.

CONFERENCE PROCEEDINGS

ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 August, Barcelona

27-28 August 2018

Conference Venue

Universitat Pompeu Fabra, Campus de la Ciutadella, Barcelona, Spain

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Table of Content:
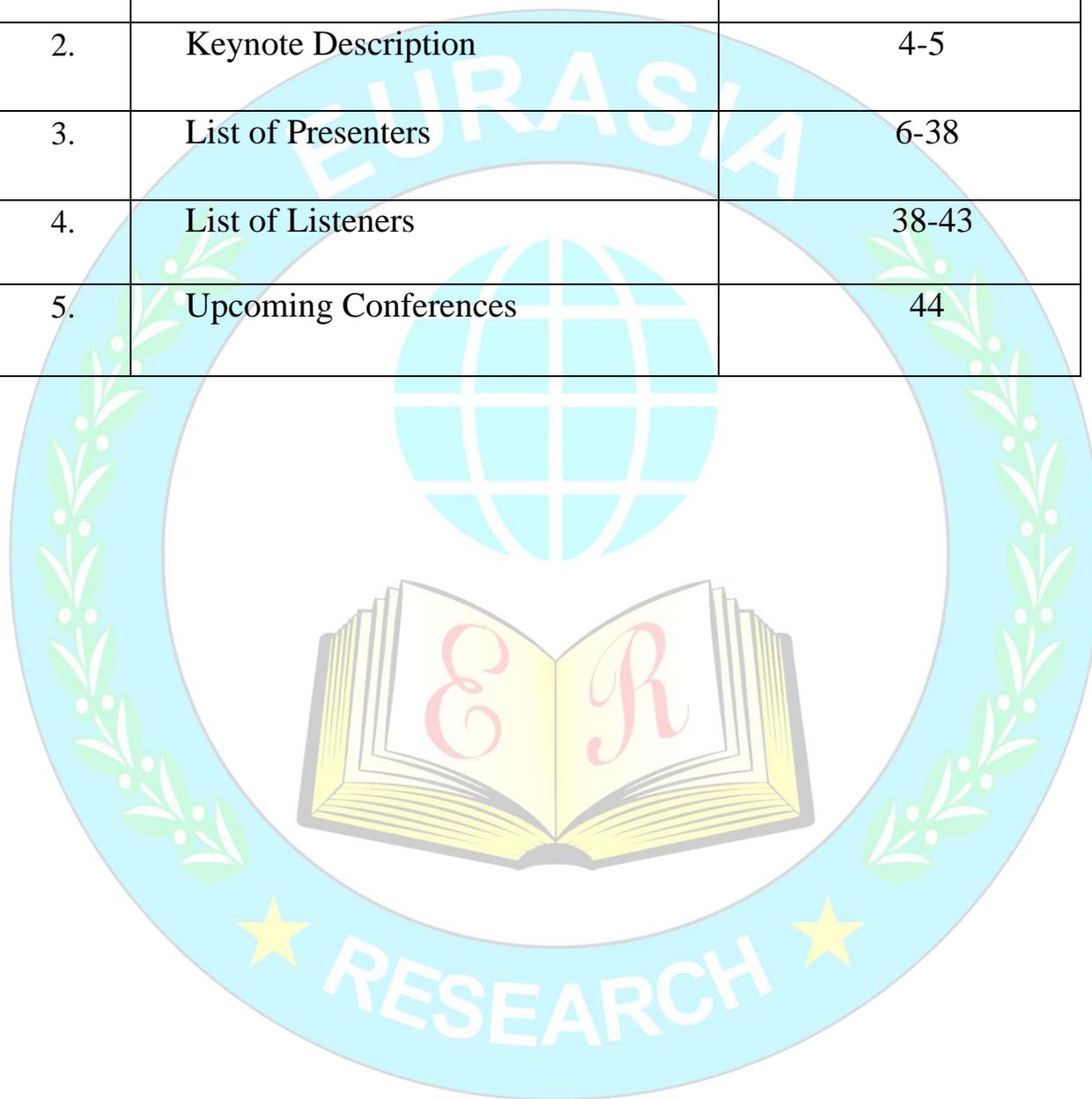
Preface:

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Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

KEYNOTE SPEAKER

Dr Liudmyla Gryzun

PhD & Second Doctoral Degree in Pedagogical science, Full Professor of Computer Science Department, National Pedagogical University, Kharkiv, Ukraine

Dr. Liudmyla Gryzun is a Full Professor of Computer Science Department at National Pedagogical University preparing both pre-service and in-service teachers in the areas of the use of ICT in education. Liudmyla earned a M.A. in Applied Mathematics from the State University of Kharkiv (Ukraine); PhD and Second Doctoral Degree in Pedagogical science from National Pedagogical University of Kharkiv (Ukraine). Her sphere of research is focused on the curriculum and educational content design in higher education, the process of curriculum disciplines structuring, based on scientific knowledge integration; IT tools for inquiry-based teaching and learning; functional approach to E-textbooks design etc.Dr. L. Gryzun's recent successful contributions include (1) project "Technology of curriculum subjects structuring in higher vocational education based on scientific knowledge integration" which was awarded with a Finalist Diploma in the nomination "Best innovative project on education development" of the International contest of innovative projects (2012); (2) workshops for educators on the tools for the development of interdisciplinary curriculum at the International Conferences on the problems of Mathematics education (Poland, Romania, 2016); (3) participation in a regional problem team "Artificial Intelligence and its Applications for Pedagogical Diagnostics Systems" (2013-2015); work as an international expert (in pedagogical sciences) of the Open European-Asian Research Analytics Championship under the Programme of the International Academy of Sciences and Higher Education (London, UK) (2012-till now).

Keynote Topic: "Knowledge integration as a basis for coordinated curriculum design in higher education"

KEYNOTE SPEAKER
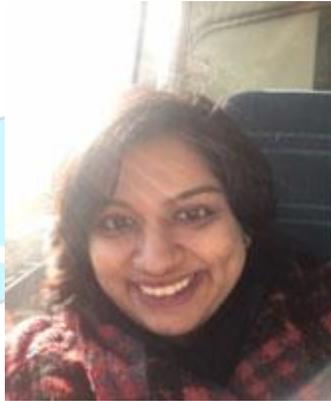
Dr. Namita Panicker
Learning and Development, WMUH
Chelsea and Westminster NHS Trust London, UK
Affiliated With Imperial College School of Medicine, London, United Kingdom

Dr. Namita Panicker is an Undergraduate Medical education fellow, currently involved in organizing the teaching and teaching Imperial College, London medical students from years 2 to 6 on their clinical rotations (over 350 students in the last academic year alone) at West Middlesex University Hospital site of Chelsea and Westminster NHS trust. She is also in a GP training programme in the UK – and plans to return to clinical training soon – while continuing her involvement in medical education. She has been involved in successfully developing innovative teaching methods that can incorporate teaching transferable skills in the medical syllabus and improving the quality of feedback we got from students. She is currently pursuing an additional postgraduate degree in University learning and teaching at Imperial College, London. Her main interests lie in developing surgical management in primary care and integrating clinical reasoning into the current knowledge of heavy undergraduate medicine.

Topic: Introducing innovative teaching methods (includes blended learning, flipped classroom and peer instruction) to develop 21st-century skills in Undergraduate (medical) students

| Alhaji Adamu Saidu
ERCICRTEL1809051	**A Critical Analysis of Good Governance and the Internal Environmental Impact on Organizational Performance through the mediating role of Entrepreneurship**

Alhaji Adamu Saidu
Department of Public Administration
Abubakar Tatari Ali Polytechnic Bauchi State, Nigeria

Hajj Din Badariah
College of Law, Government and International Studies
Unversiti Utara Malaysia

Abstract
This study aims at providing additional insight in understanding the effect of good governance and the internal environment through the mediation role of entrepreneurship on organizational performance. The study has applied a survey method in collecting data using questionnaire, data were collected from academic administrators of public tertiary institutions in Bauchi state Nigeria. The total of 220 questionnaires was issued out, which 161 returned as usable. The study used a structural equation model using PLS 2.0 M3 tools of analysis. The finding confirms the effect of good governance on organizational performance. In addition, entrepreneurship was found to mediate the effect of good governance and the internal environment on organizational performance. The study came out with other practical applications that will help the academic administrators to take appropriate measure when implementing the elements of good governance mechanism in their organization.
Keywords: Good Governance, Internal Environment, Entrepreneurship, Performance and Partial lease square (PLS)

| Ergin, Gökçe
ERCICRTEL1809056	**An Evaluation Of Childhood Trauma And Perceived Parenting Style Among Justice-Involved Youth: The Case Study In Maltepe Child And Youth Closed-Prison**

Ergin, Gökçe
Yildiz Technical University,Yildiz Technical University,Istanbul, Turkey

Abstract
Childhood trauma, which is also labeled as complex trauma, includes various types of trauma and refers to being exposed to interpersonal and multiple traumatic events. It has been documented that traumatic stress among children and youth is associated with increased risk of involvement with the child welfare and juvenile justice systems. This study included five types of childhood trauma which are physical abuse, sexual abuse, emotional abuse, emotional, and physical neglect.
Additionally, there exists a variety of criminological theories that attempt to explain the effects that the family has on delinquent and criminal behavior. Researchers using Baumrind's conceptualization of parenting styles have demonstrated that the type of parenting had a crucial influence of a variety of child behavior outcomes. Many researchers believed that different parental styles and practices were best understood on the basis of two underlying dimensions; parental acceptance/ involvement and strict control/supervision and four types of parenting styles; authoritative, authoritarian, permissive and uninvolved.
The main objective of the current thesis was to evaluate childhood trauma – abuse and neglect and perceived parenting style- authoritative, authoritarian, permissive and uninvolved among juvenile delinquents.

Sample of the current study consisted of 64 justice-involved boys from in Maltepe Child and Youth Closed-Prison. The scales used in data collection were Childhood Trauma and Child Rearing Styles Questionnaires.

The results showed that the mean score of childhood trauma among justice-involved youth was prevalent. Emotional neglect was respectively higher than psychical neglect, emotional abuse physical abuse and sexual abuse among delinquents. Importantly, 51.5% of all participants reported that they had childhood trauma. In detail, 50% of all participants reported physical neglect; 50% of all participants reported physical abuse; 39% of all participants reported emotional abuse; 26,5% of all participants reported emotional neglect and lastly 15,6 of all participants reported sexual abuse in their childhood.

The produced four parenting styles (authoritative, permissive, authoritarian and uninvolved) were determined by crossing of the two dimensions (acceptance/involvement and strict control/supervision). The study established that the majority 20 (31.3%) of the respondents had authoritarian parenting styles, 17 (26.6%) had permissive parenting styles, 16 (25%) had authoritative parenting styles and the rest of the distribution 11 (17.2%) had uninvolved parenting styles. Additionally, total trauma scores of children were compared on perceived parenting styles and found statistically significant. Juvenile offenders having authoritarian parenting styles reported more trauma (M=52.25) than respectively, authoritative (M=39), uninvolved (38.90) and permissive (M=33.76) parenting styles. Furthermore, acceptance/involvement dimension is found significantly reverse associated with childhood trauma. The results of the study showed delinquents who perceive their mother as more in acceptance/involvement dimension respectively experienced less emotional neglect, emotional abuse, physical neglect and physical abuse. Additionally, delinquents who perceive their father as more in acceptance/involvement dimension respectively experienced less emotional and physical neglect.This thesis aimed to make its own contribution to the literature and in order to suggest applicable family-based preventions programs for justice-involved youth by scrutinizing the association between perceived parenting styles and childhood traumas on juvenile delinquency.

Keywords: childhood traumas, perceived parental styles, juvenile delinquency

Rolyn Julianne Laurel **ERCICRTEL1809057**	**Darkness Before The Dawn: Experiences Of Selected Parent/S With A Family Member Who Is Hiv+** **Rolyn Julianne Laurel** **Department of Psychology, Faculty of Arts and Sciences,Miriam College,Quezon City, Philippines** **Abstract** **This qualitative study explores the different experiences of seven parents with a family member who is positive to HIV using Edwin Decenteceo's (1999) Pagdadala Model as a guide. Participants were gathered through the use of snowball sampling and are members of different organizations and groups who supports people with HIV/AIDS. Results were gathered through semi-structured interviews and analyzed through direct-content and cross-case analysis. With the use the of the Pagdadala Model and its six aspects: (1) The Burden, (2) The Burden Bearer, (3) The manner by which the Burden Bearer carries the burden, (4) The destination of the Burden Bearer, (5) The path of the Burden Bearer, and (6) The experiences of the Burden Bearer on the way to the destination. The experiences of the participants were categorized in five themes in dealing with the burden**

together with their family member who's positive with HIV/AIDS: (1) The relationship of the Parent and the family member before and after the disclosure of the disease, (2) Facing the consequences as a Parent of the HIV+ family member, (3) Dealing the stress or problems due to HIV/AIDS, (4) Experiences of the Parents: The disclosure of the Parents whose HIV+ to their family member whose also HIV+; The disclosure of the family member who's HIV+ to their Parents who are HIV+, and (5) Acceptance on the family member for being HIV+. Despite their encumbrances, the parents still remained to have a positive look in life and continues to fight for their family member. This study can be used as a guide to know and understand the state of the PLHIV and even the family that is also affected by the disease.

Keywords: gay, HIV/AIDS, lesbian, PLHIV (People Living with HIV/AIDS)

The Imminent Pakistan Asia Hybrid Engineering Improvement Algorithm In the World of Technology

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Sir Syed University of Engineering & Technology
Pakistan, Karachi

Mubeen Balooch
Sir Syed University of Engineering & Technology
Pakistan, Karachi

Shafiq Ur Rehman
ERCICRTEL1809059

Abstract
The absolute significant determination investigation work is to generate the innovative contemporary in world of technological education. In this artefact we selected the future education of technical Pakistan. Using the support of our exploration approach we variety the Pakistan instruction is best and the other world training would also be excellent. In this paper investigated the quantitative and qualitative approach in the future Pakistani and other world education. With the help of our algorithm we can make the technological world. The basic essential cause of education is to easy way to teach hypothetical and scientific way to scholars of Engineering, Medical, and Non-Engineering sciences also included. The basic fact of lethargic during the lecture is also problems with respect to teaching point view explain. We should monitor the scientific methodology of the Pakistan world of technological education then we reduce the human error of the world education weaknesses. The implementation of Pakistan Algorithm then efficiency of learning and appreciative methodology of the education will be better-quality. In this paper we also designated drawback of less education world of Pakistan future World.

Adam Oliver Brown
ERCICRTEL1809060

Memorable Exemplification in Undergraduate Biology: Instructor Strategies and Student Perceptions

Adam Oliver Brown
Dept. of Biology - Faculty of Science and Faculty of Education, University of Ottawa, Canada

Abstract
The present study examines the exemplification practices of a university biology instructor during a semester-long course. Attention is given specifically to how the instructor approaches memorable exemplification—classroom episodes identified by students as a source of memorable learning experiences. A mixed-method research approach is adopted

wherein descrip- tive statistics is combined with qualitative multimodal analysis of video recordings and survey data. Our findings show that memorable experiencing of examples may depend on a multiplicity of factors, including whether students can relate to the example, how unique and extreme the example is, how much detail is provided, whether the example is enacted rather than told, and whether the example makes students feel sad, surprised, shocked, and/or amused. It is argued that, rather than simply assuming that all examples are equally effective, careful consideration needs be given to how exemplification can serve as an important source of memorable science learning experiences.

Mounir Harraqi **ERCICRTEL1809065**	**The effect of Word Part Strategy Instruction on Moroccan EFL University Students Word knowledge** **Mounir Harraqi** **Faculty of Education,Mohammed 5 University,Rabat, Morocco** **Abstract** **Vocabulary learning strategy plays an important role in vocabulary acquisition; one of the major vocabulary strategies is word part strategy. The present study investigates the impact of word part strategy on vocabulary acquisition. The purpose of this study is to investigate how word part strategy can help students to understand words and facilitate vocabulary acquisition. Sixty students from a Moroccan public engineering school contributed in the study. All participants were given vocabulary pre-test, short lectures about word-formation rules, two vocabulary tests and a questionnaire. The results show that word part strategy is helpful in understanding words and facilitating vocabulary acquisition.** **Keywords: affix knowledge; vocabulary acquisition; word part strategy**
Dr.Proff. Hoda Shehab **ERCICRTEL1809068**	**The Mental Perception And Its Relationship To Kinetic Flow Index Of Shooting In Place Accuracy Of Female Handball Players** **Dr. Proff. Widad Kadhim Majeed** **College of Physical Education and Sports Science for Girls - University of Baghdad** **Dr.Proff .Luma Samir** **College of Physical Education and Sports Science for Girls - University of Baghdad** **Dr.Proff. Hoda Shehab** **College of Physical Education and Sports Science for Girls - University of Baghdad** **Abstract** **The problem with research that there is a weakness in the kinetic flow as well as having difficulty in shooting in place accuracy for most players the college team, and this in turn led to interruptions during the performance, which in turn led to the loss of many of goals and thus missing the opportunity to win the match. Accordingly, the researchers considered conducting a study through which to examine the role of mental perception of the kinetic flow and shooting in place accuracy for female handball players. The researchers have used the descriptive method connectivity correlating relations on (14) players of handball college team, the research have reached to a many conclusions which was the most important that the mental perception and deported has effective relationship on kinetic flow index and shooting in place accuracy for female handball players.**

Dr. Proff. Widad Kadhim Majeed **ERCICRTEL1809069**	**The Mental Perception And Its Relationship To Kinetic Flow Index Of Shooting In Place Accuracy Of Female Handball Players** **Dr. Proff. Widad Kadhim Majeed** **College of Physical Education and Sports Science for Girls - University of Baghdad** **Dr.Proff .Luma Samir** **College of Physical Education and Sports Science for Girls - University of Baghdad** **Dr.Proff. Hoda Shehab** **College of Physical Education and Sports Science for Girls - University of Baghdad** **Abstract** **The problem with research that there is a weakness in the kinetic flow as well as having difficulty in shooting in place accuracy for most players the college team, and this in turn led to interruptions during the performance, which in turn led to the loss of many of goals and thus missing the opportunity to win the match. Accordingly, the researchers considered conducting a study through which to examine the role of mental perception of the kinetic flow and shooting in place accuracy for female handball players. The researchers have used the descriptive method connectivity correlating relations on (14) players of handball college team, the research have reached to a many conclusions which was the most important that the mental perception and deported has effective relationship on kinetic flow index and shooting in place accuracy for female handball players.**
Dominic Thompson **ERCICRTEL1809090**	**Developing Professional Capital: From Pedagogic Solitude to the Teacher's Takeaway** **Dominic Thompson (M Ed., PGCE, Ba (Hons), FHEA)** **Higher Education,Teaching and Learning, The Havant and South Downs College,Portsmouth, UK** **David Galloway (BSc, PGCE)** **Higher Education,Teaching and Learning, The Havant and South Downs College,Portsmouth, UK** **Abstract** **This project demonstrates how the principles of Joint Practice Development (JPD) (Fielding et al, 2005) have been applied when attempting to solve the issue of staff engagement with CPD. The culmination of this project was the Teachers Takeaway (www.teacherstakeaway.co.uk) which is an online platform showcasing instances of outstanding teaching, learning and assessment where staff from 3 local colleges; Havant and South Downs, Eastleigh and Fareham College have recorded 3-5 minute videos on various topics including management of learning, use of technology and embedding English and Maths. The collaborative nature of JPD (and also the outcome of the project) sought to break the "silo mentality" or as Schulman (1993) calls it "pedagogic solitude" via inclusive and effective relationships being built and this website is an example of how that can be achieved.** **Keywords: Joint Practice Development (JPD), Collaboration, Online learning, Continual Professional Development (CPD)**
Aminu Gumel Abbas	**Multimodal Effective Digital Learning and IoT Repositories**

ERCICRTEL1809091	

Aminu Gumel Abbas
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Abstract

Digital library retrieves, collects, stores and preserves the digital information of ages as required for human intellectual and capital development. To achieve this, educational institutions, information and knowledge givers are faced with numerous challenges of carrying everyone on the same page. Media and Data mining must play its roles in disseminating useful information. Data Mining is an emerging technology that envisages pattern, process and various methods of accessing information in large databases. For this purpose, there is need to convert different formats of information such as text, images, video, audio, etc into a form that could enable access to be possible and timely.. This paper attempted to define the term data mining in relation to its usage in driving restructuring in line with Nigeria government agenda for national development.

It also covered different data mining features and standards. The paper explained why it is necessary to implement data mining in Nigerian Libraries with the help of internet repository. The paper further looked into the stages of the data mining development life cycle, emphasizing the need to develop multimedia data mining techniques as standards in the libraries for conversion of multimedia information for global and timely access.

Key words - Multimedia, Data Mining, Libraries, IoT and Digitization.

Reimagine Democratic Citizenship Education to Create Opportunities for Engagement: Longitudinal Encounters

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Ina Joubert
ERCICRTEL1809093

Abstract

Every society envisions the characteristics of its future citizens, characteristics that will enable the society to become more just and inclusive in every sphere. Such characteristics are generally formed through teaching and learning with the teacher as the vital role player. With this scientific paper I argue for the review and advancement of democratic citizenship education to create such characteristics through opportunities for the child citizen to act responsible in deliberative engagement with society. In order to understand the complexity of democratic citizenship education student teachers of young children need to recognise how young children perceive themselves as citizens. Through longitudinal encounters I explored firstly the experiences of a cohort of young child citizens living in a mid-city in South Africa over a period of four years. The qualitative data created by the children through innovative data collection mechanisms informed me as lecturer to engage student teachers at a higher education institution over a period of two years with the reality of the children's experiences of citizenship. During this period of their teacher training preparation the students engaged with democratic citizenship education in various ways. Secondly the sample of 129 student teachers' learning-experiences through hybrid learning, created comprehensive data through a mixed method research design. The generated data draws on both the students-teachers' written reflections as

	well as in completing an online Likert scale survey as generated by Qualtrics on their hybrid learning experiences. The Community of Inquiry's (COI) theoretical framework (Garrison, Anderson & Archer, 2010), was identified for this inquiry as it is conceptually grounded in theories of teaching-learning. The majority of the student-teacher participants conveyed that utilising the hybrid learning platform, guided them in acquiring knowledge and skills on democratic citizenship education, however an unexpected finding was that they appreciated the face-to-face contact time with the lecturer. 299 words
Rebecca Garte ERCICRTEL1809094	**Tight Rope Walking: Power and Autonomy in a College- Public School Partnership** **Rebecca Garte** **Teacher Education Department,Borough of Manhattan Community, College of the City University of New York, CUNY,New York, USA** **Abstract** **This work looks at issues of power and autonomy in a collaborative professional development partnership between a college-based Teacher Education program and a public school in New York City. The researchers use qualitative data from teacher coaching logs, interviews, narratives from program stakeholders, and other ethnographic data, to explore high tension issues such as teacher autonomy, commitment and investment, relationship building, power and trust.** **In 2016, several faculty members from a small Teacher Education Department based out of a community college in New York City procured a multi-year grant from the Kellogg Foundation to provide a comprehensive professional development program to a public school with the three-pronged goal of 1) Empowering the teachers to take ownership and investment in their own professional development 2) Helping the school achieve a stated goal of moving toward a more progressive, student-centered, inquiry based and emergent model of teaching and learning and 3) Using the public school as a model of best practices for the student-interns from the Teacher Education Department. The professional development program has been successful in meeting many of its intended goals and outcomes, and an external evaluator is looking at these successes in separate work. This paper looks less at outcomes and more at the process of creating this kind of collaborative, multi-tiered, multi-stakeholder project. It focuses on the kinds of relationships necessary for this type of program to be successful and the pitfalls that arise when those relationships are strained.** **We analyze the dynamics of relationships between the school teachers and the professional development staff. Specifically we use the organizing framework of reactive versus reflective autonomy (Vangrieken, Grosemans, Dochy, & Kyndt, 2017) to analyze school faculty responses to our professional development program. In addition we consider elements of school culture that shaped these responses through symbolic power interactions (Hallett, 2007), as the means by which administration attempted to communicate the school's new direction that would be supported by our program. We identify several themes that were most prevalent in the data. We refer to as tensions. These are:** **Time: scheduling, autonomy of the teachers, college faculty, school.** **Communication: clarity, openness, straight- forwardness, timeliness** **Trust: truthfulness, openness, honesty,** **Relationships: power, tensions, personal feelings, group dynamics** **Expectations: goals, outcomes, desires, process**

Commitment: motivation, investment, interest

Prior conceptualizations of teacher autonomy have found that reactive autonomy occurs in response to threats to basic control over one's own professional practice (Strong & Yoshida, 2014). Teachers' decision making power about curriculum, time during the professional workday and basic control over classroom methods and routines give teachers a sense of professional agency and autonomy. Teachers who feel disempowered in these areas often strive to establish reactive autonomy. This form of autonomy is characterized by independence and correlated with a negative attitude towards collaboration (Husband & Short, 1994). Alternatively reflective autonomy is characterized by inter-dependence and correlates with a positive attitude towards collaboration. The foundation of reflective autonomy among teachers is a sense of control and authority over class-room decision making and the opportunity for shared decision making at higher levels within the school.

Symbolic power refers to the ability to control meanings and therefore exert deference. In the case of the focus school the meaning of "becoming a progressive school" had been variously interpreted by all stakeholders in a way that reflected each of their prior established positions within the school culture as well as their interests and fears (Hallett, 2007). Other ideas frequently associated with both our program and the goals of the administration, such as "collaboration, inquiry, and support", similarly lacked common, agreed upon meanings between all stakeholders. As a result, the negotiation of meanings during interactions between various stakeholders and PD program staff was required as pre-requisite for meaningful participation in the program. These negotiations were continuous and long-lasting with inconsistent and idiosyncratic results leading to multiple waves of participation, buy-in and effective collaboration at different points in the program and with different individual and groups of staff.

The culture of the focus school in this study indicated frequent threats to teacher's basic agency in relation to time, communication and expectations for classroom practice. As a result many teachers responded to offers of collaboration and support with a reactive autonomy position. Rather than embrace the offers of collaboration and support, many teachers responded with varying degrees of resistance and rejection. Using evidence from the disparate data sources, we aim to draw a link between the degree of reactive autonomy demonstrated by individual staff and the extent to which they perceived our program as a threat to their fragile and hard fought independence and agency within a school culture that was threatening.

Melouka Ziani **ERCICRTEL1809099**	**The Role of Working Memory in Academic Achievemnt** **Melouka Ziani** **Department of English, Faculty of Foreign Languages,University Abdelhamid Ibn BAdis,Mostaganem, Algeria** **Abstract** **Despite the late focus put on improving the four language skills, listening reading, writing, and speaking in second and foreign language learning, a little attention is given to the system that drives the students' comprehension , attention and concentration.Working memory plays a critical role in promoting language learning if information is held and rehearsed repeatedly, it will be fossilized in the students' long term memory. Data of the present study are obtained from the investigation of samples of students investigating the importance of working memory skills**

for academic achievement.Twenty first year students were tested twice during sessions through three different span tests ; a reading span test, a listening span test and following intsructions span test. In addition, a questionnaire was administred to the students in order to detect the students' working memory. The results reveal that students at the university of Mostaganem possess a good working memeory. However, they cannot give their feedback correctly.Their working memory perform better when they collaborate together in reading span tests. These students are good individual achievers in following the instructions in the listening span. Keywords : working memory-academic achievement- feedback-performance

Organisational culture and job satisfaction among Academic professionals at a language school

Davut Uysal, Lecturer
Anadolu University, School of Foreign Languages, Eskişehir

Davut Uysal
ERCICRTEL1809102

Abstract
Turkish higher education system has experienced some structural changes in recent decades, which resulted in concentration on English language teaching as a foreign language at universities in Turkey. However, the number of studies examining the relationship between organizational culture and job satisfaction among academic professionals at higher education institutions is very limited in the country. The main objective of this study was to determine the perceptions of English language instructors regarding organizational culture and its impact on their job satisfaction at School of Foreign Language-Anadolu University in Turkey. The findings of the study revealed that the respondents of the study had positive perceptions regarding current organizational culture indicating satisfaction with co-worker relations and administration, supervision support and the work itself, as well as moderate satisfaction with the available professional development opportunities. A significant correlation between overall organizational culture and job satisfaction was found in the study
Keywords: organizational culture, job satisfaction, academic professionals, organizational culture

Mehdi Bouzhmehrani
ERCICRTEL1809103

The Effects Of Storytelling And Story Reading On Children's Language Development

Mehdi Bouzhmehrani
English Department, University Of Neyshabur, Neyshabur, Iran

Abstract
The present comparative study examined the effects of storytelling and story reading on the language development of Iranian four- to five-year old children. Initially, pre-samples of children's language were collected from 60 participants by retelling a story they had heard and creating a story using a wordless picture book. Children were then randomly assigned to two experimental groups and one control group. During a three-month period of the study, the first experimental group heard 30 stories told and the second experimental group heard the same stories read from a book. The control group did not receive any treatment. The post-samples of language were similarly elicited by retelling a new story and creating a story using a new wordless picture book. Using measures of language complexity the researcher analyzed and compared the language samples. Results of the study revealed that both storytelling and story reading positively influenced children's language development. However, children

in the storytelling group exhibited a stronger level of language complexity than children in the story reading group. The findings suggest that young children's language can more effectively develop when they are engaged in more interactive modes of communication.

Keywords: Language development, Story reading, Storytelling, Young children

Reza Zabihi **ERCICRTEL1809104**	**The Effect Of Second Language Writing Anxiety On The Quality Of Learners' Written Argumentations** **Reza Zabihi** **English Department, University Of Neyshabur, Neyshabur, Iran** **Abstract** **This study investigates the effect of second language (L2) writing anxiety on the quality of learners' written argumentations. To this end, a group of 50 Iranian second language learners at the upper-intermediate level were asked to complete an argumentative writing task. Moreover, learners' writing anxiety was measured using the Second Language Writing Anxiety Inventory (SLWAI) that involves somatic anxiety, cognitive anxiety and avoidance behavior. Further, three measures of task performance, i.e. accuracy (T-units percentage and number of error-free clauses), complexity (number of clauses per T-unit and dependent clauses percentage), and fluency (T-units and clauses per text and average number of words), were elicited by two raters to assess the quality of learners' argumentations. Results from correlation analyses revealed the following: negative correlations were found between cognitive anxiety and one accuracy measure, one complexity measure, and all three measures of fluency; avoidance behavior was also negatively associated with two fluency measures and one complexity measure. The findings were discussed in terms of the complexity of argumentative writing as a cognitively demanding task that can make learners vulnerable to working memory deficits and exposed to writing anxiety.** **Keywords: Second language writing anxiety, Complexity, Accuracy, Fluency, Written argumentations**
Zaimi Ouissal **ERCICRTEL1809105**	**Investigating Algerian EFL Students' Attitudes towards Dictionary Use** **Zaimi Ouissal** **Department of English, faculty of language sciences. University of Larbi Ben Mhidi, Algeria.** **Abstract** **The aim of this study is to investigate Algerian EFL students' attitudes towards dictionary use at the department of English, at Larbi Ben Mhidi University. It aims to describe how dictionaries are used among a sample of third year students, in terms of what type they mostly use, for what purpose and for what kind of task they mostly use a dictionary. Likewise, it sheds light on dictionary use in the department to raise awareness about dictionaries as an important learning tool, and to give insight to teachers about students' preferences and attitudes towards dictionaries. A questionnaire was designed to serve this purpose. The aim of the questionnaire was; first, to know students' choices and preferences concerning dictionary use, second, to further understand the reasons behind those choices and preferences. The results reveal that monolingual electronic dictionaries are the most favored and used types of dictionaries among third year students. Also, students most check the meaning, pronunciation and spelling of a word. In addition, they mostly use a**

	monolingual dictionary for reading tasks. Furthermore, students mainly choose the type of dictionary that most fits their learning styles, the type that is more easy to use, and the type that provides for them the information they need and can remember. Most importantly, the findings show that the target population of EFL learners actually learn new words and word information when they use a dictionary. The results of this study shed light on dictionary use as a valuable tool in EFL learning, so that both teachers and students take it into consideration in their future dictionary use. On the basis of the findings of this investigation the significance of dictionaries as a learning tool have to be carefully considered. That is to say, dictionaries are not to be overlooked in the process of EFL learning because they are indeed of an actual help and use to EFL learners. Also, with electronic devices taking over, this study may draw teacher's attention to the up-to-date learning tools such as electronic dictionaries, and to invite them to be more welcoming when these devices are being used in class by taking the role of guiders and monitors in the process of their use, and to include in their lesson designs activities related to dictionary use. **Key Words: Dictionary, dictionary use, attitudes, EFL learners**
Dr. Sikandar Abbas Zaidi **ERCICRTEL1809108**	**Contribution of Persian for the creation of Urdu language and literature** **Dr. Sikandar Abbas Zaidi** **Department of Persian Language and Literature,Govt Degree College Hazro,Islamabad Pakistan** **Abstract** Urdu ranks as one of the most important languages of the subcontinent of South Asia. It is not only the main vehicle for the creation of the intellectual identity of the Muslims of northern India and Pakistan, but has also been their prime medium of education and literary and political expression. Although Urdu rose comparatively recently to prominence as one of the major cultural languages of the subcontinent, over the last two centuries in particular, it has played a most significant role. As the national language of Pakistan and as one of the official languages of India, Urdu is an important South Asian language spoken by nearly 350 million people in India, Pakistan and neighboring countries. Urdu communities thrive in many countries around the world. It is not only the main vehicle for the creation of the intellectual identity of the Muslims of India and Pakistan, but has been their prime medium of education and literary and political expression. Literally, the word 'Urdu' (originally Turkish) means camp, or the royal camp. It also stood for the city of Delhi which was the seat of the Moghals for centuries. Nonetheless, major Urdu writers kept referring to their speech as 'Hindi', or 'Hindavi' till as late as the beginning of the 19th century: Under the Moghal Empire of India during the sixteenth century, the official language of India became Persian. Only in 1832 did the British army force the Indian subcontinent to begin conducting business in English. (Clawson, p.6) Persian poetry in fact flourished in these regions while post-Safavid Iranian literature stagnated. Dehkhoda and other scholars of the 20th century, for example, largely based their works on the detailed lexicography produced in India, using compilations such as Ghazi Khan Badr Muhammad Dehlavi's Adat al-Fudhala اداة الفضلا)) , Ibrahim Ghavamuddin Farughi;s Farhang-i Ibrahimi (فرهنگ ابراهیمی), and particularly Muhammad Padshah's Farhang-i Anandraj (فرهنگ آند ند راج). Famous South Asian poets and scholars such as Amir Khusrau and Muhammad Iqbal Lahori found many admirers in Iran itself. While the cultural life of each nation has its roots in the scientific and artistic values
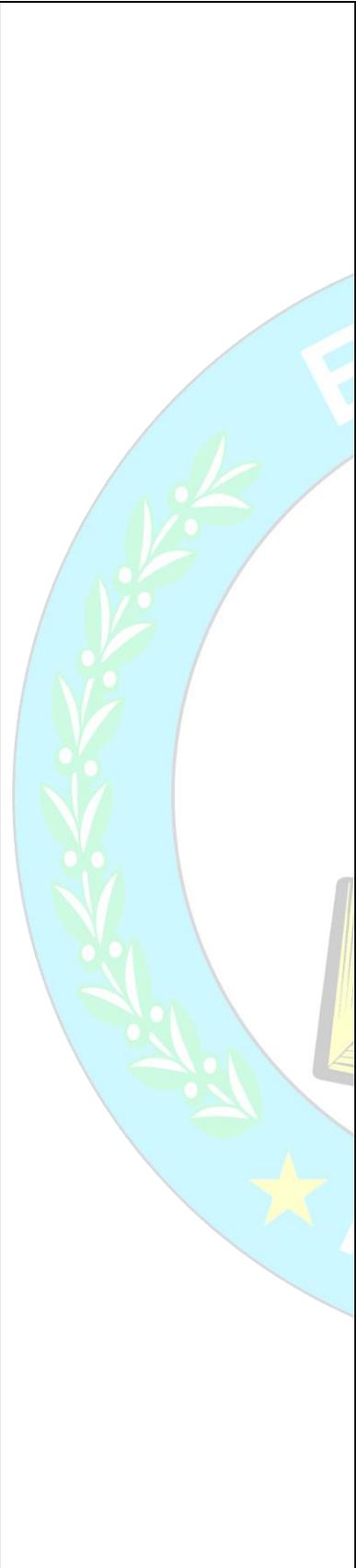
of itself, the other nations' culture and civilization impress it. However, sometimes this independent cultural nature blends in such a way with other cultures that it gets too difficult to discriminate between the native and non-native elements. Iranian and sub-continental cultures, especially the Pakistani are accounted as the above-mentioned cultures. Still, message of those fabulists who narrate the surprising adventures of Persian Gulf and Indian Ocean vice admirals brings the unity tidings of these two Islamic lands. Their message is considered as their cultural and literary links. Still, "Kelile va Demne" is accounted as one of the most important Iranian and Pakistani literary works. Yet Iqbal Lahori's thoughts ring in the ears of these two nations. Indeed, do these great cultural and literay collections belong to Pakistan or Iran? It is difficult or in a way impossible to answer such a question. It is almost near 1000 years that their cultures are blended together through the Persian Language and have made a unique literary framework. Seyed Ali Hajviri Makhdom Omam, who was born in Pakistan and made Panjab to get alive, wrote and read in Persian. Therefore, he is always respected and nobody can ignore his spiritual influences on the cultural behavior of these two nations. Iqbal Lahori, the Persian and Urdo poet belongs to both Iran and Pakistan. His works actually inspires both nations' eloquent and makes them create meaningful literary works. It can be mentioned with complete confidence that although the Islam's evil hostiles try to create discord between these two nations, the spiritual fondness and deep ideal links of these nations are still well established, and the difficulties of political, cultural, and social life of these nations have created the same feelings among themselves. The role of Persian in providing social welfare and human friendship is fairly evidence to all intellectuals'. Although Persian language and its rich literature are preferably present in Iran, Afghanistan and center Asia region but it has not given light the only Iran and Afghanistan but has covered the subcontinent of Pakistan India and Bangladesh .In certain cases, it has even transcended in a pleasant and meaningful manner the boundaries of socio-political relations .The migrations and travel of Iranian poets and writers to the subcontinent which can be considered as a branch of literary and cultural relation between Iran and Pakistan, is a subject of serious research and study. Pakistan given its politico- cultural identity as a young country which is only sixty year old, but the geographical boundaries known as Pakistan has achieved many cultural sophisticated and the literary figures have always showed the Persian poetry as a prominent and void spread reflection of the human culture. In its forms and meaning, the Persian poetry has its own special characteristic separated it from the poetry of other nations? Today, Persian and Urdu languages are considered to be two closest languages in the word. Urdu is the offshoot of Arians languages of India with the roots in Sanskrit but since it has naturally been strongly inspired by the Persian language. The impact especially in Urdu literature is fairly deep so much so that Urdu poetry is being considered as reflection of Persian poetry. Abdu-l –Islam Nadvi in this connection said that Urdu literature has developed under the shadow of Persian poetry and has inherited prose, poetry style etc form its and especially its words is completely inspired by the Persian language .The objective of this research is to demonstrate the impact of Persian language and literature on the language and literature

The modern poet completely identified himself with the national struggle and brought forth a new consciousness and a new urge in literature. The student of modern Persian poetry cannot ignore Friduh as he is one of its chief architects, and he has done more than any other single individual to give it a distinct norm. The Persian language has been a medium for

literary and scientific contributions to the eastern half of the Muslim world. Persian has had a considerable influence on neighboring languages, particularly the Turkic languages in Central Asia, Caucasus, and Anatolia, neighboring Iranian languages, as well as Armenian and other languages. It has also exerted a strong influence on South Asian languages, especially Urdu, as well as Hindi, Punjabi, Sindhi, Saraiki. Urdu uses the Persian script with a few additions to cater for the phonetics of local languages. The script is also referred to as Nastaliq style, which is really the Perso-Arabic script. It is written from right to left unlike the Roman script which is written from left to right. One count placed the number of Hindi-Prakrit words in the vocabulary at about 60% with the remaining 40% comprising Arabic-Persian words.

The origin of Urdu literature can be traced to the 14th century in India during the Mughal rule. It was very much prevalent among the urbane Persians in the elite Muslim classes. One of the most influential people who initiated the growth and development of Urdu literature is undoubtedly, the famous Amir Khusro. He frequently wrote in both Persian and Hindi and often mixed the two ingeniously. His influence was so vast that even a century after his death; the famous Quli Qutub Shah took an immense liking to this language that was called Urdu. Persian being the official or the established language of verse at that time was not followed (understood) by the sundry masses; therefore in order to gain popularity Khusro started mixing Persian verse with colloquial lines of verses. Urdu poetry developed its various forms like Ghazal, Rubayee (Quatrain) Musnavi, Qaseeda and Marsiya also during this period. Abul Fazal Faizi and Abdul Rahim Khankhana were accomplished poets in Akbar's court, who wrote poetry in Persian as well as in Urdu, and enriched their poems with Hindi and Sanskrit words. During this period Urdu was greatly enriched by Persian words, as most of the official work was done in Persian and the courtiers had to learn the Persian language. So much so that Urdu adopted the Persian Script and Grammar. In poetry also the same form, meter and rhythm as Persian is used in Urdu. Modern Persian and Urdu poetry is still passing through a transitional stag. There are poets who indulge in pornographic verse with a rare abandon unknown in classical poetry .They fill their poems with concrete and specific sensual detail. Modern poets treat diverse subjects with a determination to see their countries happier and stronger in all possible ways. The modern period of Persian and Urdu poetry has short but creative. In the modern times which include the latest trends and sensibility in Persian literature, especially poetry, certain phonetic and grammatical characteristics of the contemporary Persian language, the intellectual renaissance and the rapid educational progress achieved in Iran. In the Persian and Urdu poetry we witness the existence of Blank verse, forest (Pastoral) poem, and Militia poem as new trends. This new style was introduced to the Persian literature by Nima Yooshij and to Urdu poetry by Miraji and Nazar Muhammad Rashid. This style of poetry along with its valuable specifications faced some shortcomings. The present dissertation investigates these pitfalls and in the closing section of the dissertation we will have a comparative study of this Modern poetry in Persian and Urdu language and a summary of the findings are presented. It is worth mentioning here that Modern poetry is not by any means against rhythm and meter as much as possible. Due to constrains a poet faced composing a piece of poem in a traditional style by a limited number of hemistich division some times as a few as one a poet of Modern poetry is now free enough to utilize as many hemistich division as a poem permits. The information used in the preparation this article comes from the style the prominent Urdu poets such as Hafeez , Josh , Yalldrum ,

Abo-ul- kalam Aazad, Naiz Fetha poury, Majanoon Ghorakhpoury and Mehdi Afadhi have used in showing the how much they have influenced by the Persian language and literature.

Pre-service EFL Teachers' Reflections on the Academic and Self-improvement Contribution to Teaching Practicum

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Abstract
Teaching practicum, which provides great opportunity for pre-service English as a Foreign Language (EFL) teachers to observe, experience and practice the knowledge they have gained theoretically in practical basis, has had a critical role in preparing the pre-service teachers with the skills they required for teaching at real classroom settings. As the research on teaching practicum indicates that there is a significant gap between the theory and practice in EFL education, this study is carried out to explore whether teaching practicum contributes the pre-service EFL teachers' academic success and additionally, whether teaching practicum contributes their self-improvement as prospective teachers of English. The sample group of the current study consists of 25 EFL pre-service teachers studying in the last year of ELT department at Balikesir University in the 2016-2017 education year in Turkey. In this qualitative study, the data were obtained from reflective writings of EFL pre-service teachers and interviews. The participants were interrogated to identify their perceptions on the contribution of teaching practicum to their academic success and self-improvement as prospective teachers. In this study, the findings were analyzed qualitatively and discussed in the light of related literature.
Keywords: Pre-service EFL teachers, teaching practicum, academic success, self-improvement, reflection

Dwiky Juniarta
ERCICRTEL1809111

Anxiety As Defense Mechanism In Achieving Moral Fantasy Potrayed In Andre Aciman Call Me By Your Name

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Abstract
This research is conducted in order to show the vulnerability of characters while interacting with their counterparts. To support the novel and author ideas, the particular goals reached in this research are; to show the use of Psychological experience, Anxiety, as Defense Mechanism, affecting the interaction between characters; to describe issues and cultural background behind the anxiety that creates escapism for the reader. the method used in this research are Sigmund Freud Psychoanalysis, id ego and superego, to reveal anxiety and its effect in characters interaction and revealing the social & cultural background constructing anxiety that achieve escapism for the reader. The predicted result of this research are (1) the use of anxiety as defense mechanism found as a reason that hampers the interaction between the characters; (2) The phenomena of social & cultural issue affecting author ideology creating anxiety as defense mechanism

towards the characters and the escapism through the relatable content in the novel that achieve moral fantasy. An important implication of this study is the need to understand how social and cultural issue impacting individuals psychological experience in facing interaction.
Keywords: Anxiety, Defense Mechanism, Character Interaction, Moral Fantasy, Psychoanalysis

Namyssova Gulnara
ERCICRTEL1809125

Teacher job satisfaction factors and their impact on teacher retention

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Abstract
The skills students need to contribute effectively to the society are changing constantly. Consequently, demands on teachers change as well. Contemporary teacher operates in a complex environment and his/her duties go beyond just teaching and transferring knowledge. They need to prepare students to adapt to emerging technologies, master not-yet-existing professions and filter useful information from the vast digital world. New demands and responsibilities put additional stress on teachers.
This paper will outline the problem of teacher shortage which will be prevalent in many countries including Kazakhstan in near future and suggest job satisfaction as one of the ways of answering the challenge of teacher deficit. The paper will discuss definitions of the job satisfaction provided by different scholars. Further, the factors which influence job satisfaction of teachers will be covered. The impact of job satisfaction on teacher retention will be also discussed.
Key words: teacher job satisfaction, teacher retention, teacher shortage

Stamatina Kalyveza
ERCICRTEL1809126

Enhancing the Social and Emotional skills of High School Students with Autism Spectrum Disorder through Peer Network Intervention: "The Circle-Time model".

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Abstract
Developing positive relationships among teenagers affects not only their academic achievements but also their general psychological condition (Sreckovic Hume., Able.,2017; Rubin et al.2009; Wentzel et al 2012). Teenage students who suffer from a disorder within the autistic spectrum, of high functionality without comorbidity with mental retardation, have limited positive social contacts with their peers (Wagner et al 2004). The present study aims at examining whether a specific intervention program helps to improve the social and emotional skills of students with a disorder within the autistic spectrum, aged 14 and 15, without comorbidity with mental retardation, who participated in a program that is the application of "Circle Time" (Mosley, 1998) in greek. It is an internationally accredited

	structured programm that aims to enhance the social and emotional skills of students through a variety of activities, through games and discussions that interchange every time the programm is applied. The multiple baselines across participants with generalisation scenarios through all phases of the experimental procedure comprised the design of the research study. In this presentation "Circle Time" will be presented in detail, as well as part of the study's findings, that support the positive effect of the programm towards the improvement of the social and emotional skills of students with disorder within the spectrum of Autism without mental retardation, as well as their typical classmates.
Dr. Muhammad Shakir **ERCICRTEL1809135**	**Identifying the Role of Teachers in Developing Entrepreneurial Intention of Prospective Teachers** **Dr. Muhammad Shakir** **Lecturer Department of Educational Training** **The Islamia University of Bahawalpur** **Abstract** **Entrepreneurial mind-set is becoming the part of every policy across the globe. The previous research studies show the significant role that education and training plays in the development of such mindsets. Teachers are considered the monuments of this change. So, it is the basic demand of teaching profession that teachers must be equipped with the right knowledge, skills and attitude to enable to inculcate new curricula, modern pedagogical and andragogical skills and learning environment that they will need are acquire entrepreneurial skills and competencies. In 2010, Ministry of Education, Pakistan with the collaboration and support of UNESCO and USAID, designed National Professional Standards for Teachers Education in Pakistan. The basic purpose of designing these professional standards was to improve the quality of education through improving quality of teacher education. If we critically overview these ten national professional standards we could not even find the single area or competency which indicates or provides a base for entrepreneurship training or skills. This research study will identify the main areas related to entrepreneurship teacher education. The main objectives of the study will be: (a) to identify the importance of entrepreneurship education for teacher education in Pakistan; (b) to identify the need and areas to prepare pre-service and in-service teachers for entrepreneurship education; (c) to develop effective teacher education systems for entrepreneurship; and (d) recommend entrepreneurship standards and competencies for the teachers at all level. The method of the research will be descriptive and survey will organized to collect relevant information from teachers and policy makers through questionnaire and interview. The nature of the study was descriptive while mixed method approach was used to gather information from 250 students and teachers by using random sampling techniques. ENVIVO and Smart PLS were used to analyze qualitative and quantitate data. Data illustrated that most of respondent intervene about imparting and improving entrepreneurial education for prospective teachers' course. Interviewees are appreciating this step of entrepreneurial intentions in prospective teachers' course. They suggested that; criteria for prospective teachers should be developed that increase their experience in the field of business. Appropriate courses should be start which covers the demand of their financial intentions. Knowledge, necessary financial sports, awareness, confidence and critical thinking can improve the entrepreneurial profession of these prospective teachers.** **Key Words: Entrepreneurship, teacher education, Pedagogy and**

	Andragogy
Davut Uysal ERCICRTEL1809138	**The Impact of Organizational Cynicism on Organizational Commitment: An Applied Research on Language Instructors in Turkey** **Davut Uysal, Lecturer** **Anadolu University, School of Foreign Languages, Eskişehir** **Abstract** This study investigates the effects of organizational cynicism on organizational commitment. There are some studies in the literature regarding organizational cynicism. However, the number of studies on cynicism is very limited in Turkey, but the present study attempts to find out if there is a significant relationship between organizational cynicism and organizational commitment. This study was conducted at School of Foreign Language- Anadolu University in Turkey from 2016/5 through 2016/7. This study is one of the few empirical works so far in the field of organizational cynicism and its effect on organizational commitment in Turkey. This survey-type study is a descriptive one with regards to method employed in data collection. The author of the study investigated the attitudes of English language instructors with regards to organizational cynicism and organizational commitment. Ultimately, it explains the effects of organizational cynicism on organizational commitment. One hundred and sixty-seven questionnaires were distributed and one hundred thirty six usable questionnaires were returned, a response rate of 81%. The findings revealed a significant relationship between cynicism and their commitment to their organisation. The present study provides a number of valuable recommendations for managers and higher education organisations with regards to effective management practices. Keywords: Organizational cynicism, organizational commitment, Turkey, English language instructors, management.
Faiz Maulida ERCICRTEL1809143	**English Language Teaching in Indonesia (An Analysis of English Language Teaching and Learning Process a Ninth Grade Students of SMP N 21 Jakarta)** **Faiz Maulida** **English Department,Semarang States University,Semarang, Indonesia** **Abstract** This research investigated the strengths and the weaknesses of method applied at ninth grade of SMP N 21 Jakarta. This research was a qualitative descriptive research design. The participants involved in this study were the English teacher and the ninth A grade students of SMP N 21 Jakarta. In this research the participants were asked to conduct English language teaching while the researcher observed teaching and learning process. The finding showed that the teacher used student-centered learning. It could be seen from the implementation of scientific approach which was combined with STAD. Further, the finding showed that there were some students who had no responsibility for their own group. There were also students ignored by the others group member, because there are some students who have had high ability in understanding. On the other hand, there were some strengths that the researcher found such as, some students worked together in achieving its objectives in group. Interaction among students increased their ability to argue. Students can more actively join in lessons and discussions.

	Key words : English language teaching,Scientific approach, and STAD.
MK Tamang **ERCICRTEL1809147**	**Throwing A Stone in a Pond: Narratives of Youth on Abroad Study** **MK Tamang** **Educational Leadership,Kathmandu Univeresity,Kathmandu Univeresity,Kathmandu** **Abstract** This dissertation seeks to explore the rising trend of migration of Nepali young students in abroad for higher education. Additionally, the research outlines the process and the outcomes of the students after they complete their education abroad by presenting various possible reasons like quality education, prosperous life, stereotypical ideology, financial support for their parents, scholarship, self-dependence, personal interest or hobbies and international exposure. This research dissertation has explored that the struggle, excitement, expectation and experiences of the youth. Furthermore, the study interprets the experience of students studying abroad and outcome after returning in their home country. Considering the youth's trend of abroad study, this study was accomplished to address the formulated research question: how do the Nepali students narrate their stories of the process and outcome of abroad study? The theoretical frameworks I have derived in this research is the Youth culture anthropology. I have chosen the youth anthropology or culture theory to explore in-depth perception of my participants. The research approach of this study is based on the qualitative where I used the interpretive and critical paradigms along with different philosophical considerations. I also discuss the ontology, epistemology and axiological philosophical assumption in order to look at my research with the different perspectives. I have adopted the narrative inquiry design as the mythological approach to pursue this research. I took interview with my eight participants where six participants were in the process of going abroad and two participants were already gone abroad and returned to their country. I took six participants namely; Renu, Bhuvan, Bina, Urmila, Tubaraj, Pradip, who are under the process to pursue their higher education abroad and the two participants'; Ujjwal and Rojina, already graduated from board. I conducted in depth interview, personal meeting, field observation and note taking with my participants. I sensed that most of the participants were interested to go abroad for the quality education, better life style, to become self-dependent and better job opportunities. However, they struggled hard during the process of their higher education abroad, most of my participants became happy and excited for their journey to Australia. In addition, the two participants who had completed their study from the UK university was inspirational to build the strong confident after their journey from abroad. What I found from this research is that the trend of youth's abroad going can be positive impact on the youth to grab the academic improvement as well as to become the self-dependent.
Dominic Thompson **ERCICRTEL1809150**	**On step forward… - A small scale application of Random Controlled Trails (RCT's) to improve progression rates from level 2 to level 3** **Dominic Thompson** **Teaching and Learning,Havant and South Downs College,Portsmouth, UK** **Abstract** Progression from level 2 to level 3 at many FE colleges is extremely low which, bearing in mind it is much easier and cheaper to keep a "customer"

	than it is to attract a new one (Brassington and Pettit, 2011), is not acceptable. In addition, governmental imposed fiscal tightening and the immense pressure this is putting on teachers/lecturers (as highlighted in the Trade Union Congress's (TUC) report New Challenges, New Changes, 2014) means that instances such as progression need to be more efficient and processes put in place that increase the number of students internally moving on from level 2 to level 3. This study tests whether there is a more beneficial way of giving the students (and their parents) the information they need to make a more informed decision about studying at level 3 with the added benefit of improving attendance in level 2 classes. Using the TEST (Target, Explore, Solution, Trial) methodology (BIT, 2017) 4 level 2 groups were identified and interventions designed to ascertain what, if any, effect this would have on progression. The distance travelled (intention to progress) between pre and post-test for each student was measured and interviews with students were completed. The results showed that, on this small scale, the impact that an intervention can have on a student's decisions is clear. It may be the case that "fuzzy generalisations" (Bassey, 2000) can be drawn where some of the results could be replicated in other curriculum areas/institutions.
Paloma Ubeda Mansilla **ERCICRTEL1809152**	**A Cross-Metaphorical Mapping Video Poster for ESL Students.** **Paloma Úbeda Mansilla** **School of Architecture & Sports Science Faculty** **Technical University of Madrid** **María-José Gómez-Ortiz** **School of Architecture & Sports Science Faculty** **Technical University of Madrid** **Abstract** **This paper describes a teaching and learning video poster tool designed for students of Architecture and students of Sports Science (ESL) and Spanish (ELE) as a second language at the Technical University of Madrid. These two major groups of students share a cross-metaphorical mapping that can be used as a cognitive approach to learn vocabulary in context using images and contexts closed to their field of studies. The metaphorical cross-mappings activity was the result obtained after publishing a bilingual dictionary handled under the research group of DISCYT from the Technical University of Madrid. The results obtained from them show a very fruitful and innovative material creation for (ESP) teaching in specific contexts. Additionally, the video poster provided additional written and oral task activities to work out in class.** **Keywords: Architecture, Sports Science, video poster; metaphorical mappings, languages teaching.**
Amal Al-Soggor **ERCICRTEL1809159**	**Is it beneficial to use Twitter for English language learning?** **Amal Al-Soggor** **Durham University,Durham,UK** **Abstract** **Twitter has become a major form of communication ways in today's age and time. The findings of the present study will definitely enrich the corpus of work conducted on the influence on teaching English as a foreign language. The literature review shows what studies have been done so far in terms of using Twitter for foreign language learning and it illustrates the**

importance of using grounded theory to address the gap of lacking a sufficient theory that explains what happens when using Twitter for teaching English language learners. This paper identifies possible factors that encourage learners and teachers to use Twitter for English language learning. This study aims to answer these two questions:
• How to use Twitter for foreign language learning?
• Why to use Twitter for foreign language learning?
Therefore, the data was gathered using interviews, participant digital observation, and memo writing. The findings have revealed the important concepts that construct the suggested language theory.

Myrniel B. Gal ERCICRTEL1809160	Performance of Senior High School Students in Spiral Progression Approach of the K to 12 Science Curriculums

Myrniel B. Gal
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Abstract
This study aimed to determine the level of performance in terms of scientific understanding and science process skills of Grade 12 senior high school students in the spiral progression approach of the K to 12 Science Curriculum. This utilized the quantitative – qualitative descriptive research, in which questionnaires and focused group discussion were used to gather the needed data. The study shows that the senior high school students have "high" level of scientific understanding as to the content of their science subjects and results showed that among the five science process skills, only the observation skills were found to be "very high" while experimentation, measurement, communication and inference skills measured "high level" as being possessed by the students.The study also found out that student has difficulty in the transition of topics as they move to a higher grade level since some of the topics are not being covered in their lower grades because of the limited time allocated for each topic. This study implied the current situation on the newly implemented curriculum in the educational sector of the Philippines and the revisions that the science subjects undergoes.
Key words: Spiral progression approach, scientific understanding, science process skills, experiences on spiral progression approach, performance of senior high school students

Teaching Pronunciation: Revisited

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ERCICRTEL1809165

Abstract
This work investigates a controversial subject, viz. the teaching of pronunciation. Numerous works have been written about the subject with various views, objectives and theoretical stands. This work takes into consideration the conceptions of both English language teachers and students at college levels. Thirty-two subjects from three universities: Mosul, Duhok and Salahddin were asked whether pronunciation is teachable and at which level. Whether to be taught separately as a subject, or in conjunction with other oral skills, and whether the objective behind teaching it is fluency, or accuracy or intelligibility and finally who is a good pronunciation teacher. The study hypothesizes that pronunciation is teachable, separately and in conjunction with other skills for at least two

	years for the sake of fluency, accuracy and intelligibility by qualified and experienced teachers. The results of the analysis validated these hypotheses in varying degrees. Teaching pronunciation is of paramount important in English language teaching; it could be taught separately but also integrated with listening , speaking skills , oral comprehension and grammar. Also it has been found that pronunciation should be taught at college level at one or more than one level; teachers of pronunciation should relate to the notions of fluency and accuracy achieving a balance of form and function. They are better qualified if they have majored in phonetics and English phonology.
Basim Yahya Jasim Algburi ERCICRTEL1809166	**Teaching Legal Translation at Discourse Level and the Problem of Equivalence** **Basim Yahya Jasim Algburi** **Department of English College of Arts, University of Mosul, Iraq.** **Abstract** **Legal translation is often claimed to be one of the most difficult type of technical translation. The difficult may partly be due to the characteristic features of legal discourse which is typically archaic, obscure, complex, and culturally-bound, and partly be due to the item-centered approach commonly used in teaching legal translation which emphasizes word-for-word equivalence. The present paper introduces a discourse-oriented approach as an alternative to the currently-used method of teaching legal translation. The major argument is that teaching legal translation at discourse level the students of translation to recognize the lexical, grammatical, pragmatic, and stylistic dimensions which are essential for providing legal equivalence.** **Key words: legal translation, legal equivalence, translation instruction, discourse-oriented approach.**
Lada Hanzelínová ERCICRTEL1809171	**International Academic Etiquette** **Lada Hanzelínová** **Ph.D., University of West Bohemia, Pilsen, Czech** **Abstract** **The Bologna process is an official platform for the convergence of national education processes. The primary objective is to create an EHEA - European Higher Education Area, and one of its basic pillars is to support student and academics mobility. International exchange or participation in an international conference is becoming therefore a standard. However, any ethical behavior and etiquette is associated with any event. These unconscious structures fundamentally affect the success of communication. It is indisputable that individual national academic cultures have their own specifics. In the context of the research of national academic etiquette (which are also not the focus of interest, although they are basic software for the functioning of the whole academic society), it opens up an international perspective.** **My research thesis is for the purpose of this paper: Is there an international academic etiquette and how does it manifest?** **The work is currently in the state of research in process and the next step is the evaluation of the research questionnaire for verifying the theoretical findings.** **Key words: academic; etiquette; international understanding; academic culture**
Kristie Sage	**Conscious Raising and EAP Lexical Phrases: EFL Student Argumentative**

ERCICRTEL1809172	**Essay Writing**

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Abstract
This present study seeks to further research into the EFL university classroom instructional methodology of lexical phrases. It focuses on lexical phrases in the discourse of English for Academic Purposes (EAP) argumentative essay writing. Students at a Japanese university in Tokyo study this rhetorical essay pattern as part of their first and/or second year English writing skills curriculum to: enhance their critical thinking and research skills; and, prepare them for study abroad. The study is a within-subject action research conducted by the researcher in the classroom. It focuses on the teacher's instructional technique of lexical phrase chunks over a 15 week period and which are appropriate to the discourse of an argumentative essay. Conscious raising (Schmidt) pedagogy is considered more effective than the implicit and explicit dichotomy which has categorization issues (Ellis). The research design includes qualitative and quantitative analysis over a 15 week period of 25 students who have written three essays, one every five weeks. Students are exposed to two sets of 28 lexical phrases with only one set being taught in the classroom. The lexical phrases vary from 2 to 5 segment chunks and in difficulty. Pre and post-tests were administered to measure the instrumentation of the taught and untaught phrases. Results from the quantitative and qualitative data analysis will be reported. This study follows up from a previous pilot study by emphasizing a framework for improving the EFL classroom instructional technique of the researcher and data collection.
Key words: lexical phrases, EAP, argumentative essays

	The use of the primary metaphor in developing Japanese learners' knowledge of the different degrees of sureness

Masahiro Takimoto

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ERCICRTEL1809054

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Abstract
The present study was inspired by theoretical considerations in cognitive linguistics associated with the concept projection and the metaphorical idea of certainty degree is distance along a path, as well as by theories in cognitive science related to self-directed learning on computers, to apply them in developing Japanese learners' knowledge of the different degrees of sureness attached to Certain, Probable, And Possible Items. It evaluated the relative effects of cognitive and non-cognitive approaches and of self- and teacher-directed approaches on computers. The cognitive approach involved concept projection, a process through which the participants understand an abstract concept, namely the degree of certainty, in terms of the spatial concept of distance, whereas the non-cognitive approach involved rote learning of a list of target expressions related to the degree of certainty. Furthermore, in the self-directed approach, the participants were able to use online computer program in their own way, choosing the parts of the target information they want to learn more and concentrating on what they want to study. On the other hand, in the teacher-directed approach the instructor played the role of a lecturer. The instructor had

	primary control of the online computer program and adhered to the information available in the online computer program. The results of the present study demonstrated that the cognitive approach groups outperformed the non-cognitive approach and control groups in writing, comparison, and categorization tests, and further demonstrated that the cognitive approach is effective as a mnemonic device generating long-term memory encoding. The results of the present study also showed that the self-directed approaches enabled the participants to perform as well as those that underwent the teacher-directed approaches, and the difference between self-directed and teacher-directed learning did not seem to have had a major impact on the overall performance of the self- and teacher-directed groups.
Pyng-Na Lee **ERCICRTEL1809062**	**Indigenous Young Children and Non-Indigenous Young Children's Learning at a Borderland Preschool between Indigenous Area and Non-Indigenous Classroom Discurse, Ethnic Identity, Class Differentiation** **Pyng-Na Lee** **Department of Early Childhood Education, Faculty of Education, National University of Tainan, Tainan City, Taiwan** **Abstract** **This study attempts to investigate indigenous young children and non-indigenous young children's learning at a cross-ethnic classroom. Through purposive sampling, this study selected a borderland preschool between indigenous area and non-indigenous area. There were one third of indigenous young children and two thirds of non-indigenous (Han) young children in the classroom, and all of their teachers were non-indigenous (Han) people. A qualitative method was adopted to collect observation and interview data. The result found that the indigenous young children rarely participated the clasroom discourse under the the participation structure of children raising hands—teacher designating—children talking. Referring to ethnic identity, the indigenous children had known their ethinic background, and mojarity of them also had known whom indigenous children were in the classroom. However, the non-indigenous children had only known they were not indigenous people, but they had not known whom indigenous children were in the classroom. When they played, those children did not distinguish between indigenous and non-indigenous groups. Finally, the indigenous children tended to initiate sponetaneous play more frequently than non-indigenous children, and indigenous children had more surreptitious talks in class. Consequently, the indigenous children were punished more often than non-indigenous children by the non-indigenous teachers. In addition to the indigenous children participating less in classroom discourse, their penalties of spontaneous play and surreptitious talks had germinated class differentiation in the classroom. This study suggests that teachers with indigenous children in class may adjust the participation structure to invite indigenous children to participate in the classroom discourse, and design appropriate curriculum comprising of free play. A further study to investigate the difference of indigenous and non-indigenous children's social behavior is suggested, and the result will contribute to design culturally responsive teaching for indigenous children.** **Key Words: classroom discourse, class differentiation, ethnic identity, indigenous education, cross-ethnic education**

Monika Krajcovicova
ERCICRTEL1809063

Cultural Inclusion: Children From Migrant And Refugee Backgrounds Readiness For School And School Readiness For Them

Monika Krajcovicova
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Cornelia Babbage
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Abstract
This article presents a critical summary of published research literature pertaining to school readiness for children from migrant and refugee backgrounds and the readiness of these children for school. Its purpose is to: critique current thinking and research on children's readiness for school and school's readiness for children from migrant and refugee backgrounds in Australia; and foster parental and community engagement in children's learning. Findings from the literature will underpin future field-initiated education research in communities and schools in Queensland, with a focus on the early years of schooling for children from families who moved to Australia in order to find work or better living conditions, or who has been forced to leave their country in order to escape war, persecution, or natural disaster. Most of the findings relate to defining readiness, determining school readiness, policy documents rethinking school readiness, school readiness skills and difficulties, and specific research findings on school readiness in Australia. However, as there are limited sources concerning school readiness for children from migrant and refugee backgrounds, there is a need for the further research in this area. This literature review will also be used as the recommended reading for both undergraduate preservice teachers and postgraduate inservice teachers within university course modules titled Diversity is 'normal' and Understanding diverse needs of all students. It will also serve as a supportive material for early childhood educators and primary school teachers working with children from migrant and refugee backgrounds, as well as community professionals promoting and encouraging appreciation and inclusion of diversity, and demonstrating leadership for positive change.
Keywords: Children readiness. School readiness. Parental engagement. Early years of schooling. Migrant. Refugee. Positive change. Literature review.

Anora Yu
ERCICRTEL1809064

A Narrative Inquiry into Washback of High-stakes and Low-stakes Testing for L2 English Writing in Hong Kong Higher Education

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Abstract
Washback, impacts of testing on teaching and learning, is a concept prominent in language testing and assessment in applied linguistics. Many renowned testing and assessment researchers claim that washback impacts teaching and learning in positive and/or negative ways. Previous studies were conducted to analyse the relationship between tests and teachers' and/or learners' attitudes and behavior, but very few of the studies employed narrative inquiry to study teachers' practical personal experiences. The present chapter explores washback on second language

(L2) English writing teaching and learning through a narrative inquiry of a teacher in a self-financed higher education institution in Hong Kong. The participant taught English courses that included both high-stakes and low-stakes testing. The study fills the gap in previous research by reporting the different teaching approaches the participant adopted when dealing with high-stakes and low-stakes testing, and makes meaning of the choices through the teacher's first-hand accounts. By means of narrative inquiry, the researcher's voice is foregrounded while attending to the participant's stories and at times it is interwoven through the participant's experiences to make new discoveries. The data were analysed and presented using dialogic/performance analysis to illuminate teacher's stories with reference to washback in L2 English writing at the tertiary level in Hong Kong.
Keywords: Testing and Assessment, Washback, L2 English Writing, Higher Education, Narrative Inquiry

Leily Nekuruhmotlagh **ERCICRTEL1809070**	**The Inconsistencies between Teachers' Belief about Corrective Feedback and Their Classroom Practices** **Leily Nekuruhmotlagh** **Department of Foreign Languages, Faculty of Teaching English as a Second Language,Shiraz Azad University,Shiraz, Iran** **Abstract** **The gap between teachers' belief and classroom practices is an issue of concern in teacher education. Although researching this gap is not new, few studies have been conducted with a focus on oral corrective feedback, and few have been conducted in Iran. This paper, therefore, investigated teachers' beliefs about oral corrective feedback, the teachers' classroom practices of oral corrective feedback and if there is any convergence or divergence between the two. To find out about the teachers' beliefs, questionnaires were used, and for the classroom practices, classroom observations were conducted. The results have indicated that teachers' beliefs are not always consistent to their classroom practices.** **Key words: Corrective feedback, teachers' belief, classroom practices**
Juno ChunLin **ERCICRTEL1809097**	**Employing Neuropsychological Measure to Predict the Recidivism of Sexual Offender** **Yan** **Department of Counseling and I/O Psychology, Ming Chuan University, Taiwan, ROC** **Danny ChiehChien & Ju** **Department of Counseling and I/O Psychology, Ming Chuan University, Taiwan, ROC** **Juno ChunLin** **Department of Counseling and I/O Psychology, Ming Chuan University, Taiwan, ROC** **Abstract** **Nowadays the current assessment of sexual offense recidivism mainly uses the recidivism assessment scale based on risk factors in ROC, such as Minnesota Sex Offender Screening Tool-Revised (MnSOST-R), Rapid Risk Assessment for Sex Offence Recidivism (RRASOR) and Static-99. However recent neuropsychological studies show that the frontal lobe functioning has something to do with sexual offense and recidivism. Therefore, the current research attempts to improve overall reliability of sexual offense**

recidivism assessment by using Wisconsin Card Sorting Test (WCST) which is designed to measure the executive functioning of frontal lobe. In addition, this research intends to examine the correlation between cognitive perseverative scores in the WCST and Static-99 scores. Total 77 participants were recruited which including non-pedophilia 30 persons, pedophilia 19 persons, other crime offenders 9 persons, and community people 19 persons. This research result shows that significant poor functioning in sexual offenders, which reflect in the scores of perseverativ error and categories completed on WCST-CV4, nevertheless there is no significant difference between non-pedophilia and pedophilia. Besides, it does not show relationships between scores in WCST-CV4 and in the Static-99. The implications are discussed.

Keywords : Wisconsin Card Sorting Test (WCST), recidivism, sex offenders, executive functioning, psychopath

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Moody Saud Alhowiml
ERCICRTEL1809107

Oppositional Defiant Disorder And Its Management Strategies Among General And Special Education Teachers

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Ibrahim Abdullah Alothman
Supervisor Of The Research, And A Professor Of Special Education Department At King Saud University, Riyadh, Saudi Arabia, E-Mail:

Abstract
The current study aimed to identify knowledge of Oppositional Defiant Disorder (ODD) definition, and its management strategies among general and special education teachers of primary school as a main objective, while there were other goals about the effects of job, experience, and level of education on their knowledge of ODD definition, and its management strategies. The study adopted descriptive approach, and design a questionnaire depends on the goals and questions of this study. Moreover, the researcher administrated on (699) female of general and special education teachers. The findings of the study were The level of knowledge of ODD management strategies is high, but the knowledge of ODD definition is moderate. The study found statistically significant difference at the level of (0.01) among the average of teachers responses according to job variable for special education teachers on the total score of the knowledge of ODD definition. Also, there was significant difference at the level of (0.01) among the average of teacher responses according to experience variable for teachers who have had experience between 5 to 10 years on the total score of the knowledge of ODD definition. However, there were no significant differences among the average of teachers responses according to level of education. Training courses and workshops for general education teachers, and some topics for future researches were suggested such as the extent of correlation between ODD and disabilities of special education students.

Keywords : Oppositional Defiant Disorder(ODD), Management Strategies, Knowledge

The Impact of Teaching Topical Structure Analysis to Writing

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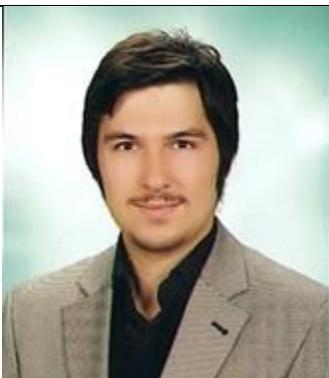
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Abstract
As coherence is abstract in nature and there is very few practical techniques to teach it, this is considered to be one of the main problems that ESL/EFL student writers and teachers encounter. Although there is considerable research analyzing problems and difficulties with coherence among ESL/EFL learners, few practical pedagogical strategies have been suggested that can easily be used by teachers and understood by learners. TSA is one of the techniques that has been suggested and could be taught to ESL/EFL learners in order to help them improve their writing performance. This study sheds light on the effect of teaching TSA to Turkish university students who learn English as EFL. The study was conducted as an experiment. Two classes with 32 (16+16) students were used as control and treatment group. At the end of the experiment, results indicated that teaching TSA has a positive effect on coherence, and they began to see coheren as a more concrete construct.

Djaileb Farida
ERCICRTEL1809114

Innovative techniques for teaching and learning the oral skill : The case of Master students at the department of computer sciences

Djaileb Farida
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Abstract
This study seeks to explore the main causes that lead to some deficiencies of teaching and evaluation in the ESP context.In addition, we will suggest practical strategies for teachers in the form of remedial activities to teach and evaluate the learner's' performance and overcome their difficulties of speech performance.The importance of teaching the oral skill is of paramount importance in ESP for effective communication.The second part of this paper will be devoted to practice.We will discuss the findings and present a thorough account of the research tool and procedures for the purpose of discussing the collected data as well as giving practical remedies for teaching and evaluation . In ESP, the authentic world must be brought to the students, and they must learn to interact in the language spoken or written. There are various textbooks for ESP courses; unfortunately, no textbook can fulfil the demands of a specific situation. The teacher must rely on his/her own knowledge when assessing the appropriateness of the material to be used. Materials proposed in ESP should contain authentic texts, interesting tasks and activities.
Key words ESP, needs analysis, oral, pronounciation, authenticity, communicative ,evaluation

Cognitive and affective influences on science anxiety in a science core-text general education course in Hong Kong

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HOI Wan Heng Sandy **ERCICRTEL1809115**	**Wong Wing Hunga** **School of General Education and Languages, Technological and Higher Education Institute of Hong Kong, Tsing Yi Island, Hong Kong, China** **Pang Kam Moona** **School of General Education and Languages, Technological and Higher Education Institute of Hong Kong, Tsing Yi Island, Hong Kong, China** **Ng Vitrierat Sophiab** **Department of Sociology, The Chinese University of Hong Kong, Shatin, Hong Kong, China** **Lu Kec** **Department of Sociology, The Chinese University of Hong Kong, Shatin, Hong Kong, China** **Abstract** **Science anxiety hinders students from effective scientific literacy and confident application of scientific knowledge to solve problems in life and academic situations. Science anxiety commonly arises when students take science or science-related general education courses. "In Dialogue with Nature" is a compulsory general education course for undergraduates of The Chinese University of Hong Kong. It encourages students to engage in reading science classics and discussion about science-related issues, aiming at building up confidence in seeing things from scientific perspectives.** **Individuals' cognitive competencies and perceptual sets could both affect the information to which they attend. Teachers should thus pay as much attention to students' perception of competence as to actual competence. Their perception of competence may more accurately predict students' motivation and future academic choices.** **A tailor-made questionnaire was developed to evaluate how science anxiety is related to students' understanding of Nature of Science (NOS) (cognitive) and their self-efficacy towards this course (affective). The preliminary results of pre- and post- course surveys showed that students' understanding of NOS and their self-efficacy towards the course increased significantly after taking the course, while their anxiety towards science had no significant change. In addition, regression analysis revealed that students' science anxiety is correlated to course self-efficacy and their number of science courses studied in secondary school, but not correlated to understanding of NOS. This study thus provides insights into an effective teaching and learning strategy in general education courses.** **Keywords: science anxiety, nature of science, NOS, self-efficacy, science core texts, general education, classics reading.**
Chaima Mennai **ERCICRTEL1809118**	**Tales of Transitions to Postgraduate Studies: Qualitative Study of Southern Algerian Women's Experiences.** **Chaima Mennai** **Graduate school of Education, College of social sciences and international studies, University of Exeter** **Abstract** **In this paper I will be drawing on my current doctoral research project. The focus of my research is on exploring the various factors that might play a role in the transition to postgraduate studies amongst Southern Algerian women. This is, in order to add up to the body of literature on the ways these women graduates experience progression to postgraduate**

	studies; which is relatively under-researched area internationally and locally. My research interest is on how these women graduates negotiate making this transition and how their early educational experiences impact their academic trajectories. It, specifically, considers how they individually and collectively contend with the different factors they face when considering progression to postgraduate studies. In the study, art-based methods were used as a form of data elicitation, and they were discussed throughout individual interviews. I have also employed dyadic interviews including the participant and a significant other of their choice, to explore their expectations and aspirations for these women graduates. The paper will then tackle the narratives constructed with the participants about their experiences in higher education and the main themes emerged from the data. In this presentation, I shall also challenge the notion of linear transitions to postgraduate studies and will explore the complex pathways that women graduates navigated. Key Words: Higher education, Postgraduate studies, Transition, Southern Algerian women.
Michael Heinz **ERCICRTEL1809124**	**The Motivational Strategies of Teachers from the Perspective of EFL Students** **Michael Heinz** **Hankuk University of Foreign Studies** **Graduate School of Interpretation and Translation, South Korea** **Abstract** **Given the overwhelming nature of language acquisition the importance of motivation in terms of successful language acquisition has been well established by a great many studies. In addition, while motivation tends to be strongest when the impetus for learning is a direct and genuine drive to learn it is more often the case that teachers are expected to kindle a sense of motivation within students and teachers pursue many strategies to this end. Studies by Dornyei and others have identified critical strategies that on the whole tend to be successful strategies. However, studies have also found that motivational strategies as reported by teachers have less impact than the strategies students perceive to have been utilized. To this end, this study gathered focus groups to ask native Korean speakers to generalize their experiences with the motivational strategies of English teachers. We further drew attention to the perceived differences between native Korean speakers as English teachers and native English speakers as English teachers. The results suggest distinct differences between the two groups in line with a previous quantitative-based study on the same topic carried out last year.** **Keywords: EFL, SLA, Motivational Strategies, Cultural Exchange**
Ljiljana Marković **ERCICRTEL1809131**	**Teaching translation methods based on culture-specific meaning to ESL students in higher education** **Ljiljana Marković** **The Dean of the Faculty of Philology, Full Professor** **Department of Japanese, Faculty of Philology, University of Belgrade, Serbia** **Biljana Đorić Francuski** **Full Professor Department of English, Faculty of Philology, University of Belgrade, Serbia** **Abstract**

Education in the 21st century has been marked by progress and innovations, chiefly those related to the introduction and development of numerous advanced teaching tools, such as blended learning, flipped instruction, and distance teaching in a greatly improved educational space. However, the methodology of teaching has also been enriched by a new perspective that largely diversifies the process of education thanks to its interdisciplinarity, which is of utmost importance especially in the field of foreign language studies at university level. By adopting interdisciplinary instruction, language teachers open a plenitude of new insights for their students in all domains, allowing them to develop their knowledge and skills in interesting and engaging ways. The perfect example for this topic is the introduction of cultural studies courses in the foreign language teaching curriculum, and it is the purpose of this paper to demonstrate the results that kind of innovative approach has brought to the enhancement of students' mastery of linguistic skills, with a special emphasis on recognizing and solving problems in the discipline of translatology.

Keywords: higher education, interdisciplinary instruction, foreign language teaching, cultural studies, translatology

Panagan, Andrea Luz B. **ERCICRTEL1809133**	**Propagaanda in Politics: The Use of Language in Senate Hearings** **Panagan, Andrea Luz B.** **Rizal Technological University/ Philippines** **Caoili, Kierra Marietrina** **Rizal Technological University/ Philippines** **Adriano, Monica Aira A** **Rizal Technological University/ Philippines** **Castillo, Kaith Angelique R.** **Rizal Technological University/ Philippines** **Galisim, Christian H.** **Rizal Technological University/ Philippines** **Abstract** **Propaganda is deliberately made by an individual or group called the propagandist for the purpose of manipulating individuals into adopting certain ideas and behaviors. In order to become perceptive listeners, it is important to be aware of the devices that the politicians use, as well as the style of language embodied in either rhetoric or propaganda. Repetition of the words, promises, language expression and are the some of the features of this register.** **This study utilizes Mixed Method approach, with the help of content analysis. Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. In conventional content analysis, coding categories are derived directly from the text data.** **The linguistic devices explored are propaganda in politics, political linguistics, and usage of persuasive language. This study analyses the certain style and uniqueness of senators and the effect of this language to students.** **Keywords: propaganda, language, propagandists, speech acts, use of language**

Jeffrey Trambley
ERCICRTEL1809174

The Olympic and Paralympic Mascots in the Context of the Tokyo 2020 Olympic Education Program

Jeffrey Trambley
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Abstract
The use of mascots in the Olympic Games has expanded greatly since the first mascot was designed for the Grenoble Winter Olympic Games in 1968. As previous researchers have indicated, the Olympic mascots now serve as part of the enduring legacy of the Games and their importance cannot be underestimated (Davou, Thwaites & Chadwick, 2008). In the context of the Olympic Education (OE) program for the Tokyo 2020 Games, one of the integral components has been the Olympic mascot, beginning with the design contest in May 2017, continuing with the voting process from three final candidates conducted by nearly 16,700 elementary schools across Japan and abroad, and culminating in July 2018 when the mascot names, Miraitowa and Someity, were publicly announced. From the onset, the importance of the mascots' multiple roles was highlighted: welcoming athletes and visitors from overseas, exciting children and fans, and communicating the Values of the Olympic and Paralympic Games Tokyo 2020 (The Tokyo Organising Committee of the Olympics and Paralympic Games, 2017). This paper traces how the mascots have thus far been employed in the Tokyo 2020 Olympic Education (OE) program and whether the mascots, through their individual character profiles and design components, are successfully embodying the Tokyo 2020 Olympic core concepts of "Achieving Personal Best, Unity in Diversity and Connecting to Tomorrow" (Ministry of Education, Culture, Sports, Science and Technology (Japan), 2016).
Key words: mascots, Olympic Games, Olympic Education, Tokyo 2020

Joseph Lou
ERCICRTEL1809192

A Computer-Assisted Quantitative Study of Age and Gender Differences in Multitasking Costs in Speed and Accuracy

Joseph Lou
Oxford Academy, USA

Abstract
It is a widely accepted notion that multitasking has negative impacts on productivity. However, there has been no complete, quantitative study on age and gender differences in multitasking costs. The purpose of this study was to develop an original web-based Multitasking Test (MTT) program and use it to test a large sample of diverse participants on their switching costs in speed and accuracy during multitasking. There were 3 independent variables: (a) age group, (b) gender, and (c) the complex level of the task. The MTT program allowed subjects (N = 859) to conduct 6 playing card pattern matching tasks (with 20 trials per task) including 3 simple and 3 complex tasks. Results indicated that (a) high schoolers (14-17), who have been reported multitasking the most, took 95% more time and made 120% more errors when multitasking than doing tasks separately; (b) the 22-25 age group performed the best among all groups, consistent with previous neuroscience findings that the human brain does not reach maturity until 24 years old; (c) there were significant gender differences (p < .001) in switching costs for complex tasks, potentially explained by gender differences in the MRI images of human brains; (d) when tasks became more complex and involved more items, switching costs became

significantly higher. This study supports the Cognitive Load Theory and demonstrates that multitasking has switching costs across all ages and genders, regardless of prior experiences and educational level. It also provides strong empirical data for further studies in cognitive science, developmental psychology, and neuroscience.
Keywords:Multitasking, switching costs, age, gender, computing research

Asma Alahmed **ERCICRTEL1809190**	**Perceptions of EFL College Students of Edublogs in Out-of-Class Interactive Activities: A Blended-learning Project for Students at Sheffield University**

Asma Alahmed
Education,Sheffield University,UK

Abstract
The purpose of the current study is to investigate the potential of Edublogs to improve the classroom interaction by predominant online discussion in higher education context. In this scenario, EFL learners will have ample opportunities to interact with one another and with others freely out of class and then in the classroom. For this purpose, participants will report on their experience of online interaction. Moreover, this study aims at examining students' level of anxiety during the experience of being engaged asynchronously in out-of-class discussions on a blog.

Pyng-Na Lee **ERCICRTEL1809062**	**Indigenous Young Children and Non-Indigenous Young Children's Learning at a Borderland Preschool between Indigenous Area and Non-Indigenous Area: Classroom Discurse, Ethnic Identity, Class Differentiation**

Pyng-Na Lee
Department of Early Childhood Education, Faculty of Education, National University of Tainan, Tainan City, Taiwan

Abstract
This study attempts to investigate indigenous young children and non-indigenous young children's learning at a cross-ethnic classroom. Through purposive sampling, this study selected a borderland preschool between indigenous area and non-indigenous area. There were one third of indigenous young children and two thirds of non-indigenous (Han) young children in the classroom, and all of their teachers were non-indigenous (Han) people. A qualitative method was adopted to collect observation and interview data. The result found that the indigenous young children rarely participated the clasroom discourse under the the participation structure of children raising hands—teacher designating—children talking. Referring to ethnic identity, the indigenous children had known their ethinic background, and mojarity of them also had known whom indigenous children were in the classroom. However, the non-indigenous children had only known they were not indigenous people, but they had not known whom indigenous children were in the classroom. When they played, those children did not distinguish between indigenous and non-indigenous groups. Finally, the indigenous children tended to initiate sponetaneous play more frequently than non-indigenous children, and indigenous children had more surreptitious talks in class. Consequently, the indigenous children were punished more often than non-indigenous children by the non-indigenous teachers. In addition to the indigenous children participating less in classroom discourse, their penalties of spontaneous play and surreptitious talks had germinated class differentiation in the classroom. This study suggests that teachers with

	indigenous children in class may adjust the participation structure to invite indigenous children to participate in the classroom discourse, and design appropriate curriculum comprising of free play. A further study to investigate the difference of indigenous and non-indigenous children's social behavior is suggested, and the result will contribute to design culturally responsive teaching for indigenous children. **Key Words:** classroom discourse, class differentiation, ethnic identity, indigenous education, cross-ethnic education
Pai Ling Ong **ERCICRTEL1809196**	**Developing An Alternative Teaching And Learning Strategy For Interior Architecture Design Process In Pedagogic Design Studios In Malaysia.** **Pai Ling Ong** **Faculty of Education and Social Science,University Selangor,Shah Alam, Selangor, Malaysia** **Abstract** **The purpose of this case study is to develop an alternative teaching and learning strategy for the Interior Architecture design process in two pedagogic design studios in Malaysia. In Malaysia, the national qualification framework requires all schools to meet a certain criteria and level of knowledge in order to be recognised. For Interior Architectural programs, students are overworked and bogged down by the enormous workload in design courses. Therefore, each course must be carefully developed as it has different implication and this is to ensure that students are not stretched and over loaded. This research aims to study the three main pillars of teaching and learning strategies for each design phase in pedagogic design studios in Malaysia. In order to satisfy the objectives of the research, a mixed method research approach is deployed to facilitate the collection and interpretation of the data. An experimental study on the proposed teaching strategy will be carried out on a group of third year Interior Architecture students in Raffles College Kuala Lumpur.**

LISTENERS

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- 2nd ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 26-27 Sept, Budapest
- 3rd ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 01-02 Oct, Dubai
- 4th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 10-11 Oct, Malaysia
- 5th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Nov, Singapore
- 6th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 21-22 Nov, Jakarta
- 7th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius
- 8th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 19-20 Dec, Bangkok
- 9th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 24-25 Dec, Dubai
- 10th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali
- ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai