mechanics examinations (3.05) are assessed as adequate. Other facilities are also noted and items are moderately adequate as indicated by the over-all mean of 2.33 except the gymnasium which has a mean of 2.62 rated as adequate.

As regards special equipment (RA 7277), there is limited special equipment available in the different institutions where the respondents are employed as revealed by the over-all mean of 1.97.

Most of the instructional materials used are inadequate for visually impaired, hearing impaired and orthopedically handicapped with the means of 1.05, 1.63 and 1.62, respectively. However, there is moderate adequacy in the instructional materials intended for other types of learners as supported by the mean of 2.01.

Furthermore, as to the level of attainment on Adapted Physical Education Program along goals according to domains, objectives and promotion to teacher competencies: Most of the indicators were assessed as moderately attained.

It also found out that the age and sex are the variables that have the significant relationship with the level of attainment of Adapted Physical Education Program for handicapped students of State Universities and Colleges in Region 1 as has been treated using the coefficient of correlation.

Likewise, it also revealed that through the use of Analysis of Variance (ANOVA) to test the significant difference between the assessments of the physical education administrators and faculty members on the level of attainment of adapted physical education program for handicapped students with references to goals, objectives and the promotion to teacher competencies of State Universities and Colleges in Region 1, the PE Faculty and administrators did not differ significantly at the 0.05 level of significance

However, among the problems encountered by the administrators, the cost of the program served is the most encountered problem as indicated by the frequency of 67.


Furthermore, of all the problems encountered by the faculty members, forty-seven

	<p>(47) of them have identified skills in formulating learning progressions especially in motor skills as the first and leading problem among teachers.</p> <p>Finally, out of 87 respondents, forty-eight (48) of them have identified the lack of knowledge on how to use available resources and special equipment. The study found out that majority of the PE administrators and faculty members are male, PRC licensed and Master's degree holders. Most of the activities, records, facilities and instructional materials used in Adapted Physical Education Program for handicapped students in the different State Universities and Colleges in Region 1 are moderately adequate. There is moderate level of attainment on the program goals, objectives and the promotion of teacher competencies. Only age and sex profile variables are significantly related to the level of attainment of Adapted Physical Education Program for handicapped students. Likewise, assessments of the administrators and faculty members are comparable as to the level of attainment of Adapted Physical Education Program for handicapped students. Problems encountered by PE Administrators, instructors and professors are along administrative, teacher-related and student-related. An action plan is, likewise, offered to improve the Adapted Physical Education Program of State Universities and Colleges in Region 1.</p>
<p><b>Dr. Salah Eddine Salim Arkadan</b> GICICTEL1716076</p>	<p><b>Teaching cultural values and identity through studying literary narratives (story, novel, theater).. The course of (Reading in Modern Kuwaiti Literature) at Gulf University for Science and Technology, as a case study</b></p> <p style="text-align: center;"><b>Dr. Salah Eddine Salim Arkadan</b> Humanities &amp; Social Sciences Department, Gulf University for Science and Technology (Kuwait)</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Societies seeking to survive and grow must have solutions and treatments for the challenges they face. This means that they have to meet the level of the future in preparing their generations, and the key to doing so is in various stages of education.</p> <p>It is no secret that the traditional means of education are no longer effective in attracting students, especially if it is the subject of values and human studies. Delivering its messages to the students requires attractive, convincing, smooth and dazzling methods at the same time, which explains, for example, the adoption of many Arab countries the American curricula in education.</p> <p>Education in story, novel and theater, not only contributes to the achievement of language, or to attract the attention of the student, but also contributes to the achievement of several demands, including: the courage, the pioneering, the spirit of teamwork, the validity of speech, critical analysis, cultivation values and rooting in a streamlined manner, so that the educational process avoids direct guidance in adopting or rejecting the values of the mainstream society, as do the books of civic education in more than one Eastern state.</p> <p>This study is an additional contribution to a conscious reading of the role of narration in the achievement of the desired goals in raising the generations on the culture and identity of their home and their community. The study will be based on studying, comparing, analyzing and concluding the methodology and the rules that the teaching of (Reading in Modern Kuwaiti Literature) course, at the Gulf University of Science and Technology in Kuwait had achieved.</p> <p>The aim of this study, combined with similar studies is to achieve a pioneering leap in education to overcome the most difficult equation, openness to the world</p>

<p><b>Reggie O. Cruz, EdD</b>  <b>GICICTEL1716082</b></p>	<p><b>while preserving national identity.</b></p> <p style="text-align: center;"><b>Transcendental Leadership And Strategic Planning Capabilities Among Administrators Of Colleges Of Education Institutions In Region Iii: Basis For Administrative Development Plan</b></p> <p style="text-align: center;"><b>Reggie O. Cruz, EdD</b>  <b>Tarlac State University/ Angeles City Senior High School</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study identifies the Transcendental Leadership description and evaluates strategic planning capabilities of the educational administrators of Colleges of Education in Region III.</p> <p>The respondents were the deans, assistant deans, chairpersons. The study used the Transcendental Leadership Model Questionnaire of Liu (2008), it consisted of viewing the respondents vision, faith, altruistic love, spiritual development and spirituality in the work place.</p> <p>The colleges of education administrators were described in terms of their skills in strategic planning capabilities as evaluated in the Strategic Planning Survey Instrument of Campbell (2010) and Strategy Execution Implementation Questionnaire of Bailey (2008).</p> <p>The study was significant related on the spirituality in the workplace. Transcendental leadership gave emphasis on strategic planning but the over-all results accepted the null hypothesis that there was no significant difference between the two variables and proved that leadership and management should have a program in the administrative development programs for the management skills.</p> <p><b>Keywords: High Stake Assessments, Higher Education Institutions, Leadership, Management</b></p>
<p><b>Ali Ahmad</b>  <b>GICICTEL1716084</b></p>	<p style="text-align: center;"><b>Causes, Effects And Possible Solutions To Exam Malpractice Among Student Of SuleLamidoUniversity Kafin Hausa, Jigawa State</b></p> <p style="text-align: center;"><b>Ali Ahmad</b>  <b>Department of Education SuleLamido University, Kafin Hausa</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The researcher begins with the introduction and review of related literature, concept of malpractice and exam malpractice, so also he highlighted on the epoch of exam malpractice in Nigeria, causal factors of exam malpractice, effects of exam malpractice, forms of exam malpractice, Consequences of Examinations misconduct in SuleLamido University (SLU), consequences faced by student if they commit malpractice,. At last solution/recommendations were offered such as; much emphasis should not be laid on paper qualifications to offer basic jobs, adequate classrooms, laboratories, libraries should be well equipped and other learning materials should be provided in schools. The Schools Authorities should provide enough invigilators for each examination, sitting arrangements in the examination hall should be organised in a way to eliminate proximity-induced cheating. The teachers and school counsellors should guide students to develop a proper self-concept which would help them to form a right disposition to life. This would help them to modify their attitudes against any act of anti socialbehaviour. Students should avoid laziness, gross indiscipline and other anti-social behaviours. They should on their part attend classes regularly, study individually</p>

	<p>and in groups, prepare well for and pass examinations by themselves. The parents should not lend any support to their wards to engage in any sort of examination malpractice. And finally conclusion was drawn</p>
<p><b>Lidia Lestari Sibuea</b>  <b>GICICTEL1716085</b></p>	<p style="text-align: center;"><b>Students' Perspectives on the Efficiency of Using Tinder and Okcupid to Improve Speaking Skills</b></p> <p style="text-align: center;"><b>Lidia Lestari Sibuea</b>  <b>Department of English,KridaWacana Christian University Jakarta,Jakarta, Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purposes of this study is to find students' perspective of using Tinder or Okcupid that is used by students from Ukrida Department of English batch 2014, 2015, and 2016. The students will get some question related to the benefit and what conversation that they usually do. All of the questions are all about their perspective. There are five respondents from different batch. The researcher choose five respondents who already used Tinder or Okcupid more than one month so the students will know how far their improvement in their speaking skills. The researcher also choose students who chatting with native speaker. Based on the interview, chatting with Tinder or Okcupid is effective for them because they can use every word freely and they can talk everything with them without being afraid of grammar mistakes. It appeared that the students thought that their speaking skills and also their self-confidence in speaking had improved. The technological tool and also native speaker can motivate them to produce and practice more english in the real-time because based on the interview, to improve their speaking skills, they need partner that can motivate them to always speaking english and chatting with Tinder or Okcupid to native speaker is one of the way for them to improve their speaking skills.</p> <p><b>Keywords : perspective, speaking, social media, tinder, okcupid</b></p>
<p><b>Prof.NwezeAugustineUche</b>  <b>GICICTEL1716086</b></p>	<p style="text-align: center;"><b>Assessment Of The Effectiveness Of Accounting Information As A Veritable Tool For Management Decision</b></p> <p style="text-align: center;"><b>Prof.NwezeAugustineUche</b>  <b>Rectory,Institute Of Management And Technology (IMT),Enugu, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>An accounting information is generally a computer-based method for tracking accounting activity in conjunction with information technology resources. The effectiveness of organizations is a function of coined factors that involves internally and externally disposed factors, because accounting information is a life wire of a company or firm. The information of the economic information system are mostly (70%) provided by the economic evidence/database, mentioning that most part of information in organizations include accounting information , a statement sustained by the fact that the accounting information systems includes components and elements of an organization that provides information's for users by processing financial events. Accounting information reacts to both microeconomic and macroeconomic environment. Based on the accounting information function, which is to provide information in order to substantiate decisions, and considering the two components of accounting (financial and managerial accounting), therefore, management accounting in service of the decision requires the need to describe the conception of this</p>




	<p>decision. We can assert that accounting has an internal information function (for the enterprise management) and an external one (for the third parties). Internal decision-making and analysis of cause and effect relationships can require very specific models and accounting information. The paper portrays the implications for accountants, and decision makers who rely on management accounting information to ensure that caveat are included in relying on such report. As a result of this research, it can be concluded that management accountants should endeavor to take into account the changes associated with the organizations in their reports to avoid financial losses and be able to compete well in the industry struggles. The paper recommended that managers should obtain high-quality and suitable information from formal and informal channels for decision-making, and because financial accounting information is regarded as not being adequate, the managerial accounting provided information underlie the decision making both inside and outside the enterprise.</p> <p><b>Keywords:</b> Accounting information, Financial and managerial accounting, Decision making, Organization.</p>
<p><b>MdParvesSikder</b>  <b>GICICTEL1716088</b></p>	<p style="text-align: center;"><b>Language loss: Is Bangladesh out of risk?</b></p> <p style="text-align: center;"><b>Abdul awal</b></p> <p style="text-align: center;"><b>MdParvesSikder</b>  <b>IER (Institute of Education and Research), Dhaka University, Dhaka, Bangladesh</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The paper reveals the socio-linguistic position of Bangladesh where numerous native varieties and ingenious or ethnic language are under the risk of ‘Language Loss’. AT present day language loss has become a common phenomenon in different territories in the world, Bangladesh is in no difference. Language loss in Bangladesh is associated with several socio-political and cultural reasons as well as the unconsciousness of language planning and policy making. It is noted that due to the domination of one variety or language over another language or another variety has made the threat of language loss. Our study explores, the historical and political debates about language policy making in this land. We know that language loss is vividly accompanied with the loss of cultural, aboriginal and racial heritage. The paper also accumulates the picture of language loss of different countries with references. It is believed that the course of language loss is executed by oppression and suppression as well as the trap of power politics. The papers interlinks between linguisticism and language loss, which can be considered as a violation of Linguistic Human Rights of Bangladesh. We believe that language loss can be reversed and ceased some propositions are asserted in this study about how to eradicate the language loss in intra-national and international levels with due references.</p> <p><b>Keywords:</b> Language Loss, Linguicism, Language policy, Linguistic Human Rights, Language Death, Language Suicide</p>
 <p><b>FreimutBodendorf</b></p>	<p style="text-align: center;"><b>Rich Lecture On Demand – A Bavarian Best Practice</b></p> <p style="text-align: center;"><b>FreimutBodendorf</b>  <b>Institute of Information Systems, University of Erlangen-Nuremberg,</b>  <b>Nuremberg, Germany</b></p> <p style="text-align: center;"><b>Abstract</b></p>

<p><b>GICICTEL1716184</b></p>	<p>In Germany the state of Bavaria created an innovative concept of network centric e-learning called “The Virtual University of Bavaria” (VUB). This virtual university consists of a loosely coupled network of all universities in the state of Bavaria. Each university offers web-based courses which can be integrated in the study programs at any other bavarian university. A student may be enrolled both at his/her local university as well as at the VUB. This concept proved to be very successful and is regarded as a perfect example and best practice for similar efforts in other German states. Actually over 50.000 students are enrolled at the VUB, each one attending on average 3 courses. This results in a VUB course attendance of around 150.000 students.</p> <p>One crucial element of the virtual courses is “Lecture on Demand” (LoD) design. On the one hand course material is organized in the traditional lecture-oriented way. Video recordings of focused off-line lectures or key presentations (“learning nuggets”) serve as a guide and initial content at the same time. On the other hand this material is enriched and interweaved with content that goes beyond the abilities of traditional off-line lectures.</p> <p>The general approach of the VUB and the specific concept of LoD are introduced. The production process of LoD e-learning packages is explained in detail. The look and feel of LoD is presented by best practice examples. These examples are illustrated by the user interface design for students as well as for LoD producers.</p> <p><b>Keywords:</b> Virtual University, Video Lectures, Rich Media</p>
<p><b>Ejeka Charles A</b> <b>GICICTEL1716185</b></p>	<p style="text-align: center;"><b>Office Competencies Required of Office Technology and Management Graduates in Imo State Civil Service, Nigeria</b></p> <p style="text-align: center;"><b>Ejeka Charles A</b> <b>Department of office technology and management, Imo state polytechnic, Umuagwo, Imo state, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study was carried to determine office competencies required of office technology and management graduates for effective performance in Imo State Civil Service. Specifically, the study examined the opinions of directors and permanent secretaries on office competencies required of office technology and management graduates for effective performance in Imo State Civil Service in terms of: human relation competencies, managerial competencies, information and communication technology competencies, communication competencies, secretarial competencies and problem solving competencies. Six research questions were raised to guide the study while three null hypotheses were tested at 0.05 level of significance. The study adopted the descriptive survey design. The entire population of 166 directors and permanent secretaries in Imo State Civil Service were used for the study. Data were collected for the study through the administration of a validated questionnaire on the respondents. The reliability of the instrument was established using Cronbach Alpha Correlation Formula. The overall reliability coefficient obtained was 0.92. The mean statistics was used to answer the research questions while t-test statistic was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that human relation competencies, managerial competencies, information and communication technology competencies, communication competencies, secretarial competencies and problem solving competencies were highly required of office technology and management graduates for effective performance in Imo State Civil Service. It was concluded that to be professionally relevant and competitive in the face of</p>

	<p>technological innovations of the era, graduates of office technology and management programme must be exposed to the identified competencies to acquaint themselves with the trend of modern office requirements. It was recommended among others that these office competencies should be emphasized at different levels of training of OTM students in order to endow them with relevant competencies they are required to have in their workplaces.</p>
 <p><b>Musa Saleh Ringim</b> GICICTEL1716187</p>	<p style="text-align: center;"><b>Teacher competence as correlate of student s performance in social studies in secondary schools in Northwest, Nigeria</b></p> <p style="text-align: center;"><b>Musa Saleh Ringim</b> Department Of Social Studies, School Of Secondary Education, Arts And Social Science Programme, Jigawa State, College Of Education, PMB 1002, Gumel, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study assessed the impact of teachers' competency as Correlate of students' performance in Social Studies in secondary schools in Northwest Nigeria. The population of the study comprised all the Social studies teachers and students in junior secondary schools in the region. The study adopted a Quasi-experimental method, as well as multistage and judgemental sampling techniques. Three (3) states (i.e. Jigawa, Katsina and Sokoto were sampled out of seven; 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 and 300 students were sampled. Teacher Rating Scale (TRS) and Students' Assessment Test (SAT) for the Social Studies Teachers and social studies students respectively. Two categories of secondary school students were tested; i.e. those taught by professional (PST) and those taught by nonprofessional social studies teachers (NST). Three null hypotheses were set and tested. 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 Nonprofessional social studies teachers (NST), while it indicates no significant difference in academic performance between students taught by males and those taught by female teachers. Two null hypotheses were rejected and one was aretained. The study therefore, recommends among others: the need for teacher re-training, increase investment in teacher education, provision of instructional materials and condusive environment for teaching and learning.</p> <p><b>Keywords:</b> Teacher competence, students' performance, Secondary schools, Northern Nigeria</p>
<p><b>Samar Masood</b> GICICTEL1716188</p>	<p style="text-align: center;"><b>University Ranking System in Social Development Context</b></p> <p style="text-align: center;"><b>Samar Masood</b> Department of Management Sciences, COMSATS Institute of Information Technology, Wah</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper aims to evaluate at some theoretical and methodological issues</p>

	<p>underlying global and local university rankings and in particular their link with university excellence. The study aimed at identifying social development indicators that could impact the education system of Pakistan and aligned them with university ranking system. Also, a new multidimensional university ranking criteria is introduced to create focus not only on research and internationalization, but all the other factors pertaining to university performance. And finally creating a link between social development indicators and multidimensional factors related to university ranking system of higher education.</p> <p>This paper draws on university ranking system at global and local level and uses secondary sources and descriptive data to collect existing information regarding university ranking to draw conclusion out of it.</p> <p>The results mainly are of importance of university ranking system in higher education context to assess university excellence at global and local level. Importance of social development indicators in specific to underdeveloped countries like Pakistan is considered and their role in evolving a new university ranking system is also shown.</p> <p>The limitation of number of indicators considered is seen and standardization of them should be needed. Measurement of U-Multirank as a new indicator is a new concept which is still in feasibility stage so its implementation with respect to any university is yet to be seen. Lastly, there is a risk for universities to focus on a proposed ranking system regarding funds and efforts involved.</p> <p>This paper carry out a framework that has proven to be useful in improving the ranking criteria at global and local level related to university structure. Not much work is done in evolving university ranking system based on multidimensional indicators and alignment with social development indicators.</p> <p><b>Keywords – Academic Quality, Higher Education, University Rankings, Social Development Indicators, Multidimensional Factors</b></p>
<p><b>LEE Kwok Lang</b>  <b>GICICTEL1716189</b></p>	<p><b>Encouraging deep learning through collaborative projects and public exhibition</b></p> <p style="text-align: center;"><b>LEE Kwok Lang</b>  <b>Faculty of Design and Environment, Technological and Higher Education</b>  <b>Institute, Country</b></p> <p><b>1. Background/ Objectives and Goals</b></p> <p>This paper will present the advantages in the use of methodologies and tools of project based learning (PBL) in the teaching of a group of year one product design students in the Hong Kong context. The use of projects within the curriculum is not a revolutionary idea in design education nor education in general. In fact, PBL within design education at the tertiary level is common practice because its content is similar to real world jobs, in which tasks and projects are encountered by workers in their everyday jobs. Through PBL students can investigate things and explore some new insights within a working environment, in which over a period of time they can produce some realistic outputs (Kumari&amp;Nandal.) It has also been noted by educators that long projects within PBL, where students work together, can promote deep learning (Prenuel et al.)</p> <p>This paper focuses on one project within a particular first year module taken by product design students in the first semester as part of their four-year degree programme. The research will look at how student learning can be enhanced by the use of PBL and how it can be further strengthened by collaboration with</p>

	<p>external organizations with the incentive of having selected students' work exhibited in a major cultural event.</p> <p>PBL is very apt for this particular module as it involves understanding and interpreting design theories, investigation, exploration and creating artifacts. According to Zafirov, students become more engaged in learning when they have the chance to be involved in projects which closely resembles real life problems, ones that are complex, challenging, and sometimes messy.</p>
<p><b>Anh, Pham Thi Van</b>  <b>GICICTEL1716191</b></p>	<p><b>Students' Expectations of Blended Learning at FPT Polytechnic – FPT University</b></p> <p style="text-align: center;"><b>Anh, Pham Thi Van</b>  <b>Faculty of Fundamental Subjects, FPT Polytechnic – FPT University</b>  <b>Number 1, Ham Nghi Street, My Dinh, Nam TuLiem, Hanoi</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Among a vast number of teaching methodologies, Blended Learning (BL) has emerged as an effective and popular tool in recent decades. While there has been much research around this approach in the world, the number of studies related to this in Vietnam is relatively rare. Previous studies have shown that there are numerous benefits as well as limitations of blended learning applied in different contexts. This study aims to investigate students' expectations and whether the application of Blended learning at FPT Polytechnic – FPT University meets those expectations. This study employs a qualitative method. 80 first year students participated in this study. By analyzing the Learning Management System (LMS) platform, observing real lessons, discussing data from the questionnaire, the study revealed that participants had very positive expectations of BL which are related to timing, usefulness, interaction and experiencing new technology. However, most students had negative comments on the technical problems regarding the LMS platform and the quality of the course in which a number of error answers were seen.</p> <p><b>Keywords: blended learning approach, LMS platform</b></p>
<p><b>Linh, Hoang Thi Thuy</b>  <b>GICICTEL1716192</b></p>	<p><b>The Application of Project-Based Learning for Grade 12 students at FPT Boarding High School</b></p> <p style="text-align: center;"><b>Linh, Hoang Thi Thuy</b>  <b>English Teacher Group, FPT boarding high school – FPT university</b>  <b>FPT University campus, High Technology Zone, Thach Hoa commune, Thach That district, Ha Noi</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Project –Based Learning has been obtained for ages and their effectiveness in education is absolutely undeniable. This method once again boosts the new way of approaching knowledge “Learning by Doing” (LBD) among scholars. Research on this learning style has been conducted abundantly; however, studies related to the application for teenage learners, specifically at a boarding high school where the context differs from other high schools haven't been seen considerable. While outstanding features are shown in recent studies, a number of limitations are also pointed out. This research is going to demonstrate how PBL has been applied in FPT boarding high school and highlight the pros and cons towards teenage students. The qualitative method is employed to achieve its aim with the support of 100 grade-12 students. According to testing and evaluation analysis, class observation, questionnaire data discussion as well as feedback from participants</p>

	<p>within a semester, the research points out how effectively the method contributes to building up learner's confidence, language competence, teamwork, presentation and problem solving skills and more importantly, inspiration for them. Besides, some disadvantages which need to be improved are listed as timing, learning materials as well as class management.</p> <p><b>Keywords:</b> Project Based Learning, Learning By Doing</p>
<p><b>Gifty Edna Anani</b> GICICTEL1716195</p>	<p style="text-align: center;"><b>Quality matters: A study of the language curriculum of teacher education in Ghana</b></p> <p style="text-align: center;"><b>Gifty Edna Anani</b> Department Of Public Relations Faculty Of Communications And ICT, University Of Professional Studies, Accra-Ghana</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Becoming a language teacher is a process involving the acquisition of both linguistic competence and pedagogical competence (Wright, 2002). This is a fact that the teacher educator ought to embrace and inculcate in the trainee. This study aims at examining the training given to teacher trainees of English Language and its implication for quality language instructions. The study investigates the trainees' attitude and perceptions toward teaching and learning of English Language in colleges of education in Ghana. The theoretical issues underpinning this study involve the theory of progressivism and essentialism. The design chosen for the study is the action research placed in a mixed method paradigm. The sample for the study will be 148, comprising 46 first year trainees, 52 second years, 30 third year trainees on internship programmes and 20 tutors of English Language. To fulfill the aims of this research, questionnaire, interview and observation are the main instrument for the collection of the data. The methods chosen for the analysis of data are descriptive Statistics, qualitative Content Analysis and narrative analysis. Findings of the study would examine the curriculum experience of trainees in terms of quality and its implications on language education in basic schools in Ghana.</p> <p><b>Keywords:</b> English Language, teacher, progressivism, action research, pedagogical, competence</p>
 <p><b>Dr. Brenda B. Corpuz</b> GICICTEL1716196</p>	<p style="text-align: center;"><b>BRAIN-BASED LEARNING STRATEGIES IN PHYSICAL SCIENCE AS IMPLEMENTED IN TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES- SENIOR HIGH SCHOOL</b></p> <p style="text-align: center;"><b>Dr. Ruben E. Faltado III</b> Associate Professor, College of Education of Technological Institute of the Philippines Assistant Principal of the Senior High School Department, College of Education of Technological Institute of the Philippines</p> <p style="text-align: center;"><b>Dr. Brenda B. Corpuz</b> Dean, College of Education of Technological Institute of the Philippines, Director of Center for Teaching Excellence and the Principal of the Senior High School Department College of Education of Technological Institute of the Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Brain-based learning is the use of active strategies that operate based on the ways the brain is naturally designed to learn. This study aims to determine the</p>

	<p>effectiveness of brain-based learning strategies in teaching physical science as implemented in the Senior High School department of Technological Institute of the Philippines during the school year 2016-2017. In the study, a pre-test-post-test experimental design was used and qualitative data related to the learning process has been reached with an interview technique. During the research process, the experimental group consisting of 60 students was taught incorporating brain-based learning strategies, while the control group made up of 60 students was taught with the traditional teaching approach. The data gathered were tabulated, analyzed and interpreted by using appropriate tests of significance, such as mean, standard deviation, and t-test. The level of significance was 0.05. The findings of the study revealed that the brain-based learning strategies used in the experimental group were more effective in increasing student achievement than the traditional approach used in the control group. Furthermore, the students in the experimental group claimed that they felt energized, happy, and more relaxed while learning. Due to the positive effect of these strategies, it is desired to be implemented in other learning areas like English and Mathematics and to other group of learners in the elementary level.</p> <p><b>Keywords:</b> Brain-Based Learning, Physical Science, Senior High School, Active Strategies, Student Achievement</p>
<p><b>Ivee K. Guce, Ph.D.</b> GICICTEL1716198</p>	<p style="text-align: center;"><b>Mathematical Writing Errors in Expository Writings of College Mathematics Students</b></p> <p style="text-align: center;"><b>Ivee K. Guce, Ph.D.</b> Mathematics Department, De La Salle Lipa, Lipa City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Despite the efforts to confirm the effectiveness of writing in learning mathematics, analysis on common errors in mathematical writings has not received sufficient attention. This study aimed to provide an account of the students' procedural explanations in terms of their commonly committed errors in mathematical writing. Nine errors in mathematical writing were pre-defined -- namely, misuse of mathematical terms, misuse of mathematical symbols, incorrect notation, incorrect grammar, incorrect capitalization, no or incorrect punctuation, vague term, incorrect term, and lack of term or phrase. This study used qualitative method of research to keep a record of errors in mathematical writing. Conducted in the College of Education Arts and Sciences of De La Salle Lipa, the respondents were twelve BS Mathematics students enrolled in Advanced Calculus 1 class. Results revealed that the most committed errors done in mathematical writing are incorrect grammar and misuse of mathematical symbols. Certainly, intervention programs on mathematics writing will bring favorable outcomes. Language courses in the students' curriculum which tackle proper grammar usage may be integrated with writing about mathematics as part of the student activities. Such will provide the students with writing experiences fitted to their discipline.</p> <p><b>Keywords:</b> mathematical writing, procedural explanation</p>
<p><b>Oktavia Retno Nawangwulan</b> GICICTEL1716199</p>	<p style="text-align: center;"><b>The effectiveness of implementing podcast learning project in enhancing students' speaking achievement in the fully digital era</b></p> <p style="text-align: center;"><b>Oktavia Retno Nawangwulan</b> Indonesia Endowment Fund for Education (LPDP) State University of Malang</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of the present study aims to investigate whether implementing ICT (Information and Communication Technology) in language teaching and learning, focused on the implementation of podcast learning project, helps the learners to enhance their speaking achievement. In the current century, the appropriation of technological platforms which requires new approaches for education should be fostered to today's youth, often referred as digital natives, since they are growing up surrounded and immersed in rapid technological development. This study was conducted with the tenth grade students of science program at SMAN 4 Jember. They were assigned into experimental and control group randomly. To assess their speaking performances in the post-test, analytic scoring rubric covering content, fluency, accuracy on pronunciation, grammar, and spelling was used. From the data analysis, the value of significance column (2-tailed) was 0.025, which was lower than 0.05 (<math>p &lt; 0.05</math>). Consequently, the formulated null hypothesis (<math>H_0</math>) was rejected. Regarding the result of this research, the implementation of podcast learning project gave a significant effect on the tenth grade students' speaking achievement. Further, the implementation of podcast learning project generates the students motivating and challenging. Thus, the current study recommended that EFL learners need to be familiarized and trained with the use of podcasting technology in language learning in order to get better gains in all language skills.</p> <p><b>Keywords:</b> ICT in education; podcast learning project; EFL speaking in Indonesia; speaking achievement.</p>
 <p>Denver Niel Sanchez GICICTEL1716200</p>	<p style="text-align: center;"><b>Language Rules Are Greek To Me: An Action Research Paper On Grammar Issues On The English Writing Proficiency Of A Language Learner</b></p> <p style="text-align: center;"><b>Denver Niel Sanchez</b> Department Of Teacher Education, UM Tagum College, Tagum City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>In most countries where English is second or foreign language the problem always takes its root on grammar rules especially in writing especially in the case of Philippines, particularly in Mindanao where students are mostly multilingual. This has been the concern of the researcher since it is important to note that English has been very widely introduced in the Philippines and is considered vital in every Filipino citizen to compete globally. This research study used Qualitative study particularly single case study to address the problem. Using purposive sampling, the participant was chosen as one who had problems in writing grammatically. The first research question aimed at identifying grammar errors committed by the participant through her writing outputs. The results of this inquiry were identified problems on subject-verb agreement, fragmented and run-on sentences, error in using article, prepositional errors and omission, pronoun agreement errors, plural and possessive noun confusion, and faulty pronoun reference. The results simply suggest that there are factors in committing these errors. For such reasons, a second research question was formulated regarding the causes of committing such grammatical errors by conducting an interview to the participant. The results produced involved pedagogical factors, misconceptions on language rules, memory issues, and priority concerns. This research will bring essential guide for teachers of English language on what topics need to be given importance in the teaching of grammar</p>



	<p>in writing. The researcher suggested that teacher must monitor the progress of students and encourage them to join workshops on grammar and writing or to make one for the students.  <b>Keywords: Grammar errors, Grammar rules, English writing</b></p>
<p style="text-align: center;"><b>I-Fan Liu</b>  <b>GICICTEL1716201</b></p>	<p style="text-align: center;"><b>The research and development of 3D Interactive Gamification Astronomy Learning System</b></p> <p style="text-align: center;"><b>I-Fan Liu</b>  <b>Department of Information Management, Oriental Institute of Technology,</b>  <b>New Taipei City, Taiwan</b></p> <p style="text-align: center;"><b>Chun-Wang Wei</b>  <b>Department of Healthcare Administration and Medical Informatics, Kaohsiung Medical University, Kaohsiung, Taiwan</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p><b>In order to help elementary school students better understand the planets and constellations of the solar system, this study used Unity 3D interactive technology to develop a 3D interactive gamification astronomy learning system that assisted students in learning the shapes and positions of planets and constellations through interactive simulations; integration of Greek mythology stories and games relating to the constellations helped to make astronomy learning more interesting. Keyword: Gamification, Astronomy learning, 3D Interactive learning system</b></p>
<p style="text-align: center;"><b>Xin Zhang</b>  <b>GICICTEL1716202</b></p>	<p style="text-align: center;"><b>Examining EFL Teaching and Learning through Metaphorical Analysis</b></p> <p style="text-align: center;"><b>Xin Zhang</b>  <b>English Language Center, Shantou University, Shantou, China</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>This presentation intends to present a study about EFL teaching and learning at non-English major undergraduate level in China. Metaphor has been frequently used as a research tool for better understanding of beliefs about school, teaching and curriculum. Educational concepts and process have long been described in metaphorical terms either as single ‘X is Y’ metaphors or as clusters of metaphors. This study elicited an exploratory angle, describing both student participants’ and teacher participants’ conceptualizations of English language teacher through an analysis of metaphors they created in the ‘X is Y’ format (e.g., “language learning is ... because...”). Two groups of student participants were non-English Major Students who registered in level 1 and level 4 courses at a key university in China. A group of teacher participants were in-service teachers who were teaching at an English Language Center in a key university. They were required to complete two prompts, “EFL teaching is... because...” and “EFL learning is... because...”, and student participants to complete “EFL teaching is... because...” and “EFL learning is... because...” in English. The elicited metaphors were collected, categorized, analyzed and compared. TEACHER AS KNOWLEDGE PROVIDER and LEADER is the widely-held belief in the two student groups. However, most teacher participants believed the cooperation with students. It indicated a gap between teachers’ and students’ understanding of teachers’ roles. Through the understanding of students’ beliefs of EFL teaching and learning, it provided insightful suggestion for EFL teaching. Students response reveals teacher dominant situation. In future, try different</b></p>

	<p>methodologies and transfer to student-center classroom.  <b>Keywords: EFL Teaching, Metaphorical Analysis, University Student</b></p>
<p><b>KudakwasheMadzima</b>  <b>GICICTEL1716203</b></p>	<p style="text-align: center;"><b>E-Learning adoption at a rural South African University: Opportunities and Challenges</b></p> <p style="text-align: center;"><b>K. Madzima</b>  <b>University of Venda, South Africa</b></p> <p style="text-align: center;"><b>M.Moyo</b>  <b>Cape Peninsula University of Technology, South Africa</b></p> <p style="text-align: center;"><b>C. Mushinye</b>  <b>Tswane University of Science &amp; Technology, South Africa</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The Higher Education landscape in South Africa has been grappling with many challenges in the recent years. The massification and internationalisation of higher education in South Africa has brought about new challenges, pressures and, to some extent, some opportunities for Universities. Most South African institutions of higher learning are faced with challenges that range from funding challenges to infrastructure (facilities or space) challenges. The massification of higher education has resulted in large numbers of students per class for most degree programs and this is forcing institutions to start exploring alternative methods of curriculum delivery of which e-learning is one of them. E-learning in higher education has been regarded as one of the tools that can bring solutions to some of these challenges faced by higher educational institutions the world over. If implemented and used properly, e-learning is said to bring about a great deal of benefits to institutions of higher learning. However, extra care must be taken when introducing any technology in an educational setting for it to bring about the desired results. Research has shown that the use of e-learning platforms amongst many educators and students is still very low, although they may generally be familiar with computer technology. This study explores the factors that are affecting the uptake and usage of an e-learning platform that was implemented at our example of a rural South African University. The paper highlights and makes an analysis of the opportunities and challenges of e-learning adoption using a case study of rural South African University. With respect to challenges of e-learning adoption we explore a wide range of contributing factors such as the usability of the LMS, characteristics of the academics, the students' characteristics, e-readiness, perceptions, cultural aspects, etc. A structured questionnaire was designed and used to collect data. The collected data was analysed using a statistical software package. Conclusions and recommendations were drawn based on the challenges and opportunities identified.</p> <p><b>Keywords: e-learning, adoption, massification, internationalisation, challenges, opportunities, infrastructure</b></p>
<p><b>Solomon Madzvamuse</b>  <b>GICICTEL1716204</b></p>	<p style="text-align: center;"><b>Investigating factors influencing the implementation of e-learning in rural based universities</b></p> <p style="text-align: center;"><b>Solomon Madzvamuse</b>  <b>Business Information Systems,University Of Venda,Thohoyandou, South Africa</b></p> <p style="text-align: center;"><b>Naziya Patel</b></p>


	<p style="text-align: center;"><b>Abstract</b></p> <p>Educational institutions are being influenced by developments in Information and Communication Technology. Heavy investments in technologies such as e-learning platforms, create a novel teaching and learning environment which provides an effective way of delivery of education through ELearning. E-learning offers a variety of opportunities for developing countries and rural based universities to support their educational systems. (Yaghoubi, 2008, p. 94) Asserts that, one of the urgent needs of developing countries is to employ higher education institutions such as universities and colleges with e-learning facilities. According to (Suleman, Ssekakubo, &amp; Marsden, 2011, p. 231) in developing countries e-learning initiatives do not fulfil their full potential and they fail, which is either partially or totally. (Yaghoubi, 2008, p. 84) Further states that the educational institutions generally face problems when adopting the latest technology.</p> <p>Despite the potential of eLearning platforms in supporting conventional teaching and learning activities, adoption of these technologies into teaching and learning activities has been a challenge in rural based universities in SA.</p> <p>The aim of this study was to provide an insight on introduction of the e-learning platform at University Of Venda. As sub objectives the research determined the usage of e-learning platform by the students and lecturers at University Of Venda, it determined the impact of e-learning and identified the support provided by University and finally, established the perception of users on e-learning at the University.</p> <p>The Research has established a set of factors influencing the poor adoption of eLearning as a tool for teaching and learning in rural universities and suggestions for improvement where also identified. The research has a future scope of establishing a platform for implementation of eLearning for rural universities in SA.</p> <p><b>Keyterms:</b> ELearning, ELearning platform, teaching and learning activities.</p>
<p><b>Prof BasavarajDonur</b> <b>GICICTEL1716206</b></p>	<p style="text-align: center;"><b>Teaching English As A Foreign Language</b></p> <p style="text-align: center;"><b>Prof BasavarajDonur</b> <b>Department Of English,Indira Gandhi National Tribal University,Amarkantak,</b> <b>Madhya Pradesh, India</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Teaching English as a foreign language to the students of the third world countries viz a viz of commonwealth nations of which India was/is a part is challenging task. One of the reasons why teaching and learning process in the third world countries has become a big task is the learners of English in these countries have little exposure to English syntax and accent and they are also not aware of certain grammatical categories like articles, preposition, clauses etc on the one hand and they have absolutely no acquaintance with the cultural background of the people who have shaped the English language. The learners of English as a second or foreign language hardly get opportunities to use English outside the classroom and their only source is the teacher in the classroom. The teacher-learner relationship in so far as the use of English is concerned is confined to the classroom and in the classroom to the uses of language is limited to a certain area.</p> <p>The paper analyses the possible problems that the learners of English encounter</p>

	<p>in their learning besides examining the interference of their mother tongue in the acquisition of English. The paper argues that a separate pedagogy and separate modules need to be evolved to teach English to the learners in the third world countries. The paper aims at examining the writings and speeches of select learners at the degree and master's level in two districts of Hyderabad – Karnataka region in the state of Karnataka.</p> <p><b>Key terms:</b> third world countries, commonwealth, exposure, syntax, accent, articles, preposition and clauses</p>
<p style="text-align: center;"><b>I Wei Liu</b> GICICTEL1716207</p>	<p style="text-align: center;"><b>The Effects Of Debate Instruction Through A Flipped Learning Environment On Speaking Ability And Critical Thinking Skills Of Thai High School Students</b></p> <p style="text-align: center;"><b>I Wei Liu</b> Faculty Of Arts, English As An International Language, Chulalongkorn University, Bangkok, Thailand</p> <p style="text-align: center;"><b>Abstract</b></p> <p>English Debate is a valuable classroom activity to enhance student's critical thinking and English communication skills for non-native English learners but required considerable investment in classroom time. Flipped classroom opens up opportunity to gain benefit of debate instruction by relocating non-interactive lectures to time outside the classroom through the use of online technology, thus reserving invaluable classroom time for more engaging active learning. This research paper examines the effects of Debate Instruction in Flipped Learning Environment (DIFLE) in enhancing learners' English communication skills and critical thinking in Thai high school students with at least 2-year background in English program. The research was conducted as a 10-session program with online learning task assigned prior to each in-class learning exercise. Debate sessions conducted on every third session followed by post-debate discussion. Research findings show significant improvement in students' average scores on critical thinking and English speaking skills after having participated in DIFLE. The opinions of students on DIFLE vary but positive attitudes towards debate instruction and rational discussion in general were observed. This research provides empirical evidence for the effectiveness of flipped learning environment, and gives useful insights for future interactive classroom management and application of content-based approach to Teaching English as a Second Language.</p> <p><b>Keywords:</b> Education, Debate instruction, flipped classroom, critical thinking, Teaching English as a Second Language (TESL), Thailand</p>
<p style="text-align: center;"><b>Ilham Akbar</b> GICICTEL1716210</p>	<p style="text-align: center;"><b>Profile Of Understanding Student's Concepts In Solving The Calculus Problems Reviewed From Self-Effective Levels</b></p> <p style="text-align: center;"><b>ElokFaikKhotunNihayah</b> Lecturer in Faculty of Teacher and Science Education, University of TompotikaLuwuk</p> <p style="text-align: center;"><b>Ilham Akbar</b> Lecturer in Faculty of Teacher and Science Education, University of TompotikaLuwuk</p> <p style="text-align: center;"><b>Abstract</b></p> <p>A qualitative approach has been conducted. This research aims to identify and</p>

	<p>describe the students' understanding of the concept of the study program mathematics education FKIP Untika in solving calculus problems in terms of the level of efficacy high self and low self-efficacy level. The process of collecting data in this study was conducted by providing diagnostic tests to each subject that refers to an understanding indicator concept. The results of each subject's work are then verified by the researcher through interview techniques based on self-efficacy level. Characteristics of understanding the concept of the subject are studied through interpretation or representation of the subject in answering the questions given. The Triangulation used in this research is triangulation method that is, by combining between technique tests and interviews. The data collected through both techniques is then reviewed its consistency. Consistent data is valid data, so it can proceed with data analysis process. The results of the study describe the subjects who identified the level of efficacy high self tend to have an understanding of concepts in solving calculus problems. While the subjects who identified the low self-efficacy level did not have a kosep understanding in solving calculus problems. The findings of this study reinforce previous findings that self-efficacy will affect the process of one's motivation that is after the person knows and confident in their ability, they feel capable of performing their duties, then their motivation will also be stronger in completing the task.</p> <p><b>Keywords:</b> Efficacy of Self, Concept Training, Calculus</p>
<p style="text-align: center;"><b>Huibin Zheng</b> GICICTEL1716211</p>	<p style="text-align: center;"><b>An Exploration of Chinese University EFL Students' Perspectives on Foreign Language Anxiety in Local and International Teachers' Classes</b></p> <p style="text-align: center;"><b>Huibin Zheng</b> English Language Center, Shantou University, China</p> <p style="text-align: center;"><b>Xiaoli Wang</b> English Language Center, Shantou University, China</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this study is to reveal how native and non-native speaker EFL (English as a foreign language) teachers influence students' levels of foreign language anxiety (FLA) in classrooms. In this study, two groups of students (180 in total) of whom 90 is in local teacher classes and 90 in international teacher classes taking English as a foreign language course for 4 hours a week at one university in China are administered foreign language speaking anxiety scale in class. The mean score of each item was measured and the results are discussed in detail by explaining the percentages of students' thoughts. Interviews are also used as one of the primary sources of data in this study. Results were analyzed and the level of classroom anxiety is measured for finding whether there was any significant difference between the two groups.</p> <p><b>Keywords:</b> foreign language anxiety (FLA), native speaker (NS), non-native speaker (NNS)</p>
<p style="text-align: center;"><b>Lin Fang</b> GICICTEL1716212</p>	<p style="text-align: center;"><b>Designing Low-stakes Summative Assessment by Teachers: The Application of a Standard-like Test Development Process</b></p> <p style="text-align: center;"><b>Lin Fang (EdD)</b> English Language Center, Shantou University</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Compared with standardized assessments designed by professional item-writers,</b></p>

	<p>teacher-made low-stakes summative language tests are often accused of having low quality (e.g. Alderson, 2006; Coniam, 2009, 2014). However, what approach teachers adopted to design tests, rationales behind teachers' decisions, and how teachers from different educational and professional background cooperated are under-researched. In the small number of existing research, teachers' test-design processes are often investigated with reference to the procedures for developing high-stakes assessments in the sense that teachers are normally required to follow the test designing procedure adopted by standardized assessments. Yet from teachers' perspectives, a systematic development process may not be suitable for their contexts (Fulcher, 2012). This case study examined how a group of twelve language teachers in a language center of a Chinese university developed a midterm test in a naturalistic setting. Firstly, test development process was recorded by a software named "Snagit". After video recording, each teacher participated in a two-hour individual retrospective interview, which revealed teachers' cognitive process and rationales. There were other major data that included curriculum documents, audio recordings of teaching process, teachers' journals and focus group among participants after test administration. Data indicated that teachers were required by their authorities to follow a four-stage standard-like test development process, including "test planning", "item writing", "item reviewing" and "test administering". Yet teachers accommodated the process while developing the test. The main discrepancies between the standard-like process and process accommodated by teachers lie in test purpose, usage of specification, scoring procedure and perceptions of validation. Reasons for the discrepancies, implications and limitations are also discussed.</p> <p><b>Keywords:</b> test development process, low-stakes summative assessment</p>
<p style="text-align: center;"><b>R. Radhika</b> GICICTEL1716213</p>	<p style="text-align: center;"><b>Role Of Emotional Intelligence In Interpersonal Relationships</b></p> <p style="text-align: center;"><b>R. Radhika</b> Department of English, Guru Nanak College, Chennai, Tamil Nadu, India</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Human life is undergoing constant change right from its evolution. With the development of Science and Technology the generation today is spending most of their prime time with electronic devices. This technology has drifted away from their relationships. Social media is playing a major role in this. Emotional Intelligence has to be improved to live a successful life. Emotional Intelligence is needed to enhance one's living, to empathise, and manage interpersonal relationships. Students today must learn the inter and intra personal skills, learn to face difficult situations and improve tolerance. In today's scenario, how one portrays himself is more important than being a subject expertise. This paper will analyse the different criteria's of Emotional Intelligence as to how a person can upgrade himself with Emotional Intelligence and how soft skills plays a major role in embracing success.</p> <p><b>Key words:</b> Students, Inter and Intra personal skills, motivation, growth, society</p>
<p style="text-align: center;"><b>EbrahimTeshnehdel</b> GICICTEL1716214</p>	<p style="text-align: center;"><b>An investigation on the effects of life skills education on the reduction of anxiety and aggression among the personnel employed at Zafar Bonab and NovinGostarBonab steel production plant</b></p> <p style="text-align: center;"><b>EbrahimTeshnehdel</b> Advisor on the empowerment of human resources, Zafar Bonab and NovinGostarBonab steel production plant</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>The current study attempts to investigate the effects of life skills education on the reduction of anxiety and aggression among the personnel of Zafar Bonab and NovinGostar steel production plant. The population of the study includes all personnel employed at the plant. By the use of random sampling techniques, 30 employees were chosen as the sample under investigation and were placed into two experimental and control groups. In order to collect data, the questionnaire of anxiety (Buss &amp; Perry, 1992) and Trait Anxiety Inventory (Spielberger, 1970) were applied. Pretest-posttest design have been selected to conduct the study having a control group. After assigning the participants to two experimental and control groups in a random way, the experiment (teaching participants the life skills) was performed on the experimental group during 8 sessions, each one 120 minutes. After the completion of the experimental program, a test was performed on both groups. The findings reveal that in comparison to the participants of the control group, the teaching of life skills lead to the reduction of anxiety and aggression and an increase in the rate of productivity in activities of the employees in Zafar Bonab and NovinGostar steel company. Keywords: life skills, anxiety, aggression, productivity, Zafar Bonab and NovinGostar steel production plant</p>
<p>Fahad Ahmad Khan GICICTEL1716215</p>	<p style="text-align: center;"><b>Relationship between Exams Score of Students in Computer Programming and Mathematics</b></p> <p style="text-align: center;"><b>Fahad Ahmad Khan</b> Aga Khan University Examination Board, Karachi, Pakistan</p> <p style="text-align: center;"><b>Naveed Yousuf</b> Aga Khan University Examination Board, Karachi, Pakistan</p> <p style="text-align: center;"><b>Muhammad Kashif</b> Aga Khan University Examination Board, Karachi, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Researchers have tried to explore the relationship between computer programming and achievements of students in mathematics at different academic levels. The purpose of the present research is to find relationship between test score of secondary school certificate (SSC) students in Computer programming and Mathematics in high-stakes exam being conducted by Agha Khan University Examination Board (AKUEB). At AKUEB, we have exams scores of a large number of students across the country (Pakistan) which will help to get more accurate results to explore the nature of relationship. The exams scores of Mathematics and Computer Science of SSC-II for year 2014, 2015 and 2016 administrated by AKUEB across the country are considered for the research study. Furthermore, to get the more accurate results, only programming questions are considered from paper-1 and paper-2 of Computer Science while all the questions of Mathematics paper-1 and paper-2 are considered for this research. The number of students whose exam score is used in this research study is 535, 574 and 601 for year 2014, 2015 and 2016 respectively. Pearson correlation is used to investigate the relationship between exams score of students in Computer programming and Mathematics. The average correlation value is 0.727 which shows there was high correlation</p>

	<p>between Computer programming and Mathematics exams score. Also, the present research shows that 52.9% of variations of computer programming exams score were due to variation in mathematics exams score.</p>
<p style="text-align: center;"><b>Jinhyo Jung</b>  <b>GICICTEL1716216</b></p>	<p style="text-align: center;"><b>The Analysis of Research Trends in Biometrics in South Korea</b></p> <p style="text-align: center;"><b>Jinhyo Jung</b>  Graduate School of Chung-Ang University, Seoul, Korea</p> <p style="text-align: center;"><b>Hyunjung Yang</b>  Graduate School of Chung-Ang University, Seoul, Korea</p> <p style="text-align: center;"><b>Chang-Moo Lee</b>  Professor at Chung-Ang University, Seoul, Korea</p> <p><b>I. Introduction</b></p> <p>A large amount of research on biometrics has been conducted in recent years, particularly in South Korea. Approximately 1,000 academic papers about biometrics which focused mainly on technologies, algorithms, regulations, standardizations, and applications have been published (Lee, Man Sick, 2003; Young-Mi Yoon, 2006; Hong Seung June, 2011; Yun, Sung-Min, 2012). These studies have resulted in improving biometrics both in technologies and markets (KISA, 2015). However, there has been no significant output in the analysis of the research trends in biometrics. In order to develop biometrics as a discipline, a process to organize and summarize research results is necessary (Lee, Hyang-ee, 2015). It's an essential part to describe the overall structure of biometrics to make further studies much more efficient and effective. Thus, the primary objective of this study is to analyze the Korean research trends in biometrics with reference to fingerprint recognition, iris recognition, face recognition, speaker—or speech—recognition, and vein recognition through semantic network analysis. This approach provides the scholars who may struggle to make sense of biometrics field or prepare for their own research with insights into the foundation of biometrics.</p> <p>Existing research trends have mainly employed qualitative research methods—such as literature research, expert evaluation, and Delphi method—which require a lot of time and money to deal with a huge amount of data. Furthermore, those methods are likely to be influenced by the biased and subjective viewpoints of authors. To move beyond these weaknesses, many researchers have instead used quantitative research methods like data mining (Hyun-jung Kim, Nam-ok Jo &amp; Kyung-shik Shin, 2014). In this paper, research trend analysis is carried out by utilizing the network analysis based on data mining.</p> <p><b>Keyword : Biometrics, Research Trends, Social Network Analysis, Korea</b></p>
 <p style="text-align: center;"><b>RikardusFeribertusNika</b>  <b>t</b>  <b>GICICTEL1716217</b></p>	<p style="text-align: center;"><b>The Evaluation of Physics Students' Problem Solving Ability through MAUVE Strategy (Magnitude, Answer, Units, Variables, and Equation)</b></p> <p style="text-align: center;"><b>RikardusFeribertusNikat</b>  Undergraduate Physics Education Department, UniversitasNegeri Malang, Malang, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Problem solving ability is very important to be developed in the process of learning physics especially in understanding the material of physics, both in concept, procedural, and mathematical calculation. Many researchers have</p>



	<p>developed evaluation rubrics for problem-solving abilities, one of them is MAUVE strategy. MAUVE strategy can help students as well as teachers in evaluating the extent to which students understand the concept of physics in accordance with the stages of problem solving. The purposes of this study are 1)exploiting the way teachers create test instruments and assess students' work in solving physics problems through MAUVE strategy; 2) knowing physics students' problem solving skills which were evaluated with the rubric developed by MAUVE. This paper applies descriptive quantitative research in which the data collection method used are test, observation, and interview. The research subjects were conducted on 30 eleventh students of Pujon Malang Islamic Senior High School who have already taken work and force material. The results showed that students' problem solving ability was 6.77% from 10% at the Magnitude level, 6.95% from 10% at the Answer level, 14, 1% from 20% at the Units level, 14.83% from 20% at the Variables level, 28, 93% from 40% at the Equation level. Futher, the result of this study finds that MAUVE strategy facilitates teachers and students in evaluating problems on the physics material. Students can evaluate themselves about what deficiencies need to be improved in solving physics problems. For teachers, MAUVE is one of the easiest strategies to resolve problem-solving skills, so it needs to be evaluated for what needs to be improved. MAUVE strategy needs to be further developed on other topics of physics.  <b>Keywords:</b> Physics Problem Solving Evaluation, MAUVE Strategy, Physics Problems</p>
<p><b>SitiSalsiah</b>  <b>GICICTEL1716218</b></p>	<p style="text-align: center;"><b>Bentang Asa Foundation (BAF): Alternative Program For Reducing The Numbers Dropping Out Of School, To Improve The Quality Of Human Resources Through Scholarship And Educational Development</b></p> <p style="text-align: center;"><b>SitiSalsiah</b>  <b>Communication and Community Development, Bogor Agricultural University</b></p> <p style="text-align: center;"><b>Rizki Amalia Putri</b>  <b>Biochemistry, Bogor Agricultural University</b></p> <p style="text-align: center;"><b>BayuAjiKrisandi</b>  <b>Plant Protection, Bogor Agricultural University</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education is one of the most important pillar in development, especially for improve potency, productivity and quality of human resources. The education provision is capable of being the younger generation to build the nation, so Indonesia should have good education for all community to resolve problem of low levels of education. Low levels of education in Indonesia caused by the high number of dropouts especially at the elementary school level. The reason of dropouts is cause by low levels of economic. Therefore, it needed a solution that aims to resolve the low level of Education especially in the village, which is village has a related with poverty. Bentang Asa Foundation (BAF) is present as a container of philanthropy that moves in the field of education and be a means of channeling scholarship to underprivileged children's village as well as have achievement. BAF are non-profit organization, open, professional, religious, and togetherness. BAF collaborates with several stakeholders to provide access to Educational facilities. Not only in the form of channeling education donation, BAF also formed to steer awardee to be able to continue his education, as well as</p>

	<p>to increase the ability (skill), mindset, attitude and values themselves are packaged in a variety of unique activities with self-improvement program. As for some of the activities program of self-improvement : camp, outbound, the brother of foster care, character development, study tours and other activities that can improve the morale to continue education and building the future. Based on the results of the implementation of these programs, BAF can become role models in the increased quality of the successor Nations resources and can reduce the dropout figures for the nation's future.</p> <p><b>Keywords: education, scholarship, Bentang Asa Foundation</b></p>
<p><b>Cezar, Christine B.</b>  <b>GICICTEL1716220</b></p>	<p style="text-align: center;"><b>Polytechnic University Of The Philippines' Senior High School Students' Perception Of Effective Language Teaching In An Esl Classroom</b></p> <p style="text-align: center;"><b>Cezar, Christine B.</b>  <b>Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</b></p> <p style="text-align: center;"><b>Diaz, Yanice Coleen B.</b>  <b>Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</b></p> <p style="text-align: center;"><b>Manalang, Melvin T.</b>  <b>Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</b></p> <p>This paper aims to highlight the effectiveness of an ESL teacher in an ESL classroom in teaching the second language. It discusses different factors that can affect the language teaching-learning process like native language, learning style, technology and etc. In order to find out if an ESL teacher is effective based on the perception of senior high school students, through the discussion of the questionnaires prepared by the researchers; the perception of the students of an effective ESL teacher was revealed and concludes with recommendations. In summary, this paper intends to help the teachers improve their ways of teaching the second language that will help students to engage more in acquiring the language.</p>
<p><b>Sherrie Mae Rodriguez</b>  <b>GICICTEL1716221</b></p>	<p style="text-align: center;"><b>Language Anxiety: Effects on Oral Performance of Selected Polytechnic University of the Philippines ABM Senior High School Students</b></p> <p style="text-align: center;"><b>Ramirez, Angelica B.</b>  <b>Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</b></p> <p style="text-align: center;"><b>Rodriguez, Sherrie Mae F.</b>  <b>Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</b></p> <p style="text-align: center;"><b>Sta. Rosa Kennen Ivy J.</b>  <b>Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>In order to maintain social relationships, reach goals and find purpose, speaking</b></p>

	<p>is an important element to attain these aims successfully ergo should be prioritized. Inevitably, learners most of the time are experiencing difficulty on expressing themselves especially when they are obliged to speak in front of many people. This is a factor linked in having language anxiety. Other learners can handle it well, some are not. So this study aims to relate the language anxiety and how well the leaners communicate in English. Through random sampling method, 30 students from a class that contains 50 students of Accountancy, Business Management (ABM) strand in Grade 11 of Polytechnic University of the Philippines (PUP) Sta. Mesa, Manila are selected to answer the exam prepared by the researchers and be interviewed afterwards. There are two sets of exam, the SET A is hard and took by the first 15 students and the SET B is easy and took by the other 15 students. This study proves that the knowledge in English students plays a big role on how they converse. In addition to this, the exam and its difficulty tells that test anxiety also affects the students' mindset over their speaking skills. Therefore, the researchers suggest that to have an effective language learning inside a classroom, the teacher must know the students' preferred learning styles, classroom procedures and should also be building a friendly atmosphere to make the students feel more comfortable in sharing their ideas.</p>
<p style="text-align: center;"><b>Ricky Molina</b> <b>GICICTEL1716222</b></p>	<p style="text-align: center;"><b>Effects of Exposure on Educational Materials and Facilities in Reading Comprehension and Language Anxiety of Grade 12 Senior High School Students of Polytechnic University of the Philippines</b></p> <p style="text-align: center;"><b>Molina, Ricky I.</b> <b>College of Education/ Department of Secondary and Elementary Education,</b> <b>Polytechnic University of the Philippines, Manila, Philippines</b></p> <p style="text-align: center;"><b>Clemente, Bian Kay A., Miranda, Suzmitacin L., Puyong, Ronna Mae A.</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education throughout the generation changes due to numerous factors. It includes the teacher, the students, the resources, and even the technology it follows. These technologies share a huge part in improving the quality of education, and by simply helping the students overcome the difficulties they encounter.</p> <p>It is said that technology can be a boon or bane, thus, the inspiration of the research study. The effects of exposure on educational materials and facilities inside the classroom and school are intended to be found out by considering Grade 12 students of Polytechnic University of the Philippines (PUP), located in Manila.</p> <p>The effects of technology in education are seen while considering the reading comprehension and language anxiety of the students in English. The research study sees the exposure on texts and practices that educational materials and facilities offer, give big impact in the language learning of the students.</p> <p>PUP is a State University that experiences lack and presence of technologies. The study is timely and relevant in the current state of education system in the Philippines, even with the other countries of SouthEast Asia.</p>



**Thuy Nhat Minh Vo**  
GICICTEL1716223

**Integration of Cross-cultural Experiences and Professional Competencies:  
views from international Exchange Programs in Higher Education**

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**Abstract**

Encouraging hospitality students in reflective and transformative learning toward a global mindset becomes an imperative, especially for developing their cross-culturally professional competency in preparation of the future career path development. Oversea exchange programs are among the initiatives to raise personal, professional and cultural awareness for the hospitality students in a pathway to encourage cross-cultural learning among students in similar fields. However, to what extent the development of a global mindset gained from the cross-cultural experiences could help undergraduate hospitality students gain their professional competency in a wide range of cultural skills in the hospitality and tourism context is the main issue to be described by this study. Content analysis has been conducted on in-depth interview data given by hospitality overseas exchange students who are both current students and graduated ones. The most popular modes of international student exchanges such as team project, assignment, presentations, and travel exchanges are taken into consideration to highlight deeper insights into a mutual interest between the cross-cultural experiences and the professional competency related cultural skills. The study reveals that cultural understanding needs to be experienced in the real setting context. Furthermore, we also discovered that cultural exchange outcomes are normally obtained in the daily informal practices instead of formal studies. However, the current study is constrained within few selected countries where students have been experienced and the current partnership between the home and host Institutions. This paper provides actionable guidelines and approach for integrating the critical component of cultural exchange program in the traditional curriculum program of hospitality.

**Keywords:** cross-cultural experiences, professional competency, reflective learning, transformative learning, global mindset

**ChiauChing Chen**  
GICICTEL1716224

**A hybrid Algorithm for Structuring HEI Performance Evaluation Model**

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**Abstract**

**Keywords:** Analytical Network Process, DEMATEL, Higher Eductaion

#### Research Objectives

As the world becomes more globalized, so does the environment where higher education institutions operate. Specifically, for decision makers in Taiwanese higher education institutions, they have to confront challenges stemming both from within the nation. Therefore, with only limited resources available, decision makers should properly prioritize its administrative goals so as to streamline institution performance, making efficient use of the resources. To this end, in combination of the experience accumulated from the past, a data-driven decision-making model can provide more objective and reliable decision-making advice. This model provides decision makers a performance assessment mechanism with which they can engage in overall performance assessment of their institution on a regular basis so that they are able to further adjust their administrative priorities accordingly. Consequently, this study attempts to establish a performance assessment model for higher education, whereby decision makers can utilize its result to allocate resources more efficiently.

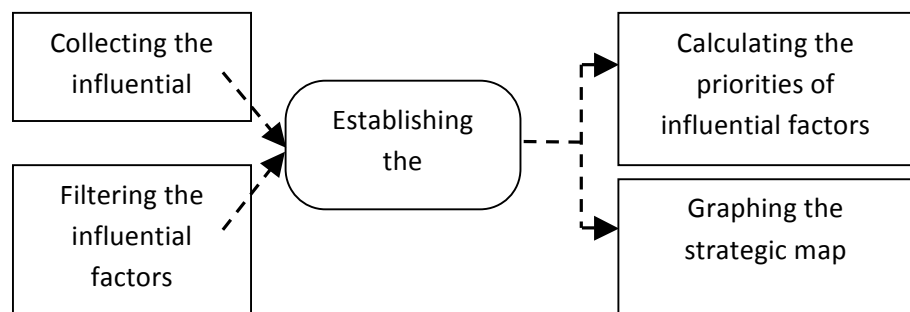
#### Methodology

The research procedure of creating HEI performance evaluation model are as follows.

Step 1: Establishing the assessment framework with influential factors: filtering the influencing factors collected from literature review via Data Envelopment Analysis (DEA);

Step 2: Assessing the importance of each influential factor: calculating the priority of each single factor through Analytical Network Process (ANP);

Step 3: Graphing strategic map: based on the result derived from ANP, we adopted the Decision-Making Trial and Evaluation Laboratory (DEMATEL) analysis to clarify the causal-and-effect relationships between each factors.



#### Findings

This study gathers indicators evaluating the performance of higher education institutions across the globe and organizes them by the services offered by higher education. Through case studies, this study elaborates how decision makers in higher education can utilize this performance assessment model. For example, influencing factors identified by observing the causal relations between major perspectives, thus prioritized as the focuses of quality improvement, and then with active influencing factors taken into consideration, the priority for perspective improvement devised and resource allocation planned. Similarly, causal relations between each influencing factors that exist in the same perspective can shed light on the interaction among these factors, providing

	<p>valuable information for relevant units better engaging in strategic planning.</p> <p><b>Research limitations</b> The components of the model in the study are collected via literature reviews, we will complete continuously the possible influential factors composed of the framework through brainstorming or refer experts' opinions in the future.</p> <p><b>Practical implications</b> Besides, decision makers can understand the causal relationship between each factor; the priority obtained from the application of ANP not only can inform them the importance of each factor with respect to current administrative goals, the result also can offer relevant units to measure their own total performance scores.</p> <p><b>What's value of paper</b> The result can provide a holistic, systematic, and data-driven decision-making process, allowing decision makers to track their institutions' performance more objectively. In the meantime, they will be better suited to propose proper, viable improvement suggestions that match their institutions' development goals and visions based on empirical data.</p>
 <p><b>Jhemson Elis</b> GICICTEL1716227</p>	<p><b>DEVELOPMENT OF CONTENT – BASED INSTRUCTIONAL GAMES IN MATHEMATICS</b></p> <p><b>JHEMSON C. ELIS, Ph.D.</b> Department Of Education, Deped Batangas Province, Philippines</p> <p><b>WILHEM D. SISCAR, ED.D</b> <b>RODRIGO R. CASTILLO, ED.D</b> <b>GABRIEL A. ROCO, ED.D</b></p> <p>The major thrust of this study was to develop a content – based instructional games in mathematics for the grade 9 students in enhancing their ability and skills to different problems involving Algebra and Trigonometry with fun and enjoyment.</p> <p>The study focused on the development of content based instructional games in mathematics through determining the teaching and learning difficulties, intervention used in teaching, and stages in developing the said instructional games. The descriptive type of research was used in this study, with questionnaire and FGD as instrument in developing the content – based instructional games in mathematics. The descriptive statistical tools used in the study were frequency, percentage and mean average; whereas, inferential statistics included Reliability analysis.</p> <p>Based from the findings, a content – based instructional games can be applied to the topics in algebra and trigonometry. There were teaching difficulties and students learning difficulties encountered in the teaching and learning algebra and trigonometry.</p> <p>Intervention measures were utilized by the faculty members in addressing the students' learning difficulties in both algebra and trigonometry. There are stages in the development of content – based instructional games in mathematics. The developed content – based instructional games described according to goals, rules, materials used, and design. The developed content –</p>

	<p>based instructional games in mathematics were very accepted by the respondents.</p> <p>The result of this study recommended teachers may discover other subjects in mathematics such as statistics and geometry that instructional games can be applied. Teachers may also determine the teaching and learning difficulties of in different subjects. It is also recommended to conduct a study on the effectiveness of the developed content – based instructional games in mathematics. Future researchers’ may enhance the developed content – based instructional games by applying the topics exponential, logarithmic, differential and integral calculus for future used.</p>
<p><b>Faiza M. Abdul Latip</b> GICICTEL1716228</p>	<p style="text-align: center;"><b>The Grade Six Pupils’ Learning Styles; Their Achievements And Difficulties On Fractions Based On Kolb’s Model</b></p> <p style="text-align: center;"><b>Faiza M. Abdul Latip</b> Mindanao State University - Maguindanao</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study focused on the Datu Odin Sinsuat district grade six pupils’ learning styles along with their achievements and difficulties in learning concepts on fractions. Five hundred thirty-two (532) pupils from ten different public elementary schools of the Datu Odin Sinsuat districts were purposively used as the respondents of the study.</p> <p>A descriptive research using the survey method was employed in this study. Quantitative analysis on the pupils’ learning styles on the Kolb’s Learning Style Inventory (KLSI) and scores on the mathematics diagnostic test on fraction concepts were made using this method.</p> <p>The simple frequency and percentage counts were used to analyze the pupils’ learning styles and their achievements on fractions. To determine the pupils’ difficulties in fractions, the index of difficulty on every item was determined. Lastly, the Kruskal-Wallis Test was used in determining the significant difference in the pupils’ achievements on fractions classified by their learning styles. This test was set at 0.05 level of significance. The minimum H-Value of 7.82 was used to determine the significance of the test.</p> <p>The results revealed that the pupils of Datu Odin Sinsuat districts learn fractions in varied ways as they are of different learning styles. However, their achievements in fractions are low regardless of their learning styles. Difficulties in learning fractions were found most in the area of Estimation, Comparing/Ordering, and Division Interpretation of Fractions. Most of the pupils find it very difficult to use fraction as a measure, compare or arrange series of fractions and use the concept of fraction as a quotient.</p> <p><b>Keywords: Difficulties in Fraction, Learning Styles, Kolb’s Model</b></p>
<p><b>Nguyen Thi Thao</b> GICICTEL1716229</p>	<p style="text-align: center;"><b>The Effectiveness of Project-based Learning on Developing Students’ Listening and Speaking skills</b></p> <p style="text-align: center;"><b>Nguyen Thi Thao</b> University of Sport Hochiminh City, Vietnam</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Project-based learning (PBL) is regarded as an effective teaching method to help students develop their language skills. However, PBL has not been as widely implemented in Vietnam as it should be. Therefore, this case study was conducted to explore how effective PBL was to students’ listening and speaking skills</p>

	<p>development. An intact class of thirty-three students and the instructor in a university participated in the study. Data were collected using six classroom observations, and semi-structured interviews with nine students and the instructor together with teacher's and peers' assessment. The study showed that PBL helped dramatically in improving the students' listening, especially their communicative listening capacity; and their speaking, especially their pronunciation, fluency, message delivery, vocabulary and speaking manner. Moreover, the study investigated the benefits and difficulties they encountered while doing projects. The study found that although students learnt worth lessons from the advantages and challenges, which motivated them to love projects that they even suggested the school incorporate more projects into the curriculum. The study recommends that PBL should be more widely implemented to maximize the development of students' language skills at universities. <b>Keywords: Project-based learning, listening, speaking, case study</b></p>
<p><b>Truong Thi Thanh Canh</b> <b>GICICTEL1716235</b></p>	<p style="text-align: center;"><b>Multiple Intelligence Theory Implementation: An Investigation on Students' Attitudes towards English lesson</b></p> <p style="text-align: center;"><b>Truong Thi Thanh Canh</b> <b>Vien Dong College, Ho Chi Minh city, Vietnam</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study explores the effectiveness of the teaching approach that bases on Multiple Intelligence (MI) theory on students' attitudes towards their English lessons. Data was collected from 51 students from Grammar and Speaking classes in two colleges, Broward College Vietnam and Vien Dong College, Vietnam. Qualitative method was employed to find out the research results in this paper. A semi-structured interview and class observation were research instruments. The findings reveal that students have positive attitudes towards their Grammar and Speaking lessons as well as group working. In addition, there is no significant difference in term of learning environment that may have effects on students' attitudes towards the implication of MI theory in their classes. The discussion contributes to the body of knowledge of the applicable implication of MI in EFL classroom, and provides some implications for the use on this theory in EFL context. <b>Key words: Multiple Intelligence, Students' attitudes, English lesson</b></p>
<p><b>YazidBenchabane</b> <b>GICICTEL1716236</b></p>	<p style="text-align: center;"><b>How to implement a Successful Flipped classroom in a General Education Program course?</b></p> <p style="text-align: center;"><b>YazidBenchabane</b> <b>United Arab Emirates University</b></p> <p>The aim of this paper is to discuss the process of implementing an effective and successful flipped learning model in a general education program course. As a case-study, we used data and information form the information literacy course delivered under the general education program at the United Arab Emirates University in the academic year 2016/2017. we will discuss in details the components of a flipped classroom learning model and it's implementation, the learning activities, the assessment methods used in this model, the assessment methods used to assess students' performance, the instruction design, what are the requirements for a successful implementation, and the learning environment settings. A large dataset has been collected during the delivery of the course which</p>



	<p>involved qualitative and quantitative data through focus groups, students' surveys, class visits, course evaluation, pre and post tests, and detailed course grades. In order to gain more insights on the effectiveness of each factor of the learning process, a variety of statistical analysis have been used to measure the impact of each factor on the students' performance from descriptive to inferential statistical models. The results of the study showed an overwhelming positive impact of the flipped learning when properly implemented in a collaborative inquiry based learning environment, the course learning outcomes has been achieved by students with high rates compared with their peers in the traditional classroom.</p>
<p style="text-align: center;"><b>Anita Jokic</b>  <b>GICICTEL1716240</b></p>	<p style="text-align: center;"><b>Teaching ESP to Marine Engineers using IT and Digital resources</b>  <b>Summary</b></p> <p style="text-align: center;"><b>Anita Jokic</b>  <b>Affiliation: Department of English, Prvarijeckahrvatskagimnazija, Rijeka, Croatia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Students' motivation and expectations have a considerable influence on second language acquisition. Standardized course books and ex-cathedra lectures are no longer sufficient; they do not entice our students enough and consequently, do not provide the best possible results. This paper focuses on Information Technology and Digital resources used as methods of stimulating students' interest, as important factors of success in ESP. First year students of Marine Engineering at the Faculty of Maritime Studies in Rijeka were selected as the target group, since they are expected to expand their ESP vocabulary greatly in the following two years of their studies. The data were collected through survey in the form of a questionnaire. The aim of the paper is to identify activities, applications and digital resources which complement modern methodology and increase interest in learning English for Specific Purposes. The authors found that using IT and digital resources influences students' results positively and increases their motivation.</p> <p><b>Key words: ESP, motivation, Maritime Engineers</b></p>
<p style="text-align: center;"><b>AyuAshari</b>  <b>GICICTEL1716241</b></p>	<p style="text-align: center;"><b>The Impact Analysis Caused by Non-conformity of Teacher Education Background of SMAN and Equal to the Subject Taught in Makassar City</b></p> <p style="text-align: center;"><b>AyuAshari</b>  <b>Affiliation: Department of Chemistry, Faculty of Mathematics and Natural Science, State University of Makassar, Sulawesi Selatan, Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Improving teacher pedagogic competence is very important in developing the quality of educators. Teacher pedagogical competence is influenced by the appropriateness of academic quality and suitability of educational background with the field being taught. This research to identify the impact of what is caused by non-conformity of teacher education background with subjects taught in SMAN and equal in Makassar City. The type of research used qualitative descriptive for analyzing, interpreting, and providing a careful description of particular individual or certain groups about the current situation but not used to make wider conclusions. Data collection is done by interview, observation and documentation. The results showed that the negative impact of mismatch teacher:</p> <p><b>1. Lack of innovation and creativity of media use and learning methods related to</b></p>

	<p>teacher performance, 2. Lack of education and training (DIKLAT) for teachers related to professionalism competence; And 3. Lack of ability in managing the class seen from the aspects of activating and controlling students in learning process in the classroom. This research can be used as a reference in the formation of education policy in Indonesia.</p> <p><b>Keywords:</b> competences, learning outcomes, mismatch, performance</p>
<p><b>OktaviaRetnoNawangWulan</b>  <b>GICICTEL1716242</b></p>	<p style="text-align: center;"><b>The Effectiveness Of Implementing Podcast In Enhancing Students Speaking Achievement In The Fully Digital Era</b></p> <p style="text-align: center;"><b>OktaviaRetnoNawangWulan</b>  <b>State University of Malang, Malang, Indonesia Indonesia Endowment Fund for Education (LPDP)</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of the present study aims to investigate whether implementing ICT (Information and Communication Technology) in language teaching and learning, focused on the implementation of podcast, helps the learners to enhance their speaking achievement. In the current century, the appropriation of technological platforms which requires new approaches for education should be fostered to today's youth, often referred as digital natives, since they are growing up surrounded and immersed in rapid technological development. This study was conducted with the eleventh grade students of science program at SMAN 4 Jember. They were assigned into experimental and control group randomly. To assess their speaking performances in the post-test, analytic scoring rubric covering content, fluency, accuracy on pronunciation, grammar, and spelling was used. From the data analysis, the value of significance column (2-tailed) was 0.025, which was lower than 0.05 (<math>p &lt; 0.05</math>). Consequently, the formulated null hypothesis (<math>H_0</math>) was rejected. Regarding the result of this research, the implementation of podcast gave a significant effect on the eleventh grade students' speaking achievement. Further, the implementation of podcast learning project generates the students motivating and challenging. Thus, the current study recommended that EFL learners need to be familiarized and trained with the use of podcasting technology in language learning in order to get better gains in all language skills.</p> <p><b>Keywords:</b> ICT in education, podcast, EFL speaking in Indonesia, speaking achievement.</p>
<div style="text-align: center;">  <p><b>Shan Siqu</b>  <b>GICICTEL1716070</b></p> </div>	<p style="text-align: center;"><b>The effects of self-efficacy on learners' perceptions of cognitive presence in online collaborative learning activities</b></p> <p style="text-align: center;"><b>Chang-Hwa Wang</b>  <b>Department of Graphic Arts and Communications, National Taiwan Normal University, Taipei</b></p> <p style="text-align: center;"><b>Siqu Shan</b>  <b>Department of Graphic Arts and Communications, National Taiwan Normal University, Taipei</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The applications of web2.0 platforms provide online learning opportunities to focus more on community collaborations as well as the knowledge construction. The community of inquiry (Col) model is one of the well-studied theoretical</p>

	<p>frameworks in online education, which could be used for fortifying learners' experience and perception of learning in collaborative online learning environments. According to the Col theory, cognitive presence (CP) is one of the most critical elements of CoI, and ideal learning outcomes would require deeper stages of cognitive presence (integration and resolution stages), that usually difficult to achieve.</p> <p>Past research on Col felt short in investigating the influences of individual differences, including the effects of learners' internal motivation on higher-order thinking. We consider Self-efficacy is one of such as it emphasizes a combination of learners' motivation and cognition. This study intends to explore the influence of learners' online learning self-efficacy on CP in CoI, as well as to explore the relationship between learners' CP and learning achievements.</p> <p>An experiment will be conducted to verify the above issues. In order to obtain sufficient samples, 8th graders from a vocational school will be selected as the participants. Facebook and Google Cloud will be used as the media for online collaborative learning. Futurism on Fundamentals of Graphic Design course is selected as the topic to be taught. They will be required to complete their learning tasks through online collaboration. This study anticipates to make links between online learning self-efficacy and cognitive presence, which could illustrate the influence of learners' internal motivation on higher order of cognitions. This study could also make suggestions to instructors and educational practitioners that careful considerations of learner's self-efficacy is pertinent in designing online collaborative learning programs.</p> <p><b>Keywords:</b> self-efficacy, cognitive presence, community of inquiry, online collaborative learning</p>
 <p>Ma. Victoria C. Magayon GICICTEL1716071</p>	<p><b>A Picture Paints a Thousand Words: A Phenomenological Study of Misconceptions of Grade 7 Mathematics Teachers on Differentiated Instruction in the Philippines</b></p> <p>Ma. Victoria C. Magayon</p> <p>Emily B. Tan</p> <p>The Graduate School, University of Santo Tomas, Manila, Philippines</p> <p><b>Abstract</b></p> <p>Teachers' differentiation affects students' learning outcomes. Using differentiated instruction correctly, teachers should know their learners' needs so that students will be guided and led not just to learn the basics of the curriculum but beyond the curriculum. Misconceptions of this type of instruction limit the teachers' response to student conceptions and ability to create challenging learning situations. Data from the interviews of 21 Grade 7 Filipino mathematics teachers are qualitatively described through this phenomenological study which utilizes the Colaizzi's Method to analyze data for the research question: What are the misconceptions of Grade 7 Filipino mathematics teachers on Differentiated Instruction? This study posits that Grade 7 mathematics teachers in the Philippines have various types of misconceptions on DI. Three types of misconception surfaced and are tagged as "Planes of Misconceptions," namely: Plane of more than words; Plane of actions speaks louder than words; Plane of 'That's a crock'. The fragmented ideas of teachers on Differentiated Instruction are tagged as head, heart, life, hand, road, and gadget.</p> <p><b>Keywords:</b> Differentiated Instruction, Filipino Mathematics Teachers,</p>

 <p>Rosalie Nnette Barela GICICTEL1716077</p>	<p><b>Misconceptions on DI, Qualitative Research on Misconceptions</b></p> <p><b>Conceptions of Students' at Risk on Behavior Modification Program CREATE: A Story of One Public School in the Philippines</b></p> <p style="text-align: center;"><b>Rosalie Nnette S. Barela</b> Benjamin B. Esguerra Memorial National High School, Taytay, Division of Rizal Department of Education, Philippines</p> <p style="text-align: center;"><b>Hedivina P. Bernardino</b> Benjamin B. Esguerra Memorial National High School, Taytay, Division of Rizal Department of Education, Philippines</p> <p style="text-align: center;"><b>Veronida M. Sta. Ana</b> Benjamin B. Esguerra Memorial National High School, Taytay, Division of Rizal Department of Education, Philippines</p> <p style="text-align: center;"><b>Analyn C. Feliciano</b> Benjamin B. Esguerra Memorial National High School, Taytay, Division of Rizal Department of Education, Philippines</p> <p style="text-align: center;"><b>Rebecca F. Averion</b> Benjamin B. Esguerra Memorial National High School, Taytay, Division of Rizal Department of Education, Philippines</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Students' misbehavior in the classroom is a common scenario. In some researches, students' misbehavior is associated to social skill deficiency, wherein, children without adequate social skills are at risk for difficulties including behavior problems and poor academic achievement. Adhering to the Department of Education (DepEd) advocacy on positive discipline and continuous improvement program, the Edukasyon Sa Pagpapakatao (Values Education) of Benjamin B. Esguerra Memorial National High School argues that intervention program with the goal to Change, Reinvent, and Elevate Attitude Towards Excellence (CREATE) students that are at risk is essential to lessen if not eradicate misbehavior in the classroom. Quantitatively and qualitatively approach through Pre-test and Post-test quasi-experimental design and Phenomenographical analysis were utilized. Whereas, purposive sampling, survey questionnaire, anecdotal records, and interview are sources of data. This empirical research is anchored on inculcation approach of set of absolute values, processed according to social skills processing of change: Seeing, Thinking, and Doing. The findings of this study revealed that students' pre-test and post-test on the adapted Social Skills Questionnaire (SKQ) have significant difference, while the students' conceptions on the effect of the CREATE program generate variations of effects, students were in contemplative mode after every learning activity, contemplative mode are categorized in three clusters such as acceptance vs. denial, resolve vs status quo, and applying vs defying. Keywords: Child at risk, intervention, action research, students' misbehavior, social skills, continuous improvement program</p>
<p>Michael A. Telaffici GICICTEL1716078</p>	<p style="text-align: center;"><b>Throwing out templates and rubrics: connecting the classroom with outside professionals to provide real-life skills</b></p>

	<p style="text-align: center;"><b>Michael A. Telafici</b> Texas A&amp;M University at Qatar</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Recent industry discussion and research highlights the role that “soft skills” play in the future workplace, and increasingly, innovative programs are combining liberal/creative arts with hard sciences. However, according to The Association of American Colleges and Universities (AACU), employers find recent college graduates less well prepared than the graduates themselves feel. In this case, university instruction may be to blame, not the student. Simply put, how can rubrics and “plug-in” templates help students develop true workplace skills? In this presentation, the author provides a theoretical instructor-student-vendor project model and initial case study for involving technical writing students at an International Branch Campus in Qatar with professionals for project-based learning that leaves the classroom, and some traditional classroom methods, behind.</p> <p>Just as the move to big data and quantification increases, students should be aware of the often ad hoc and personal nature of everyday workplace decisions and processes.</p> <p>The author’s previous career as a technical writer in the software industry informed his method of classroom instruction to develop ‘soft’ workplace skills in engineering graduates, providing a more broadly applicable skill set needed for the 21st century workplace. Having never been ‘tested’ in the academic sense of the word, and having worked with a variety of stakeholders on collaborative projects, the author sees process and negotiation/collaboration as central to effective technical communication and indeed general workplace skills.</p> <p>The author presents a case study of a bi-lingual oral history website project created by a technical writing classroom in conjunction with a professional web designer, which creates both the knowledge gap necessary for learning and academic, technical, and professional skills.</p> <p>Challenges and adaptations in using a more “real world” approach in the classroom are presented, as are student-vendor communications documents, assignments, assessments, and student and vendor interviews and other quantitative and qualitative feedback.</p>
<p style="text-align: center;"><b>Chang Wang</b> GICICTEL1716080</p>	<p style="text-align: center;"><b>On the Development of EFL Learners’ Critical Thinking Abilities in English Writing</b></p> <p style="text-align: center;"><b>Chang Wang</b> School of Foreign Languages, Northeast Normal University, Changchun, China</p> <p style="text-align: center;"><b>Abstract</b></p> <p>To train students’ language proficiency, the traditional teaching mode of English writing generally emphasizes on rote or imitation but ignores the development of students’ ideological, creative, analytical abilities and abilities to solve problems independently. The examination-oriented feature of writing tests for EFL learners in China has long made students be used to reciting a large quantity of model essays before exams and mechanically applying the customary sentence patterns or even stereotyped expressions into their writing. Correspondingly, English writing which should have been a course full of novelty and creativity has become a boring subject. In fact, EFL writing practice should not be restricted by the application of appropriate vocabulary, correct grammar or widely accepted</p>

	<p>expressions. Comparatively, meaningful content, creative perspective and critical thinking abilities are much more significant. Otherwise, with lasting passivity in the English writing practice, there is no possibility for the teachers to cultivate authentic English writing proficiency among students. Correspondingly, EFL writing teachers need to renovate their teaching philosophy, fostering students' bilingual communicative competencies and intercultural thinking abilities, so that they can promote critical thinking abilities among students and accelerate the pace of innovation in the teaching of English writing.</p> <p><b>Keywords:</b> EFL writing; critical thinking abilities; bilingual communicative competencies; English writing proficiency; innovation</p>
<p>Xia Wu GICICTEL1716081</p>	<p>The Application of Flipped Classroom Teaching Model Based on Micro Class in College English Teaching in China</p> <p>Xia Wu Department of Foreign Languages, Northeast Normal University</p> <p><b>Abstract</b></p> <p>The in-depth application of information technology in the field of education makes the traditional classroom teaching face a tough test. In this era when teaching model is required to change urgently, we must reform the traditional teaching model to meet the challenges, while flipped classroom is just an effective way to change the traditional teaching model. Flipped classroom, also known as flipped instruction, VOD (video-on-demand) education, or educational VOD, is generally called the "flipped classroom teaching mode". It originates from two chemistry teachers Jonathan Bergmann and Aaron Sams from Woodland Park High School in the Rocky Mountains, Colorado. However, the reason why flipped classroom truly draws the attention of education researchers is that in 2011, Salman Khan, the founder of Khan Academy, launched a speech on TED called "Reshaping Education with Videos". In his speech, he mentions that many free educational videos he has uploaded to YouTube are popular with students and parents, and the videos have received good feedbacks from several pilot schools. In China, some scholars such as Zhang Jinlei, Wang Ying and Zhang Baohui (2012) also mention that by utilizing existing information technology and constructing information teaching environment, flipped classroom re-plans the pre-class, during-class and after-class teaching goals as well as re-arranges the processes of knowledge transfer, knowledge internalization, and knowledge consolidation. This will then realize the flip between the roles of teachers and students in traditional teaching model and innovate the teaching methods. In this respect, flipped classroom has become a highly concerned teaching model in the global education circle. It remains a question worth considering that what is the practical value of flipped classroom in college English teaching and how to apply it into college English teaching of China. This paper will briefly discuss the research status of flipped classroom at home and abroad, and discuss how to build this brand-new teaching model based on the existing micro class resources and classroom activities.</p> <p><b>Keywords:</b> Flipped classroom; College English Teaching; Teaching Model; Micro Class</p>



**Jayson G. Balansag**  
GICICTEL1716193

**IMPLEMENTATION OF AN UNDERGRADUATE INTEGRATED BIOLOGY  
& CHEMISTRY (iBC) COURSE**

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**Abstract**

An integrated biology and chemistry (iBC) course for freshmen college students was developed in University of Delaware. This course will prepare students to (1) become interdisciplinary thinkers in the field of biology and (2) collaboratively work with others from multiple disciplines in the future. This paper documented and described the implementation of the course. The information gathered from reading literature, classroom observations, and interviews were used to carry out the purpose of this paper. The major goal of the iBC course is to align the concepts between Biology and Chemistry, so that students can draw science concepts from both disciplines which they can apply in their interdisciplinary researches. This course is offered every fall and spring semesters of each school year. Students enrolled in Biology are also enrolled in Chemistry during the same semester. The iBC is composed of lectures, laboratories, studio sessions, and workshops and is taught by the faculty from the biology and chemistry departments. In addition, the preceptors, graduate teaching assistants, and studio fellows facilitate the laboratory and studio sessions. These roles are interdependent with each other. The iBC can be used as a model for higher education institutions who wish to implement an integrated biology course.

**Keywords:** Integrated biology and chemistry, integration, interdisciplinary research, New Biology, undergraduate science education

**Dr. Ruben E. Faltado III**  
GICICTEL1716194


**BRAIN-BASED LEARNING STRATEGIES IN PHYSICAL SCIENCE AS  
IMPLEMENTED IN TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES-  
SENIOR HIGH SCHOOL**

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**Abstract**

Brain-based learning is the use of active strategies that operate based on the ways the brain is naturally designed to learn. This study aims to determine the effectiveness of brain-based learning strategies in teaching physical science as implemented in the Senior High School department of Technological Institute of the Philippines during the school year 2016-2017. In the study, a pre-test-post-test experimental design was used and qualitative data related to the learning process has been reached with an interview technique. During the research process, the experimental group consisting of 60 students was taught incorporating brain-based learning strategies, while the control group made up of 60 students was taught with the traditional teaching approach. The data gathered were tabulated, analyzed and interpreted by using appropriate tests of significance, such as mean, standard deviation, and t-test. The level of significance was 0.05. The findings of

	<p>the study revealed that the brain-based learning strategies used in the experimental group were more effective in increasing student achievement than the traditional approach used in the control group. Furthermore, the students in the experimental group claimed that they felt energized, happy, and more relaxed while learning. Due to the positive effect of these strategies, it is desired to be implemented in other learning areas like English and Mathematics and to other group of learners in the elementary level.</p> <p><b>Keywords: Brain-Based Learning, Physical Science, Senior High School, Active Strategies, Student Achievement</b></p>
<p><b>Dr. (Mrs.) RajiDhinakar</b> GICICTEL1716197</p>	<p style="text-align: center;"><b>Innovation In Teaching Communicative English</b></p> <p style="text-align: center;"><b>Dr. (Mrs.) RajiDhinakar</b> Associate Professor, Hindustan University, Chennai</p> <p>Keith Davis remarked, “ Communication is the transfer of information and understanding from one person to another person. It ia way of reaching others with facts, ideas, thoughts and values.”</p> <p>The Latin work ‘ <i>communicare</i>’ means ‘ to share, to impart or to communde and it’s literal meaning is ‘sharing or giving information.</p> <p>Effective communication is required, especially in workplace not only for success, but also to have good rapport with colleagues. English, as a second language, the learners must possess effective communication skill. This paper deals with the various methods of teaching communicative English with innovation. Using computers, social media like Facebook, Twitter, Whatsappetc, , mobile phones , the classroom can be more interesting, creative and enjoyable for the learners.</p> <p>Communication is as fundamental to our social living as eating nourishing food for our biological existence. Without any training, all of us develop proficiency in enjoying nourishing diet. On the other hand, guidance is required to have a balanced food to keep fit and healthy. Similarly, with communication, students may articulate words but not communicate sensibly. They may hear or read and recognise words but unable to speak in English.</p> <p><b>This paper deals with the whole spectrum of communicative English.</b></p>
 <p><b>Fe Atanacio-Blas</b> GICICTEL1716205</p>	<p style="text-align: center;"><b>Articulated Difficulties of Grade 11 Students at Taytay Senior High School (TSHS) in English Proficiency</b></p> <p style="text-align: center;"><b>Fe Atanacio-Blas</b> Humanities And Social Sciences (HUMSS) Department, Taytay Senior High School, Department Of Education, Division Of Rizal, Region IV-A Calabarzon, Philippines</p> <p style="text-align: center;"><b>Dr. Rebecca F. Averion</b> Marian Meraña Mary Anne Badanoy Aera Lee De Leon Young Collene Ragudo Ramona Seguerria Mary Gayle Vargas Taytay senior High School Region IV-A CALABARZON Division of Rizal</p> <p style="text-align: center;"><b>Abstract</b></p>



	<p>In this study, difficulties in language proficiency were highlighted and the researchers used triangulation method. Being good in English is now a requirement of the postmodern world but not all people can follow the flow of changes. Furthermore, the cases where learners experience difficulties in learning is rampant in every country (except for the native English speakers) and it is continuously increasing. This is why the researchers conducted this study to assess the difficulties in terms of reading, writing, speaking, and listening of the grade 11 students in TSHS as well as to recommend possible solutions to this problem. Based on the survey 57% of the respondents have encountered lack of confidence in speaking. Hence, the English proficiency of the learners is in problematic stage. In reference to the theory of language anxiety by Horwitz and Horwitz (1986), the present study supports the performances in speaking and writing task; self-confidence and self-esteem as indicators of difficulties in English proficiency. And as a limitation to the theory of Language Anxiety, the researchers found out that the generation which the learners belong to, the education system, practice/articulation, and background are also indicators of the difficulties. Also, this study recommends power of mind, use of native language and practice as methodical solutions to the problem.</p> <p><b>Keywords:</b> proficiency, mother-tongue language, skills, 21st century learners, language anxiety</p>
 <p><b>Blessedy M. Cervantes</b> YRSICTEL1716051</p>	<p style="text-align: center;"><b>Implementation Of Campus Journalism Act Among The Public Secondary Schools In Region 3: An Evaluation</b></p> <p style="text-align: center;"><b>Blessedy M. Cervantes, Ed.D.</b> Department Of Education, Division Of Tarlac Province, Tarlac National High School, Senior High School</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study utilized the Provus's Discrepancy Evaluation Model (DEM) to evaluate the Campus Journalism Act implementation among the public secondary schools in Region III. It determined the revised provisions of the CJA and provided strategies for the effective implementation of the said act and the implications of the study in the educational management.</p> <p>After a thorough analysis of the gathered data, it was found out that majority of the schools highly implemented the CJA provisions. However, mandates on editorial policies, editorial board selection procedure, publication adviser's selection procedure, duty as of technical guidance and workload, and posting and depositing the publication budget were revised by the schools. Thus, strategies were provided to execute completely the CJA.</p> <p>It was recommended that the proper orientation should be done in order for the school administrators, publication advisers, and other members of the editorial board to be equipped with the necessary information regarding the provisions stated on Campus Journalism Act of 1991.</p>
<p><b>TrisnoSetiawan.</b> GICICTEL1716232</p>	<p style="text-align: center;"><b>Exploration of the use of E-Scaffolding in solving physics problem</b></p> <p style="text-align: center;"><b>TrisnoSetiawan.</b> Undergraduate Physics Department, UniversitasNegeri Malang, Malang, Indonesia</p> <p style="text-align: center;"><b>SupriyonoKoes H.</b> Physics Departement, UniversitasNegeri Malang, Malang, Indonesia</p>

	<p style="text-align: center;"><b>Wartono.</b> <b>Physics Departement, UniversitasNegeri Malang, Malang, Indonesia</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The ability of problem solving is one of the important ability which is had by student. In physics, problem solving use to solve physics exercise not only low level exercise but also high level excercise. E-Scaffolding is the help which is given to the student as online which is integrated in the website. This research aims to see how far the effectivity E-Scaffolding which is given can help student to solve the physics exercise. The data is gotten from the student's exercise recording in the website then it is sent to the researcher's email. Data is analyzed qualitatively. In thus research, E-Scaffolding which is use is procedural scaffolding and strategy scaffolding. Procedural scaffolding and strategy scaffolding use question prompts but in strategy scaffolding adds choice of answer which is chosen by student. The result of the research shows that E-Scaffolding can help to give the student's indication in solving the physics problem. The student who is correct on procedural scaffolding and strategy scaffolding tends be able to solve physics exercise correctly and otherwise.</p> <p><b>Keywords :</b> Problem Solving, E-Scaffolding, procedural scaffolding, strategy scaffolding</p>
<p><b>KattakamonPislae-ngam</b> <b>GICICTEL1716234</b></p>	<p style="text-align: center;"><b>Requirements of Students for the 21st Century Learning Process in General Education</b></p> <p style="text-align: center;"><b>KattakamonPislae-ngam</b> <b>Lecturer Office of General Education, ValayaAlongkornRajabhat University under Royal Patronage.</b></p> <p>Education is an important thing leading to the development of knowledge and basic skills to live in social. In the 21st Century, the online social really has an influence on human life. Therefore, online technologies, which are more creative and can forward the created knowledge more quickly, are likely used as mainstream in the higher education level. Thus, this purpose of this research was to study the requirements of Students for the 21st Century Learning Process in General Education, the samples in this research ware a total 73 students who studied in first year students of the Bachelor Students registered in General Education, first semester, academic year 2016. The samples were selected by the Simple random sampling technique. Questionnaire was the tool administered to collect data and Data were analyzed by mean and standard deviation. The researching result found that to requirements of Students for the 21st Century Learning Process in General Education of three aspects at the high level is 1) Practical Learning Process 2) Learning Process via Creative Communication and 3) Stepped Learning.</p> <p><b>Keywords:</b> Learning Process, 21st Century, General Education</p>
<p><b>Truong Thi Thanh Canh</b> <b>GICICTEL1716235</b></p>	<p style="text-align: center;"><b>Multiple Intelligence theory Implementation: An Investigation on Students' Attitudes towards English lesson</b></p> <p style="text-align: center;"><b>Truong Thi Thanh Canh</b> <b>Vien Dong College, Vietnam</b></p> <p style="text-align: center;"><b>Abstract</b></p>

	<p>This study explores the effectiveness of the teaching approach that bases on Multiple Intelligence (MI) theory on students' attitudes towards their English lessons. Data was collected from 51 students from Grammar and Speaking classes in two colleges, Broward College Vietnam and Vien Dong College, Vietnam. Qualitative and quantitative methods were employed to find out the research results in this paper. An open-ended questionnaire, semi-structured interview and class observation were research instruments. Descriptive statistics as mean score (M) and percentages were used to analyze and explain the data. The findings reveals that students have positive attitudes towards their Grammar and Speaking lessons as well as group working. In addition, there is no significant difference in term of learning invironment that may have effects on students' attitudes towards the implication of MI theory in their classes. The discussion contributes to the body of knowledge of the applicable implication of MI in EFL classroom, and provides some implications for the use on this theory in EFL context.</p> <p><b>Key words: Multiple Intelligence, Students' attitudes, English lesson</b></p>
<p><b>YazidBenchabane</b>  <b>GICICTEL1716236</b></p>	<p style="text-align: center;"><b>How to implement a Successful Flipped classroom in a General Education Program course?</b></p> <p style="text-align: center;"><b>YazidBenchabane</b>  <b>General Education Program,United Arab Emirates University,Al Ain, UAE</b></p> <p>The aim of this paper is to discuss the process of implementing an effective and successful flipped learning model in a general education program course. As a case-study, we used data and information form the information literacy course delivered under the general education program at the United Arab Emirates University in the academic year 2016/2017. we will discuss in details the components of a flipped classroom learning model and it's implementation, the learning activities, the assessment methods used in this model, the assessment methods used to assess students' performance, the instruction design, what are the requirements for a successful implementation, and the learning environment settings. A large dataset has been collected during the delivery of the course which involved qualitative and quantitative data through focus groups, students' surveys, class visits, course evaluation, pre and post tests, and detailed course grades. In order to gain more insights on the effectiveness of each factor of the learning process, a variety of statistical analysis have been used to measure the impact of each factor on the students' performance from descriptive to inferential statistical models. The results of the study showed an overwhelming positive impact of the flipped learning when properly implemented in a collaborative inquiry based learning environment, the course learning outcomes has been achieved by students with high rates compared with their peers in the traditional classroom.</p>
<p><b>R.Radhika</b>  <b>GICICTEL1716213</b></p>	<p style="text-align: center;"><b>Role Of Emotional Intelligence In Interpersonal Relationships</b></p> <p style="text-align: center;"><b>R.Radhika</b>  <b>Department of English Guru Nanak College, Chennai, Tamil Nadu, India</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Human life is undergoing constant change right from its evolution. With the development of Science and Technology, the generation today is spending most of their prime time with electronic devices. This technology has drifted away from</p>

	<p>their relationships. Social media is playing a major role in this. Emotional Intelligence has to be improved to live a successful life. Emotional Intelligence is needed to enhance one's living, to empathise, and to manage interpersonal relationships. Students today must learn the inter and intra personal skills , learn to face difficult situations and improve tolerance. In today's scenario, how one portrays himself is more important than being a subject expert. This paper will analyse the different criteria's of Emotional Intelligence as to how a person can upgrade himself with Emotional Intelligence and how soft skills plays a major role in embracing success.</p>
<p><b>Thuy Nhat Minh Vo</b> GICICTEL1716223</p>	<p><b>Integration of Cross-cultural Experiences and Professional Competencies: views from international Exchange Programs in Higher Education</b></p> <p><b>Tran Nguyen Hai Ngan</b> Hoa Sen University, Viet Nam</p> <p><b>Vo Thuy Nhat Minh</b> Hoa Sen University, Viet Nam</p> <p><b>Lam Thi Thanh Van</b> Hoa Sen University, Viet Nam</p> <p><b>Le Minh Thanh</b> Hoa Sen University, Viet Nam</p> <p><b>Abstract</b></p> <p>Encouraging hospitality students in reflective and transformative learning toward a global mindset becomes an imperative, especially for developing their cross-culturally professional competency in preparation of the future career path development. Oversea exchange programs are among the initiatives to raise personal, professional and cultural awareness for the hospitality students in a pathway to encourage cross-cultural learning among students in similar fields. However, to what extent the development of a global mindset gained from the cross-cultural experiences could help undergraduate hospitality students gain their professional competency in a wide range of cultural skills in the hospitality and tourism context is the main issue to be described by this study. Content analysis has been conducted on in-depth interview data given by hospitality overseas exchange students who are both current students and graduated ones. The most popular modes of international student exchanges such as team project, assignment, presentations, and travel exchanges are taken into consideration to highlight deeper insights into a mutual interest between the cross-cultural experiences and the professional competency related cultural skills. The study reveals that cultural understanding needs to be experienced in the real setting context. Furthermore, we also discovered that cultural exchange outcomes are normally obtained in the daily informal practices instead of formal studies. However, the current study is constrained within few selected countries where students have been experienced and the current partnership between the home and host Institutions. This paper provides actionable guidelines and approach for integrating the critical component of cultural exchange program in the traditional curriculum program of hospitality.</p> <p><b>Key words:</b> cross-cultural experiences, professional competency, reflective learning, transformative learning, global mindset</p>

<p><b>Inchan Park</b> GICICTEL1716233</p>	<p><b>Research on the Usability of Games for the Intervention of Korean Dyslexia - Focusing on Counting Games -</b></p> <p><b>Inchan Park</b> Convergence Design Lab., Media4thone Ltd., Seoul, Korea</p> <p><b>Songyi Kim</b> Convergence Design Lab., Media4thone Ltd., Seoul, Korea</p> <p><b>Minwha Yang</b> Department of Education, Kookmin University, Seoul, Korea</p> <p><b>Aejin Lee</b> Center for Dyslexia + Creativity, Kookmin University, Seoul, Korea</p> <p><b>Soyoung Kang</b> Department of Education, Kookmin University, Seoul, Korea</p> <p><b>Abstract</b></p> <p>It is estimated that around 5% of the Korean population, or about 2,500,000 people, have dyslexia. For the purpose of developing a functional dyslexia intervention, online phonological awareness games that focus on counting syllables and phonemes have been developed. In this research, a usability test was conducted to evaluate two such games. A checklist was developed based on the test results of the User Interface experts. The checklist consisted of 10 questions to be answered by students and 18 questions for clinicians. The subjects for the usability test comprised 21 students and 22 clinicians. A test platform was developed to provide a test environment that was conducive to playing online games. The analysis of the usability test results has been grouped into two parts: a quantitative analysis and a qualitative analysis. Based on the quantitative analysis results, the dyslexic students averaged 8.5 points (<math>\pm 1.53</math>) on a Likert Scale of 10; while the dyslexia clinicians averaged 8.7 points (<math>\pm 0.87</math>) on the same Likert Scale. Based on the results of the qualitative analysis, an enhancement of the rewards function, a better user interface for the button used to check for the correct answer, and a button to enlarge the screen were identified as areas for improvement.</p> <p><b>Keywords</b> Usability Test, Phonological Awareness, Online Education Game, Dyslexia, Intervention</p>
<p><b>Dona MaliniWijayalathaMunasinghe</b> GICICTEL1716059</p>	<p><b>Preschool teachers' concerns on educational theories of educationists views to develop creativity in the teaching- learning</b></p> <p><b>Dona MaliniWijayalathaMunasinghe</b> Department of Early Childhood &amp; Primary Education, Faculty of Education, Open University of Sri Lanka, Colombo, Sri Lanka</p> <p><b>Abstract</b></p> <p>It is essential that preschool Education successfully prepares the young child for his/her future learning. This research shows that the preschool education is a critical way to introduce and develop all aspects of a child's development with a focus on creativity.</p> <p>The mixed method design approach was used in this research and a stratified</p>

	<p>random sample was used to collect data from the selected sample during 2014 and 2015. Questionnaires, Interviews and observations were used to collect data from the selected preschools in the Colombo district, Sri Lanka. Descriptive statistics were used for data analysis. The key objective was to identify the current status of the teaching - learning process in developing creativity through the development of language in pre-school children. The research examined how educationalists' theories have been considered to develop creativity in young children by preschool teachers.</p> <p>The findings showed that the majority of preschools are run by Non- Government organizations, although the State does operate some preschools. The Government supervisory body for preschools has formulated regulations to have professionally qualified staff in all preschools. Most of the preschool teachers of Government and Non- Government preschools were not aware of creativity as a learning concept. In this study a special focus was on the methodologies they use in teaching language. It was observed that teachers use several methods although these did not promote creativity. At both Non- Government and Government level preschool teachers mostly provided instructions while trying to keep children quiet in order to manage the classroom. The majority of preschool teachers stated that they faced problems in preparing lessons to develop children's creativity. In conclusion, it was shown that preschool teachers do not have adequate training and knowledge regarding the importance of creativity and its implications for the education of children in their preschool.</p> <p><b>Key words:</b> Preschool, Creativity, Educational theories, Preschool teachers</p>
<p><b>KattakamonPislae-ngam</b> <b>GICICTEL1716234</b></p>	<p style="text-align: center;"><b>Requirements of Students for the 21st Century Learning Process in General Education</b></p> <p style="text-align: center;"><b>KattakamonPislae-ngam</b> <b>Lecturer Office of General Education, ValayaAlongkornRajabhat University under Royal Patronage.</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education is an important thing leading to the development of knowledge and basic skills to live in social. In the 21st Century, the online social really has an influence on human life. Therefore, online technologies, which are more creative and can forward the created knowledge more quickly, are likely used as mainstream in the higher education level. Thus, this purpose of this research was to study the requirements of Students for the 21st Century Learning Process in General Education, the samples in this research were a total 73 students who studied in first year students of the Bachelor Students registered in General Education, first semester, academic year 2016. The samples were selected by the Simple random sampling technique. Questionnaire was the tool administered to collect data and Data were analyzed by mean and standard deviation. The researching result found that to requirements of Students for the 21st Century Learning Process in General Education of three aspects at the high level is 1) Practical Learning Process 2) Learning Process via Creative Communication and 3) Stepped Learning.</p> <p><b>Keywords:</b> Learning Process, 21st Century, General Education</p>
<p><b>Blessedy M. Cervantes</b> <b>YRSICTEL1716051</b></p>	<p style="text-align: center;"><b>Implementation Of Campus Journalism Act Among The Public Secondary Schools In Region Iii: An Evaluation</b></p> <p style="text-align: center;"><b>Blessedy M. Cervantes</b></p>

	<p style="text-align: center;"><b>Tarlac State University Doctor Of Education, Major In Educational Management</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study utilized the Provus's Discrepancy Evaluation Model (DEM) to evaluate the Campus Journalism Act implementation among the public secondary schools in Region III. It determined the revised provisions of the CJA and provided strategies for the effective implementation of the said act and the implications of the study in the educational management.</p> <p>After a thorough analysis of the gathered data, it was found out that majority of the schools highly implemented the CJA provisions. However, mandates on editorial policies, editorial board selection procedure, publication adviser's selection procedure, duty as of technical guidance and workload, and posting and depositing the publication budget were revised by the schools. Thus, strategies were provided to execute completely the CJA.</p> <p>It was recommended that the proper orientation should be done in order for the school administrators, publication advisers, and other members of the editorial board to be equipped with the necessary information regarding the provisions stated on Campus Journalism Act of 1991.</p>
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