

CONFERENCE PROCEEDINGS



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Emirates

KEYNOTE SPEAKER



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Preferred topic Keynote Presentation – Modern Day Education & Learning


Anam Shahid is a Professor/lecturer, Faculty Member at the Department of Academics, Head of the Foundation Program in Business Studies, Chair Person Student Disciplinary Committee and ADHOC Committee at Cromwell UK International Education. It is a Pearson Assured Center, An Associate college of Buckinghamshire New University In UK.

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<p>Ma. Charinna Jumel L. Lee GICICTEL1713054</p>	<p align="center">Gender Differences on Intrinsic Motivation Factors in L2 Learning</p> <p align="center">Ma. Charinna Jumel L. Lee De La Salle University-Manila</p> <p align="center">Abstract</p> <p>The paper focused on the differences on intrinsic motivation factors that may guide teachers in identifying specific L2 communicative skills male and female students are more motivated to learn in the process of language learning. The study involved 202 (101 male and 101 female) grade 11 students from a private senior high school in manila. A 48-item questionnaire adapted from Lucas et al (2010) was administered to the participants on their respective schedules. Results showed that females are intrinsically motivated in learning Reading (M= 3.7583) followed by Listening (M= 3.7723) and then Writing (M= 3.7583) with a minimal difference with Speaking with a mean of 3.7566, respectively. This may be attributed to the social context, events, and situations we are currently in (Oliva, 2008; Romualdez, 2009 as cited in Lucas et al, 2010). With the proliferation and continuous advancement of technology, we are presented with a lot of social technological avenues, such as the internet and social media, where we can put to use our L2 skills (Lucas et al, 2010). On the other hand, males are more intrinsically motivated in learning Listening (M= 3.7219) followed by Speaking (M= 3.7112), Reading (M= 3.7021), and then Writing (M= 3.6601), respectively. This study would pave the way to future studies to guide teachers and learners on the path to success in the language classroom. It is also a step forward to the attainment of the ideal concept of individualized instruction in the contemporary classroom and the utilization of different forms of intrinsic motivation to ignite the burning desire to successfully learn a language.</p> <p>Keywords: Intrinsic Motivation, Gender Differences, L2 Communicative skills</p>
<p>Benramdane Roqiya GICICTEL1713055</p>	<p align="center">Innovation and Change in English Language Education in the Algerian Schools</p> <p align="center">Benramdane Roqiya Department of English Algeria, University of abou bakr belkaid tlemcen Algeria , Algeria</p> <p>Innovation and Change in English Language Education has been a subject of interest for both teachers and researchers since the early days of English Language Teaching. Any innovation in the Algerian Schools has to be practical. It has to meet the needs of the teacher educators it is aimed at, but more importantly it must develop skills and knowledge which will improve the quality of teaching in the classroom and ultimately impact on learner outcomes. White says: —innovation is more than a change, although all innovation involveschange (As cited in Benmostefa Nawal. White, 1987:211).</p> <p>My research work tries to give different definitions to the terms innovation and change in English Language Education and its principles in the Algerian Secondary Schools because English as a second foreign language in Algeria represents a wide range of use and ownership. Consequently, the concept of</p>

	<p>innovation and change and the context in which English is taught reflect this range and diversity and have implications for the teacher's linguistic proficiency and professional competence.</p>
<p>Otu Joseph Omini GICICTEL1713056</p>	<p>The Influence Of Delinquent Behaviour On Secondary Schools Students' Academic Performance In French Language In Obudu Local Government Area, Cross River State, Nigeria.</p> <p>Otu Joseph Omini Federal College of Education, Obudu, Cross River State, Nigeria.</p> <p>Abstract</p> <p>The major objective of this study was to investigate Delinquent Behaviour and Secondary School Academic Performance in French Language in Obudu local government area of Cross River State. This is the constant staying away from school by students as a result influence from home backgrounds, peer group, self-esteem and students-teachers relationship among other factors are getting alarming up to the extent that they no longer find pleasure in exhibiting the morally accepted social attitude. To achieve this, four research questions and four null hypotheses were formulated and tested at 0.05 level of significance base on the degrees of freedom as the case may be using independent t-test and Pearson Product Moment Correlation analysis. The independent variables were Home background, Peer group, Self-esteem and Student's-Teacher relationship while the dependent variable was delinquent behavior. A well validated 36 items questionnaire was constructed using the four point type likert scale and administered to a randomized sample of 125 respondents drawn from a population of 1005 students in five schools in the area under study. The analyzed data disclosed that: Home background influences delinquent behavior. Peer group influence elicits delinquent behavior. Self-esteem elicits delinquent behavior. And that Students-Teachers relationship also elicits delinquent behavior. Based on these findings, conclusion was drawn and some recommendations were made. Keywords: Delinquent behavior, home background, peer group, self-esteem, academic performance.</p>
<p>Dr. Okafor Obiageli Josephine GICICTEL1713057</p>	<p>Individualized Instruction: A Panacea for Effective Teaching and Learning of French in Nigeria</p> <p>Dr. Okafor Obiageli Josephine Department of French Nwafor Orizu College of Education, Nsugbe</p> <p>Abstract</p> <p>Globalization is turning the world into a village where people can communicate freely and understands one another. Many countries of the world have French language either as their mother tongue or adopting it as their official language. In this regard, Nigeria needs French language because it is situated within the West Coast of Africa, where most of its neighbours are francophone countries. Nigeria cannot afford to stand alone hence she belongs to international organizations where French is used as vehicle of communication. Therefore, if the French language is well taught, it may definitely take Nigeria to an enviable height. This paper therefore defines the concepts individualized instruction. It highlights on the steps necessary in planning and conducting programmes of studies and lessons</p>

	<p>that suit the individual students' learning and the philosophy rooted on individualized instruction. It also highlights on the three elements and modes of individualized instruction that will help in effective teaching and learning of French.</p>
<p>Abubakar Shehu, Arzika GICICTEL1713059</p>	<p>Survey on the effect of social network on student's academic activities a case study of Usman Dan-Fodio University Sokoto</p> <p>Abubakar Shehu, Arzika Education/School of Education, Federal College of Education (Tech.), Gusau, Zamfara State, Nigeria</p> <p>Abstract In recent years Information Communication Technology has become an important means of spreading information and knowledge globally. This research was aimed to examine the effect of social network in University Sokoto one of the off shoot of ICT development are social media, which has negative and positive effects. It distracts many students from dedicating their time to their academic activities and affects them psychological, physically and mentally. About 52 undergraduate student respondents through questionnaires using random sampling techniques, the information received were subjected to statistical analysis and in presented in table bar graph and chart. The result shows that Face book was the most visited social network with about 37%. The result also shows that students spend more time in academic activities than the social network. The calculated chi square value (16:3) is greater than the tabulated value (0.989) at 0.005 significant levels. The result shows that about 67% of the respondent use mobile device in assessing internet services. The school ICT network should extend to the areas student hostels and areas of academic activities for the student to make use of it without using their energy to walk to the areas where network is available within the school.</p>
 <p>Amina Mohammed GICICTEL1713060</p>	<p>The Challenges Faced By Teachers In Teaching Of Children Of Internally Displaced Persons In Idps Camps Maiduguri, Borno State Nigeria</p> <p>Amina Mohammed Hausa, Kashim College of Education Maiduguri- Borno State, Nigeria</p> <p>Abstract Teaching in refugees and internally displaced persons (IDPS) camps is not an easy task. Both the teacher and learners go through unbearable experiences that need external care to meet the basic educational needs as per slated in the curriculum. This work presents the problems faced by both teachers and learners in such camps (IDP); which includes lack of teaching-Learning materials, and lack of conducive learning environment. Another challenge includes that of uncertainty, fear of attacks by terrorists who disguise as IDPS. The program has good intentions but we still need help from the two bodies (Government and Non-Governmental Organization NGO) to enhance the teaching and learning in IDPS camps in Maiduguri - Borno State, Nigeria</p>

 <p>Botul Mustapha GICICTEL1713061</p>	<p>The Challenges Faced By Teachers In Teaching Of Children Of Internally Displaced Persons In Idps Camps Maiduguri, Borno State Nigeria</p> <p>Botul Mustapha Hausa, Kashim College of Education Maiduguri- Borno State, Nigeria</p> <p>Abstract Teaching in refugees and internally displaced persons (IDPS) camps is not an easy task. Both the teacher and learners go through unbearable experiences that need external care to meet the basic educational needs as per slated in the curriculum. This work presents the problems faced by both teachers and learners in such camps (IDP); which includes lack of teaching-Learning materials, and lack of conducive learning environment. Another challenge includes that of uncertainty, fear of attacks by terrorists who disguise as IDPS. The program has good intentions but we still need help from the two bodies (Government and Non Governmental Organization NGO) to enhance the teaching and learning in IDPS camps in Maiduguri - Borno State, Nigeria</p>
<p>Awopetu Anna V., Ph.D GICICTEL1713063</p>	<p>Correlates of Early Reading Skills among Pre-School Children in Nigeria</p> <p>Awopetu Anna V., Ph.D Department of Early Childhood Care and Education, College of Education, Ikere-Ekiti, Ekiti State, Nigeria</p> <p>Abstract This study was carried out to examine some of the factors influencing early reading skills among pre-school children in selected nursery schools in Ondo State, Nigeria. Descriptive research design of the correlation type was used. A self-developed questionnaire was administered to identify and measure reading skills and factors influencing their development. Randomly selected 300 teachers and parents from 10 purposively selected private and public nursery schools participated in the study. The results obtained revealed significant factors associated with early reading skills. The findings also indicated the significant correlation between learning environment in the classroom and early reading skills ($r=0.29$; $p<0.05$), the significant correlation between home learning environment and early reading skills ($r=0.29$; $p<0.05$), and the significant correlation between peer group influence and early reading skills of pre-school age children ($r=0.22$; $p<0.05$). The study concluded that conducive learning environment in school and at home is important factors that can significantly improve development of reading skills at early childhood period. It was also established that children with higher abilities can positively challenge and influence another child's skills development. Based on the above findings, the study recommended that educators and parents should always remember to take care of conducive learning environment for pre-school children by providing stimulating atmosphere that enhances all-round development. Peer group influence should be also considered as it may play a positive role in child's development of early reading skills. Keywords: Pre-school children, Early reading skills, Nigeria.</p>
<p>Olapade Christopher Bola GICICTEL1713065</p>	<p>Nigerian Economy Recession and Attainment of Educational Goals in The 21ST Century</p>

	<p style="text-align: center;">Olapade Christopher Bola Department of General Studies in Education School of Education Emmanuel Alayande College of Education, Oyo, Oyo state, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Economy and education of any nation are tools for development and advancement. However, education keeps the economy feet to the ground. The study examined the Nigerian economy recession and the attainment of educational goals. This was carried out in some selected schools in Ikeja, Lagos State, Nigeria. It assessed the teaching and learning outcomes from the students' performances. This was with the view to achieving the educational goals. National Examination Results in the last two years (2015-2017) revealed that students performance was too weak which account for many Nigerian youth roaming the streets due t their inability to gain admission into the universities. It was gathered that many students could not get adequate support for their schooling and thereby failing in meeting the school requirements. Thus, some became truants, lazy and without focus. It was concluded that economic constraints of the nation affect education sector which resulted to education goal achievements' failure. Suggestions were made that; government should set education as priority because it is one and the best of all other tools for national development. Entrepreneur education should be emphasized and sponsored by the government so that students can be well equipped and skillful in self-employment. Government should endeavour in motivating teaching personnel and management well, to enhance effective curriculum implementation.</p> <p>Key Words: Economy, Education, Goal-attainment and Recession</p>
<p>Adu Ebenezer Taiwo (Ph.D) GICICTEL1713067</p>	<p style="text-align: center;">Cost Benefits Analysis Of Ph.D Certificate In Nigeria.</p> <p style="text-align: center;">Adu Ebenezer Taiwo (Ph.D) Department of Curriculum Studies College of Education, Ikere-Ekiti, Ekiti State, Nigeria.</p> <p style="text-align: center;">Abstract</p> <p>This research work examined the cost benefits of Ph.D programmes in Nigeria. It was a descriptive design of a survey type. The population of the study was all the lecturers and Ph.D students of the University of Ado-Ekiti, Nigeria, 150 Lecturers and students were selected through simple random sampling and purposive techniques. Two sets of research instruments were used one for the lecturers and the second one for the students currently undergoing Ph.D programmes. The validities of the instruments were done with the use of content, construct and face validities. Descriptive analysis was used to analyse the data collected. The results showed that the cost of Ph.D programme was higher compare to lower degrees, the prospect cadre for Ph.D was high and that the financial and other benefits of Ph.D holders were higher than other degrees.</p> <p>Keywords: Cost, Benefit, Cost benefit, Ph.D and University</p>
<p>Sachin Mohite GICICTEL1713068</p>	<p style="text-align: center;">Time-On-Task In Primary Classrooms, During Different Teaching-Learning Approaches</p> <p style="text-align: center;">Sachin Mohite Shantilal Muttha Foundation, Samidha Bahuddeshiya Sanstha, India</p>


	<p style="text-align: center;">Abstract</p> <p>The entire education system is moving from the teacher-centered teaching-learning approaches towards student-centered teaching-learning approaches, with anticipation that it would increase the learning outcomes. This empirical study was carried out to compare the traditional and non-traditional classrooms. It also tried to understand the effectiveness of the Alternate Instructions in the Mathematics and Primary Language (Marathi) classrooms. This study collected about 8000 snapshots from the classrooms of Government schools. Based on the empirical evidences, study can claim that Non-Traditional classrooms show more Time-on-Task (ToT) as compared to the Traditional classrooms. Study could show interesting trends of ToT throughout a session of 35mins. It also compared those trends for Mathematics and Marathi.</p> <p>Keywords—Time-on-Task (ToT), Teaching-Learning Approaches, Alternative Instructional Strategies</p>
<p>Mustapha Abdullahi GICICTEL1713069</p>	<p style="text-align: center;">Ict And Library In Providing Information To Arabic Studies Students Of Umyu Katsina.</p> <p style="text-align: center;">Mustapha Abdullahi Affiliation: University Library,Umaru Musa YarAdua University, Katsina ,Katsina State, Nigeria</p> <p style="text-align: center;">Abstract.</p> <p>ICT has impacted on every sphere of academic library activity especially in the form of the library collection development strategies, library building and consortia, hence, both the ICT and libraries presents an opportunity to provide value-added information services and access to a wide variety of digital based information resources to their clients. This study investigated contributions of ICT and Library in providing adequate information to Arabic studies students in Umaru Musa Yar‘adua University Katsina, Nigeria. It is a descriptive survey research which used questionnaire in data collection. The population of the study comprised Arabic Studies students in the University, a sample of fifty (50) students were selected in which simple random sampling technique was used. The findings revealed that Arabic studies students need information on their class assignments, followed by information on their next lecture topics, inability of the library to provide adequate Arabic studies reading materials in some of its areas, and non-subscription to Arabic databases. On the basis of these findings it was recommended that the library provide adequate and relevant Arabic Studies reading materials and support should also be made to provide the basic ICT infrastructural facilities.</p>
<p>Xia Wu GICICTEL1713071</p>	<p style="text-align: center;">A Conversation Analysis of Sales Talk in Chinese</p> <p style="text-align: center;">Xia Wu Affiliation: School of Foreign Languages, Northeast Normal University of China</p> <p style="text-align: center;">Abstract</p> <p>People interact with one another in daily life. When people talk, they may be aware of the conversational style in everyday communication, and then they may realize that even a simple greeting formula manifests a specific pattern.</p>

	<p>So is sales talk. Thus, some researchers become increasingly interested in searching for and providing sufficient information on actual patterns of sales talk in daily transactions. Currently, many studies on sales talk have been conducted, while only few statistics, based on empirical investigations, have been applied to analyze sales talk in Chinese. Therefore, this paper aims to conduct a study on sales talk in Chinese to analyze the sequential structure of sales talk in Chinese, the linguistic strategies employed in the realization process of negotiation and the social variables affecting the choice of negotiation strategies.</p> <p>Under the guidance of Conversation Analysis and Speech Act Theory, many speech events are observed, described and analyzed here, through which the results are summarized as follows: there is a sequential pattern that we tend to observe when we are in the process of sales transactions in Chinese; meanwhile, some linguistics strategies are required in the realization process of negotiation; and some social variables play a significant role in people's choice of negotiation strategies. Despite certain limitations in this paper, we hope that this study will help, to some extent, provide some information on sales talk in Chinese and facilitate interactions not only in this practical area but also in other areas and aspects of our lives.</p>
 <p>Oluwaseun Oyewole GICICTEL1713072</p>	<p style="text-align: center;">Emerging Issues On Teacher And Student Factors As Predictors Of Students' Achievement In Graph-Related Concepts In Economics In Ibadan, Nigeria</p> <p style="text-align: center;">Oluwaseun Oyewole Department of Arts and Social Sciences Education, University of Ibadan, Ibadan, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The introduction of graph-related concepts into the secondary school Economics curriculum has attracted the interest of Economics educators and researchers. This concern arose from the fact that students' achievement in graph-related concepts in Economics recorded persistence poor performance based on the Chief WAEC (West Africa Examination Council) Examiner's Report. Several studies have explained factors responsible for the students' poor performance in Economics but little or less efforts have been made so far to address graph-related factors that are responsible for poor students' achievement in graph-related concepts in Economics. This need to be addressed because graph has been considered as a major basic economic tool, without which quantitative data in Economics will look unattractive and graph gives meaning to set of quantitative data and it also gives clarity to a set of information presented in data form. As a result of this importance of graph, the researcher combined some graph-related factors that can hinder achievement in graph-related concepts in Economics. Therefore, this study explained the relationship among teacher factors (availability of instructional materials, utilization of instructional materials and teaching strategies) and student factors (student's learning style and quantitative ability) and students' achievement in graph-related concepts in Economics.</p>
<p>Agu Livinus Anayochukwu GICICTEL1713073</p>	<p style="text-align: center;">The Effect Of External Debt On Economic Growth In Nigeria</p> <p style="text-align: center;">Agu Livinus Anayochukwu Department Of Final Accounts And Budgets, Institute Of Management And</p>

	<p style="text-align: center;">Technology (Imt) Enugu, Enugu, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The phenomenon of external debts towards developed and undeveloped country portrays that the portion of a country's debt that was borrowed from foreign lenders including commercial banks, governments or international financial institutions is suffering from external debt. These loans, including interest, must usually be paid in the currency in which the loan was made. In order to earn the needed currency, the borrowing country may sell and export goods to the lender's country. Therefore a debt crisis can occur if a country with a weak economy is not able to repay external debt due to the inability to produce and sell goods and make a profitable return. In Nigeria External debt management refers to the establishment of the conditions of issue and redemption of foreign loans. It follows that debt itself is not evil but lack of optimal utilization of externally derived fund should be associated with proper debt management and servicing problem. The International Monetary Fund (IMF) is one of the agencies that keep track of the country's external debt. External Debt in Nigeria increased to 11,406.28 USD in the fourth quarter of 2016 from 11,261.89 USD in the third quarter of 2016. External Debt in Nigeria averaged 6,920.43 USD from 2008 until 2016, reaching an all-time high of 11,406.28 USD in the fourth quarter of 2016 and a record low of 3627.50 USD in the first quarter of 2009. The data were collected from the Debt Management Office (DMO) quarterly report. Keywords: External debt, Debt management office, Optimal utilization, International monetary fund.</p>
<p style="text-align: center;">Paul Loisuie GICICTEL1713074</p>	<p style="text-align: center;">Politics of ICT Adoption Journey in Universities: How Far are we?</p> <p style="text-align: center;">Paul Loisuie Department of Education Management and Policy Studies University of Dodoma, Tanzania</p> <p style="text-align: center;">Abstract</p> <p>A journey is commonly known as an act of traveling/moving from one place to another. In the context of this paper, the journey being referred to is the process of ICT adoption to facilitate different functions in universities. The process is viewed as the journey as it involves moving from paper work (traditional means) to paperless (electronic means). Technology adoption in organizations is interactive based activities in a sense that, it involves various elements intermingling together to accomplish adoption. Universities are composed of elements such as legal frameworks, guidelines, rules, organizational structures, governance systems, staff, students and other stakeholders. Each of these elements has a role to play in technology adoption. The process of bringing together these elements in technology adoption is termed as political journey. This paper investigated how political organization influence ICT adoption in HLIs. The focus was on the process of interaction among people in different capacities and levels. More specifically, it looked at the role played by the interaction of key dimensions in universities such as; Management, Technology, Software developers and software users. This study proposes an interactive political model of ICT adoption in universities. The model consists of four interactive elements namely the management, technology features, software developers and</p>

	<p>software users. The methodology of this study involved questionnaires, interviews, system walkthrough and documentary review. This study concludes that, despite of the fact that there are four interacting elements in ICT adoption in universities; management remains the strongest dominant element to influence adoption.</p>
<p>Yazidu Saidi Mbalamula GICICTEL1713075</p>	<p style="text-align: center;">Rewarding Faculty for the Job-Well-Done in Tanzanian Universities: Selection, Awards and Challenges</p> <p style="text-align: center;">Yazidu Saidi Mbalamula Department of Educational Management and Policy Studies The University of Dodoma, Dodoma, Tanzania</p> <p style="text-align: center;">Yazidu Saidi Mbalamula Educational Management and Policy Studies, The University of Dodoma, Tanzania</p> <p style="text-align: center;">Abstract</p> <p>Recently higher education systems, and universities in particular experience different contextual challenges, and consequently rewarding academic staffs has become categorically a complex but inevitable pursuit. Tanzania makes relevant case for which the study was conducted to comprehend rewarding systems as objectified in how best workers are selected among academic staffs, types of awards, and challenges in situ. The study employed case study design with multiple cases involving 100 stakeholders within two selected public universities including directors of human resource management, principals, deans, and head of departments, trade union representatives, and members of faculty. The qualitative data were collected through open-ended interview dialogues, and thereafter the data were analyzed using content of the emerged themes. The study revealed that the selection process of best workers among faculty was loosely articulated in terms of structure, timing, and criteria, all which increased susceptibility of the process to biasness. Also, the findings designate that implicit recognition of the awards often with insignificant publicity nurtured customary low sense of value among faculty to engage in the selection process. The study concludes that rewarding faculty for the job-well-done in universities remains a fundamental factor to stimulate and reinforce their intellectual performance. However, the rewarding system must be fair and worthy to inculcate the sense of value and significance for workers to appreciate the objectivity of selection and awarding process. Further, the study establishes several recommendations to improve rewarding systems in universities. Keywords: Academic Staff, Faculty, Morale, Performance, Reward, University.</p>
<p>Danladi Sa'adu Ibrahim GICICTEL1713076</p>	<p style="text-align: center;">Relationship Between Student Continuous Assessment And Semester Examination Scores Of Undergraduate Students Of Bayero University, Kano, Nigeria</p> <p style="text-align: center;">Danladi Sa'adu Ibrahim, Ph.D Department of Education Sule Lamido University, Kafin Hausa</p> <p style="text-align: center;">Garba Wangara SHU'AIBU Universal Basic Education Board Gezawa Local Government Kano State</p>

	<p style="text-align: center;">Abstract</p> <p>This study was carried out to determine the relationship between students' continuous assessment (CA) and their semester examination scores. The study adopted a Correlational research design with Two Hundred and Seventeen (217) subjects drawn from a population of Five Hundred and Eighteen (518). Data were collected by direct observation of examination records. Three null hypotheses were formulated to guide the conduct of the study. Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyse the data using Statistical Package for Social Science (SPSS) 18 software. The findings of the study revealed among other things, that, there is no significant relationship between student's continuous assessment and semester examination scores among undergraduate students of the Department of Education, Bayero University, Kano in 2014/2015 academic session, however, significance differences in gender and across course combination was found. It is recommended that Lecturers should use varieties of means in administering continuous assessment and examinations to make the system more relevant, efficient and effective's Key words: Continuous Assessment, Semester examination scores, Bayero University, Kano.</p>
<p>Maruff Akinwale Oladejo GICICTEL1713077</p>	<p style="text-align: center;">Followership: The Forgotten Part of Leadership in Organisational Performance in Public Universities Lagos State, Nigeria</p> <p style="text-align: center;">Maruff Akinwale Oladejo Department of Educational Management, University of Lagos, Akoka, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This descriptive survey study investigated the relationship among leadership, followership and organisational performance of public Universities in Lagos State, Nigeria. Two research questions and three null hypotheses, tested at 5% significant level guided the study. Sample size consisted of 500 participants (86 purposively selected Heads of Departments and Deans, and 404 randomly selected academic staff). Data were collected through two self-designed, validated and reliable instruments titled —Leadership and Organisational Performance Scale (LOPS) ($r=.86$), and —Followership and Organisational Performance Scale (FOPS) ($r=.77$). Multiple Regression Analysis (MRA) and Pearson Product-Moment Correlation Coefficient (PPCC) were used for data analysis. Findings revealed that the two variables, jointly accounted for 34.5% of the variance in university performance (Adjusted R Square=.345), while individually, followership ($\beta=.15$) contributed more than the leadership ($\beta=.09$). Also, there was a positive, moderate and significant relationship between leadership and organisational performance ($r=.056$; $p<.05$), followership and organisational performance ($r=.065$; $p<.05$), and leadership and followership ($r=.067$; $p<.05$) respectively. Leadership and followership are sine qua non to university performance. It is hereby recommended among others things that adequate attention be paid to both the leadership and the followership dimensions of the work organisation. Also, organisational leadership must ensure proper mentoring for followership.</p> <p>Key words: Organisational Performance, Leadership, Followership, Work organisation.</p>

<p>Adebite Dorcas Olayemi GICICTEL1713079</p>	<p>Implementation of a Changed Curriculum in Secondary School for the Attainment of Quality: Parents as a Stakeholder</p> <p>Adebite Dorcas Olayemi Ph.D School of Education Department of Curriculum and Instruction Emmanuel Alayande College of Education, Oyo State, Nigeria.</p> <p>Abstract</p> <p>The study examined the implementation of Social Studies curriculum content in line with national Social Studies objectives, in Oyo State secondary schools. This was with the view to improving teaching and learning activities in Social Studies. Civics as a school subject was scrapped from the school curriculum and replaced with Social Studies. It was observed from the attitudinal dispositions of the students that Social Studies seems not to have been able to have positive effects on the school students as expected at its introduction. The survey research design was adopted with observation type for the study. The population consisted junior secondary school I-III Social Studies students and teachers in Oyo state. A sample of 1,500 was drawn from the population for the study. Random sampling technique was used to select 1,400 students, 100 randomly selected Social Studies teachers. Data for the study were collected using an instrument named: —Observation Checklists for Social Studies Implementation (OCSSI). The items covered the content in the teachers' schemes of work, curriculum as well as the learning materials used by the students in the classroom teaching. The data gathered were analysed using simple percentages and descriptive statistics. The results showed that the implementation of Social Studies was in line with the National Social Studies curriculum with the positive relationship ($r = 0.795$) between Social Studies content and the actual implementation in classroom teaching. Finding also revealed that 97% students did not have working materials like; textbooks, exercise books and other writing items to work with adequately while only 3% students had adequate materials to work with. It was concluded that if the constraints of lack of learning materials is addressed by the parents, Social Studies curriculum be better implemented. Recommendations were made like; parents should ensure needs of their children in school are adequately provided. Government should assist learners who are less privileged in meeting with the demands of classroom teaching and learning in providing for the learners. Key Words: Change, Civics, Curriculum, Implementation and Social Studies</p>
 <p>Feyisetan Christianah Toyin GICICTEL1713080</p>	<p>Outcomes Of Counseling Service in Classroom Interactions in Some Selected Schools in Ibadan Metropolis, Oyo state: Teacher As A Stakeholder</p> <p>Feyisetan Christianah Toyin Department of Educational Psychology School of Education Emmanuel alayande College of education, Oyo, Oyo state, Nigeria</p> <p>Abstract</p> <p>The study examined the outcomes of counselling service in the classroom interactions in Ibadan Metropolis; Oyo State, Nigeria. It assessed the learning theories and roles of counselling in classroom teaching and learning with the view to improving teaching in educational programme. Counselling service is one of the activities in the teaching and learning achievements.</p>

	<p>However, students are seen with moral decadence in their behavioural display which negates the national education objectives which states that Nigeria education should make students a total adjusted individual to be useful to themselves and the society at large. Moral decadence like: Thuggery, robbery, yahoo-yahoo and hooliganism are found amongst the Nigeria students. The study concluded that if teachers are well informed and equipped of role of counselling service in the classroom teaching and learning activities, education policy implementation will have its goals achieved. Recommendations were made that: Teachers should take issues of classroom counselling serious because counselling is part of teaching and in this, program of guidance has its root fixed to the ground. Government should endeavour in making provisions for all needed materials and equipment for effective implementation of school subject curriculum for the attainment of desirable outcomes in education program. Key Words: Counselling Service, Theories and Outcomes</p>
<p>Maheen Mumtaz GICICTEL1713082</p>	<p>The Impact Of Credit-Bearing And Mandatory Service Learning In Pakistan</p> <p style="text-align: center;">Maheen Mumtaz Assistant Manager Community Services, Smme, National University Of Sciences & Technology (Nust)</p> <p style="text-align: center;">Syed Irtiza Ali Shah Director Pgs & Hod Research, Cae, National University Of Sciences & Technology (Nust)</p> <p style="text-align: center;">Abstract</p> <p>In the present study, the effect of credit-bearing and mandatory service learning on university students in Pakistan is being investigated. In the eastern world, the concept of community service is quite a contrast to the western world. In the West, community service is inculcated in a child's process of personality development at a very early age. However, in the East, community service is understood to be a form of charity. There is no perception of community engagement and mobilizing the youth to volunteer themselves and no notion of empowering the community. Thus, having a mandatory credit-bearing service learning course in higher education is necessary for inculcating the culture of community service in Pakistan. The paper sets out to see whether service learning causes young students to have that sense of responsibility to empathize with the society. This research will contribute to other institutions approach to service learning. Key words: Service learning, civic engagement, community development, credit hours, Pakistan</p>
<p>Isa Ismail Ibrahim GICICTEL1713083</p>	<p>The Role Of Libraries And Librarian In Ensuring Equitable Quality Education And Promote Long Life Learning For All: Goal Four Of SDG</p> <p style="text-align: center;">Isa Ismail Ibrahim Department Of Library Service, Main Library, Hussaini Adamu Federal Polytechnic AZURE., Jarawa, Nigeria.</p> <p style="text-align: center;">Abstract</p> <p>The paper was highlight the roles of libraries and librarians in ensuring</p>

	<p>goals four of SDG's for equitable quality education and promoting long life learning education for all and it showcase the libraries as a pillar educational development and more priority would be given to it toward accessing relevant, accurate information and it served as communities access point and support centres that facilitate developmental program for learning for all and come up recommendation and conclusion for sustainability for all. Key words: Libraries, librarians, education, SDG's goals four</p>
<p>Michael Ojo GICICTEL17130834</p>	<p>An Investigation Of The Effect Of Birth Order On Secondary School Students</p> <p>Michael Ojo Curriculum And Instruction Department, School Of Education, Emmanuel Alayande College Of Education, P.M.B. 1010, Oyo, Oyo State, Nigeria</p> <p>Abstract This study examines the effect of birth order on secondary school students' cognitive styles and academic performance. The study adopted simple survey research design. Purposive random sampling technique was used to select twenty (20) students each from ten (10) secondary schools in Oyo State, Nigeria. The data obtained was analyzed through the use of t-test statistical tools. Results indicated that there is significant difference between cognitive styles of first born and last born secondary school students and there is also significant difference between academic performance of first and last born secondary school students. Based on this findings, some recommendations were made among which are: parents should intensify more efforts in providing the necessary educational materials for their last born to improve their learning styles and academic performance, parents should also encourage their last born to attend lessons aside from the normal classroom teaching. Key words: Birth order, Cognitive Styles, Academic Performance, Secondary School Students</p>
<p>Abdullahi Yusuf GICICTEL1713085</p>	<p>Student Perceptions Of The Provision Of Access To E-Learning Resources In Higher Institutions In Sokoto State: A Case Study Approach</p> <p>Abdullahi Yusuf Department Of Science Education, Sokoto State University, Sokoto</p> <p>Basheer Hassan Aliyu Department Of Primary Education, Adamu Augie College Of Education, Argungu</p> <p>Abstract A growing number of University and College students have access to computers, assistive technology and the Internet. However, this does not mean that all online resources are within their reach. As student's familiarity with the Internet is on a rapid increase, there is need for colleges and universities to provide students with online access to course materials, paper journals and other reference materials. However, the high dependency of students on printed materials in many higher institutions in Sokoto State is on alarming rate and raises the awareness of the author. This study therefore focused on investigating student perceptions of the provision of access to e-learning resources in Sokoto State University. A self-designed questionnaire</p>

	<p>was used for the study, hosting a sample size of 337 students who were selected using stratified and convenient sampling from a population of 2688 students. Descriptive statistics, one-way Analysis of Variance (ANOVA) and thematic analysis were employed for the analysis of data. Findings of the study reveal that less access to e-learning resources is provided to students. Further findings revealed a significant difference between the faculties on the provision of access to e-learning resources, with higher provision reported from students of faculty of science. Based on this, the study therefore recommends that access to e-learning resources should be provided to all students irrespective of their discipline.</p> <p>Keywords: Perceptions; Access; E-Learning Resources</p>
<p>Mubarak Muktar GICICTEL1713086</p>	<p>Effect of Class Attendance Punctuality on Students' Academic Performance Case Study: Primary Education Department, Jigawa State College of Education Gumel, Nigeria.</p> <p>Mubarak Muktar Jigawa State College Of Education P.M.B 1002, Gumel.</p> <p>Abstract</p> <p>The problem most students have that contributes to their poor academic performance is lack of proper study habit. For an excellent performance, there is need for the student to form good study habit. Many practical studies are carried out to investigate factors affecting college students' performance. The focus of this research is that to find out the effect of class attendance punctuality on student academic performance. The research is based on student profile developed on the bases of information and data collected through assessment from students of level 200 primary education department, Jigawa state colleges of education (JSCOE) Gumel.</p> <p>Key words: Study habit, Class attendance punctuality, Academic performance</p>
<p>Muhammad Sani Ibrahim GICICTEL1713088</p>	<p>Team Building In Teaching School Subject: A Study Of Basic Education Schools In West African Sub – Region</p> <p>Muhammad Sani Ibrahim Adamu Augie College Of Education, Argungu Kebbi State Nigeria</p> <p>Abstract</p> <p>This paper discusses the functionality _team building' as an approach in the teaching and learning of school subjects in basic education schools in west African sub-region. Team building is perceived as the effort of a group of people working together to achieve some goal(s) that cannot be achieved effectively by individuals. The paper first presents a general view of the concept in which the essential features of team building such as its meaning, conditions for effective team building, characteristics of team building, team effectiveness, characteristics of a focus, well-functioning team and the vital issue of team leadership are delineated and discussed. The form in which team building can feature and does feature in education that is _team building' is pointed out. It is concluded that in the light of the unfavorable conditions now prevalent in basic education schools in the sub-region (very large classes' dearth of qualified teachers, inadequacy of instructional and</p>

	<p>learning facilities, etc.), team building seems an inevitable approach for effective and efficient teaching and learning of school subjects in the sub-region Keywords: Team building, Basic Education, School subjects, West African Sub-Region</p>
<p>Dr. Chaya Ostrower GICICTEL1713089</p>	<p>Humour as a spice for teaching: What is Humour? Why do we laugh?</p> <p>Dr. Chaya Ostrower Emeritus professor Beit Berl College ,Israel</p> <p>Abstract As teachers, we tend to view education and teaching as serious, and fearful that the use of humour can turn it into non serious, insignificant, and easy-to-value. When older people are asked, who were the teachers who were fond of them during their studies, they will not find it difficult to remember such teachers. To the question of what the characteristics of these teachers are, different answers may be obtained but the sense of humour will always appear. Using humour creates a pleasant atmosphere in the classroom, relieves stress, increases class cohesion, and as a result learning becomes more pleasant and easier. The material is learned with greater pleasure and of course better remembered. So, what is Humour? What is the purpose of humour? Why do we laugh?</p>
<p>Anas Maihulla GICICTEL1713090</p>	<p>Steady State Free Convection Hydro magnetic Flows of Viscous Fluid with Convective Surface Boundary Condition</p> <p>S.K Ahmad, B.Y. Isah Department Of Mathematics Usmanu Danfodiyo University Sokoto, Nigeria.</p> <p>Anas Maihulla Department Of Mathematics Usmanu Danfodiyo University Sokoto, Nigeria.</p> <p>Abstract The problem of steady state free convection hydro magnetic flow of viscous fluid with convective boundary condition has been studied. The model governing equations are solved by using perturbation method. The results show that, the maximum flow velocity and temperature are recorded at the lower plate by increasing the symmetric wall temperature while opposite phenomenon is observed at the upper plate. the parameters such as ambient temperature parameter magnetic parameter, biot number as well as convective heat transfer parameters has an effects on temperature and velocity.</p>
 <p>Sufia Ferdousi</p>	<p>Nalanda _School of Joy': Teaching Learning Strategies and Support System, for Implementing Child-Friendly Education in Bangladesh</p> <p>Sufia Ferdousi IB Primary Years Faculty, The Aga Khan School, Dhaka, Bangladesh</p> <p>Abstract Child-friendly education (CFE) is very important for the children, especially the early year's students, because it fosters the holistic development of a</p>

<p>GICICTEL1713091</p>	<p>child. Teacher plays a key role in creating child-friendly education. This study intends to learn about child-friendly education in Bangladesh. The purpose of the study is to explore how CFE is being practiced in Bangladesh. The study attempted to fulfill the purpose through case study investigation. One school, named Nalanda, was selected for the study as it claims to run the school through CFE approach. The objective of the study was to identify, how this school is different from the other schools in Bangladesh, to explore overall teaching learning system like, curriculum, teaching strategies, assessments and to investigate the support system for Child Friendly Education provided to the teachers through training or mentoring. The nature of the case study was qualitative method to get maximum information from the students, parents, teachers and school authorities. The findings were based on 3 classroom observations, interviews with 1 teacher, 1 head teacher and 1 trainer, FGD with 10 students and 6 parents, were used to collect the data. It has been found that Nalanda is different than the other schools in Bangladesh in terms of, parents' motivation about school curriculum, and sufficiency of teachers' knowledge on joyful learning/child-friendly learning. The students took part in the extracurricular activities alongside the national curriculum. Teachers showed particular strength in the teaching learning strategies, using materials and assessment. And Nalanda gives strong support for teacher's training. In conclusion, The Nalanda School in Dhaka was found appropriate for the requirements of Child-friendly education.</p> <p>Keywords: Child Friendly Education, Overall Teaching Learning System, The Requirements Of Child-Friendly Education, The Alternative Education Approach</p>
<p>Dr. Suleiman Saadu Matazu GICICTEL1713092</p>	<p>Global Development In Science, Technology And Mathematics Education: An Appraisal Of Science Teaching In Katsina State, North West-Nigeria</p> <p style="text-align: center;">Dr. Suleiman Saadu Matazu Department of Science and Vocational Education, Usmanu Danfodiyo University, Sokoto- Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Science education is considered as an indispensable variable in the civilization and development of any nation. Nation that pays serious attention to the improvement of its Science, Technology and Mathematic Education (STME) will soon be classified as a developed country on the ground that all other developmental aspects will surely be positively affected by STME. The purpose of this study is therefore to assess the happenings/activities of STME particularly in secondary schools of Katsina State, North West Nigeria with the view of comparing them with the global development in STME. The study is guided by four (4) research questions and survey design was used. The sample of the study was made up of six (6) science secondary schools – students and science teachers. Equally important, Focus Group Discussions (FGDs), Personal Observations (POs) and Questionnaire were used as instruments for data collection. It was discovered that contrary to the best global practices on teaching and learning science, conducive STME teaching and learning is lacking and science teachers are not up to date with global practices in STME. Also STME curriculum is hardly covered. It is recommended amongst others that</p>

	<p>intensive staff development and conducive environment must be provided for Nigerian STME to meet up with the global development. Key Words: STM Education, Global development, Science Teaching and learning</p>
<p>Narimen Hamdini GICICTEL1713093</p>	<p style="text-align: center;">Investigating The Effect Of Cooperative Learning On Developing Oral Performance</p> <p style="text-align: center;">Narimen Hamdini Department of English, Faculty of Linguistics, Kasedi Merbah University, Ouargla, Algeria</p> <p style="text-align: center;">Abstract</p> <p>The present study attempts to investigate the effect of cooperative learning strategies on developing the learner's oral production through its integration in oral classes. Second year students of English, Mohammed Sadik Ben Yahia University, Algeria, have deficiency in oral performances due to lack of opportunities. This experimental study aims at testing cooperative learning as an effective teaching strategy that helps in promoting the students' speaking skill. To achieve the desired objectives, a pretest-posttest group research design was implemented. The sample consists of three groups selected randomly from a population of second year students of English. The experiment group was taught through cooperative learning methods while the control group received traditional instructions. To achieve methodological triangulation, the study adopted both quantitative and qualitative tools; an orally scored pretest and a posttest, learners' daily records, student's questionnaire, and an interview with the teachers. First, the pretest and the posttest are used to determine the effect of the strategy. While the student's diaries aim at exploring the learners' attitudes towards the implementation of the strategy, the questionnaire attempts to discover factors leading to oral deficiency as well as the learner's concerns. Finally, the interview was conducted to treat the subject from another angle that is the teacher's point of views concerning the application of cooperative learning strategy as a challenging teaching practice. The findings confirmed that the experiment group outperformed significantly the control group in the measurement of oral performance. The learner's results in the examination are comparable. Based on the finding, Cooperative learning is considered an effective teaching and learning practice that develops the learner's oral performances hence, it is recommended to be implemented in the oral expression classes as well as other study subjects. Key Words: Oral Interaction, Cooperative Learning, Developing speaking skill.</p>
<p>Souad Benguega GICICTEL1713094</p>	<p style="text-align: center;">Tropes-Based Difficulties Encountering EFL Students When Interpreting Literary Text: Towards Promoting Communicative Competence</p> <p style="text-align: center;">Souad Benguega Department of English Language, Faculty of Letters and Foreign Languages, Kasdi Merbah University, Ouargla, Algeria</p> <p style="text-align: center;">Abstract</p> <p>The aim of English Language Teaching (ELT) is to develop EFL students' communicative competence which requires not only the mastery of English language forms, but also the ability to interpret a discourse in its socio-cultural context. For this reason, there is a tendency to teach EFL students</p>

	<p>literature. However, Algerian EFL students lack enthusiasm toward learning literature because they are unable to interpret the meaning of literary text due to the use of figurative forms: schemes and tropes, affecting language form and meaning respectively. This leads the majority of teachers to teach English language excluding literature as they view its teaching a difficult and demanding task. To overcome this obstacle, EFL students should develop their interpretation of literary text. This study aims at investigating tropes-based difficulties that Algerian EFL students encountered when interpreting the meaning of literary text. To achieve this goal, the major sources used for collecting data are questionnaire and test. First, a questionnaire involving three parts administered to 30 students studying English Language at Kasdi Merbah University to gather information concerning EFL students' understanding of literary text and figurative forms, exactly tropes as they affect and transfer the standard meaning of words and sentences. As the second data source, test is designed to measure the extent to which tropes create difficulties for EFL students when trying to understand literary text. The findings of this research showed that Algerian EFL students encounter tropes based difficulties when trying to interpret the meaning of literary text. These encouraging results provide us with a viable starting-point for teaching EFL students tropes in order to increase their interpretation of literary text so that to develop their competence when using English language for communicative purposes.</p> <p>Key Words: EFL students, Communicative Competence, Interpreting Literary Text, Tropes-Based-Difficulties.</p>
<p>Abdullahi Alhassan GICICTEL1713095</p>	<p>Entrepreneurship Education As A Tool For Reducing Unemployment In Nigeria</p> <p>Abdullahi Alhassan Department of Social Studies Adamu Augie College of Education, Argungu Kebbi State Nigeria</p> <p>Abstract</p> <p>Entrepreneurship education is the term given to someone who has innovative ideas and transforms them to profitable activities. Unemployment is a very serious problem not only in Nigeria but all over the world. Even in the developed countries where there are abundant resource and opportunities. There are complaints of high rate of unemployment. In Nigeria the situation is not different. Policies were formulated and agencies set up (National Directorate of Employment in 1986) by the government to reduce or eradicate the high rate of unemployment in the country. The paper is an examination of strategies for promoting entrepreneurship education in Tertiary institutions as a tool in either eradicating or reducing the rate of unemployment in Nigeria. The paper also identifies what is entrepreneurship education? Its importance and possible impact on youth empowerment programme. The paper further identified the constraints of entrepreneurship education in Nigeria and the strategies for promoting entrepreneurship education among Nigerian youth. Keywords: Entrepreneurship Education, Tool, Unemployment,</p>
<p>Nwali Paul Eche GICICTEL1713097</p>	<p>The Effects Of Integrating Technology Into Methodologies Of Teaching And Learning For Effective Academic Performance Of Students In Nigeria</p>

	<p style="text-align: center;">Nwali Paul Eche Fine And Applied Arts, Ebonyi State College Of Education, Ikwo, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Students are faced with some challenges in teaching and learning methodologies applied in institutions of in Nigeria. People have been searching for ways to make teaching and learning easier and effective in our educational system all over the world, hence this research work deemed it very necessary to find a solution to this scourge. This research viewed what other writers said positively concerning integration of educational technology in teaching and learning. The research aimed at finding the relative effectiveness of integrating technology into methodologies of teaching and learning in our institutions of learning, involving the students in the teaching and learning process, making teaching and learning practically oriented. The population of this study will constitute students drawn from at least five (5) higher institutions of learning in Nigeria while two hundred students will be used as the sample of the study. The higher institution course contents will be used in teaching the students. The literature review of this research work gave insight of the nature of studies which have already been done in this field by other researchers. Recommendations and conclusion of the findings were done at the end.</p>
<p>Tarms Jacob Kagbala. GICICTEL1713099</p>	<p style="text-align: center;">Language Or Law The Fulcrum Of Society</p> <p style="text-align: center;">Tarms Jacob Kagbala. Lecture Ii Centre For General Studies. Federal Polytechnic Ekowe Bayelsa State.</p> <p style="text-align: center;">Abstract</p> <p>Language is homoloquent and the definition of human existence. It is the fulcrum of the hegemony and harmony in any society. Without language there is basically no society. Many authors like chromsky, crystal, and professor Nwosu and umar faroq are among the plethora of authors and scholars that has outlined the inevitability and unavoidable role played by language in human society. On the other side of the divide, legal scholars, practitioners, political scientist and philosophers have continually argued that the success and failure of any society is strictly premised on law and not language or moral consciousness. They argue that law is the very pivot to which every society revolves. According to Thomas Hobbes in his memorable description of the relevance of law too society. He posited that life outside an organized society ruled by law would be solitary, poor, nasty, brutish and short . It is on this premise that this paper finds expression and seeks to ex-ray inevitability of language in nation building and the inseparable marriage between language and law. And why there will be no law in the absence of language. In conclusion, the role of language in the development of law and legal systems will be explicated.</p>
<p>Ebrahim Tashnehdel GICICTEL1713100</p>	<p style="text-align: center;">The development pattern of organizational learning potential for the Islamic Azad University, Bonab branch</p> <p style="text-align: center;">Ebrahim Tashnehdel Affiliation: Faculty Of Education, Bonab Islamic Azad University, Bonab, Iran</p>

	<p style="text-align: center;">Abstract</p> <p>The overall objective of doing the current study has been to design and explain the development pattern of organizational learning potential among the staff members in the Islamic Azad University, Bonab branch. The pattern used in the current research is the theory developed by Kinicki and Krietner. Based on their theory, two types of factors are related to the potential of organizational learning that include factors that facilitate organizational learning and learning methods. After a primary study, the prioritization of various factors was conducted by the use of AHP technique. Based on that, 4 priorities form the first factor and 3 priorities from the second factor were investigated as related factors. The priorities related the first factor were job satisfaction, continuous learning, variety in operation, and experience and the ones related to the second factor were empirical learning, institutional learning, and qualification, which were studied subsequently. According to the theory put forward by Redding, the potential for organizational learning among staff members has been defined on three aspects of speed, depth, and extent of learning. In this regard, 5 main hypotheses and 7 supporting hypotheses. The population in the present study consist of 102 staff members in Islamic Azad University, Bonab branch. Based on Cochran’s formula, 86 people were chosen as the sample of study. Stratified random sampling method was applied in choosing the sample. The tool for data collection is a questionnaire consisting of 49 questions that has been handed over to the participants after the evaluation of its reliability and validity. After the collection of questionnaires, the data received were summarized and categorized. Later, descriptive and inferential statistical procedures were applied to analyze the data. Kolmogorov-Smirnov test was performed to investigate the normality of the data, Pearson product-moment correlation was used to study the meaningfulness of the relation between research variables, independent t-test was used to investigate the rate of organizational learning potential, variance analysis was performed to investigate the differences on the dimensions of some variables, multilinear regression analysis was performed to investigate the difference on the rate of influence for each one of the factors related to learning facilitation and learning methods. In addition, step-by-step method was used to enter the variables to regression model and Durbin0Watson test was conducted to investigate the independence of errors by making use of SPSS software, version 18. In order to confirm the proposed model, the modeling of structural equations was performed by the use of LISREL 8.7.</p> <p>Keywords: organizational learning, learning potential. Pattern design</p>
<p style="text-align: center;">Ozoemena Njoku GICICTEL1713102</p>	<p style="text-align: center;">The Instrumentalities Of Adr In Resolving Political Party Disputes In Africa; The Nigeria Experience</p> <p style="text-align: center;">Ozoemena Njoku Department Of Political Science, Ebonyi State College Of Education, Ikwo, Abakaliki, Nigeria</p> <p style="text-align: center;">Abstract</p> <p style="text-align: center;">Alternative dispute resolution (ADR) has evolved as a challenging instrument in resolving political party disputes in Africa. Political party business in Nigeria and Africa in general are riddled with series of disputes</p>

	<p>which have polarized the party into ethnic and or religious political parties. There is no gain saying that Africa and Africans are not well informed of the rudiments of ADR especially in resolving political party disputes. It is obvious that the colonial governments that colonized some of the African countries did not make the necessary arrangement to tutor their colonies on the management of political party disputes. Conflict is a natural phenomenon that must be studied in order to know how to manage it and also how best to avert it for government business and programs to prevail. This article shall look into the instrumentality of ADR in resolving political party conflicts, such as arbitration, conciliations, mediation, mini-trial, negotiations, peer review and rejuvenated or reformulated endogenous shall be treated and also make suggestions on how ADR should be used to resolve political parties disputes in Nigeria and other African countries. This article is categorized into the following sub heading; Introduction, Review of political party disputes in Nigeria, instrumentalities of ADR in dispute resolution, recommendations, and conclusion.</p>
<p>Ansar Ali GICICTEL1713103</p>	<p>Gender And Proverbs: A Critical Analysis Of Of Shina Proverbs</p> <p>Ansar Ali Lecturer, Punjab Group Of Colleges M.Phil English (Applied Translation Studies) Uog.</p> <p>Abstract</p> <p>The aim of this research was to unveil the way Shinasociety discursively constructed gender roles through the Proverbs. The study analyzedShina proverbs; that were responsible for gender dichotomy, selected from the book "زرہا اذوال اچھے کے شے ناووری ہر شے شے نلس کا نو" by Iqbal(2011). The study has taken Feminists Critical Discourse Analysis as research perspective. The researchers employed Fairclough (1989)CDA model, as research methodology.The findings revealed that in androcentricShina society, women's economic dependence is their main handicap and they areconsidered Incapable, reliant, dependent,submissive, quarrelsome, greedy, bad character, discourteous,deceptive,coquettish, unfaithful, cunning, subordinate, trouble, dim witted, emotional, gullible and untrustworthy in the society.This research will be a contributionto the existing research on gender studies of Shinasociety. In addition, this study will contribute to sensitize Shina society especially men to limit themselves from exploiting women. Moreover, readers of the study are expected to develop an attitude of not involving in discrimination against women.</p>
<p>Utku ISIK GICICTEL1713104</p>	<p>Investigation of Personality Traits to Serios Leisure Participant's in School of Physical Education and Sports.</p> <p>Utku ISIK Dumlupinar University, School of Phsical Education and Sport, TURKEY</p> <p>Abstract</p> <p>The aim of the study is to survey classification of serious leisure participants going to School of Physical Education and Sports and to reveal student's personality traits in this classification. Nine hundred- sixty six university students from Schools of Physical Education and Sports in the seven Different Region of Turkey participated in the study on a voluntary basis. As</p>

	<p>data collection tool, —Serios and Casual Leisure Measurell developed by Akyildiz, consisting of 9 sub dimensions and 42 items and —Five Factor Personality Inventoryll developed by Tatar, consisting of 85 items were used respectively. SPSS 21.0 for Windows Package Program was used to analyze the data. In addition to descriptive statistical methods such as frequency, percentage and cross tabulation, independent samples t test, One Way ANOVA tests, Mann Whitney-U, Kruskal Wallis test were used to determine significant difference among variables. Clustering analysis (hierarchical and non- hierarchical) were also used so as to classify. As a result, it was not found significant difference in serious leisure participation level of the participant in terms of age and school department, but gender, university. In addition, it was found significant difference in terms of participant’s personality traits and gender, age, universities, except for school department. Serious Leisure classification for Physical Education and Sports Students shows difference from the literature classifications and it was revealed difference among classifications in terms of personality traits as well.</p>
<p>Cezar, Christine B GICICTEL1713107</p>	<p>Polytechnic University Of The Philippines’ Senior High School Students’ Perception Of Effective Language Teaching In An Esl Classroom</p> <p>Cezar, Christine B Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p>Abstract This paper aims to highlight the effectiveness of an ESL teacher in an ESL classroom in teaching the second language. It discusses different factors that can affect the language teaching-learning process like native language, learning style, technology and etc. In order to find out if an ESL teacher is effective based on the perception of senior high school students, through the discussion of the questionnaires prepared by the researchers; the perception of the students of an effective ESL teacher was revealed and concludes with recommendations. In summary, this paper intends to help the teachers improve their ways of teaching the second language that will help students to engage more in acquiring the language.</p>
<p>Ramirez GICICTEL1713109</p>	<p>Language Anxiety: Effects on Oral Performance of Selected Polytechnic University of the Philippines ABM Senior High School Students</p> <p>Ramirez Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p>Abstract In order to maintain social relationships, reach goals and find purpose, speaking is an important element to attain these aims successfully ergo should be prioritized. Inevitably, learners most of the time are experiencing difficulty on expressing themselves especially when they are obliged to speak in front of many people. This is a factor linked in having language anxiety. Other learners can handle it well, some are not. So this study aims to relate the language anxiety and how well the leaners communicate in English. Through random sampling method, 30 students from a class that contains 50 students of Accountancy, Business Management</p>

	<p>(ABM) strand in Grade 11 of Polytechnic University of the Philippines (PUP) Sta. Mesa, Manila are selected to answer the exam prepared by the researchers and be interviewed afterwards. There are two sets of exam, the SET A is hard and took by the first 15 students and the SET B is easy and took by the other 15 students. This study proves that the knowledge in English students plays a big role on how they converse. In addition to this, the exam and its difficulty tells that test anxiety also affects the students' mindset over their speaking skills. Therefore, the researchers suggest that to have an effective language learning inside a classroom, the teacher must know the students' preferred learning styles, classroom procedures and should also be building a friendly atmosphere to make the students feel more comfortable in sharing their ideas.</p>
<p>Ricky Molina GICICTEL1713110</p>	<p>Effects of Exposure on Educational Materials and Facilities in Reading Comprehension and Language Anxiety of Grade 12 Senior HighSchool Students of Polytechnic University of the Philippines</p> <p>Ricky Molina College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p>Abstract Education throughout the generation changes due to numerous factors. It includes the teacher, the students, the resources, and even the technology it follows. These technologies share a huge part in improving the quality of education, and by simply helping the students overcome the difficulties they encounter. It is said that technology can be a boon or bane, thus, the inspiration of the research study. The effects of exposure on educational materials and facilities inside the classroom and school are intended to be found out by considering Grade 12 students of Polytechnic University of the Philippines (PUP), located in Manila The effects of technology in education are seen while considering the reading comprehension and language anxiety of the students in English. The research study sees the exposure on texts and practices that educational materials and facilities offer, give big impact in the language learning of the students. PUP is a State University that experiences lack and presence of technologies. The study is timely and relevant in the current state of education system in the Philippines, even with the other countries of SouthEast Asia.</p>
<p>Jhemson Elis GICICTEL1713111</p>	<p>Development Of Content – Based Instructional Games In Mathematics</p> <p>Jhemson Elis Department Of Education, Deped Batangas Province, Philippines</p> <p>Abstract The major thrust of this study was to develop a content – based instructional games in mathematics for the grade 9 students in enhancing their ability and skills to different problems involving Algebra and Trigonometry with fun and enjoyment. The study focused on the development of content based instructional games in mathematics through determining the teaching and learning difficulties, intervention used in teaching, and stages in developing the said instructional games. The descriptive type of research was used in</p>

	<p>this study, with questionnaire and FGD as instrument in developing the content – based instructional games in mathematics. The descriptive statistical tools used in the study were frequency, percentage and mean average; whereas, inferential statistics included Reliability analysis. Based from the findings, a content – based instructional games can be applied to the topics in algebra and trigonometry. There were teaching difficulties and students learning difficulties encountered in the teaching and learning algebra and trigonometry.</p> <p>Intervention measures were utilized by the faculty members in addressing the students’ learning difficulties in both algebra and trigonometry. There are stages in the development of content – based instructional games in mathematics. The developed content – based instructional games described according to goals, rules, materials used, and design. The developed content – based instructional games in mathematics were very accepted by the respondents. The result of this study recommended teachers may discover other subjects in mathematics such as statistics and geometry that instructional games can be applied. Teachers may also determine the teaching and learning difficulties of in different subjects. It is also recommended to conduct a study on the effectiveness of the developed content – based instructional games in mathematics. Future researchers’ may enhance the developed content – based instructional games by applying the topics exponential, logarithmic, differential and integral calculus for future used.</p>
<p>Elmer Antonio Jr. GICICTEL1713113</p>	<p>Impact Of Television Shows To Vocabulary Performance Of Polytechnic University Of The Philippines Senior High School Students</p> <p>Elmer Antonio Jr. Department Of Elementary And Secondary Education, College Of Education, Polytechnic University Of The Philippines, Manila, Philippines</p> <p>Abstract</p> <p>The purpose of this study is to know the impact of television shows to vocabulary performance of students of Accountancy and Business Management (ABM) strand of Senior High School from Polytechnic University of the Philippines in Sta. Mesa, Manila. Specifically, this study is sought to answer the following questions: 1) What motivates ABM students to watch television shows? 2) How often are ABM students exposed to television shows? 3) Do their cultural references on their television shows affect their vocabulary? 4) Do television shows improve their vocabulary? The researchers gathered the respondents through the quota sampling method where 30 students partake in the data gathering process. The data was interpreted, analyzed and tabulated to come up with the findings. The researchers found out that most of the students allot many hours watching Korean drama. The researchers found out that there is a strong correlation between hours spent in watching television show and their performance in vocabulary. The researchers also found out that there is a correlation between cultural preference of television show and their performance in vocabulary. The researchers recommended the students to limit their time allotment in watching television show. The researchers recommend to the parents to guide their children in watching television shows. Likewise, the researchers recommend to the professors to note the importance and its</p>

	<p>impact to the students. The researchers recommend to the future researchers that this study can guide them in their studies.</p>
<p>Andrea Sofia Catangay GICICTEL1713114</p>	<p style="text-align: center;">Age as a Factor That Affects English Language Proficiency of Senior High School Students of Polytechnic University of the Philippines Andrea Sofia S.D</p> <p style="text-align: center;">Andrea Sofia Catangay College Of Education, Department Of Elementary And Secondary Education, Polytechnic University Of The Philippines, Sta. Mesa, Manila, Philippines</p> <p style="text-align: center;">Abstract</p> <p>The main objective of the study is to find out if Age is a factor that affects English Language Proficiency of the Senior High School Students. The study was conducted in Polytechnic University of the Philippines. The study utilized the Descriptive Quantitative Research. Using Lenneberg's Critical Period Hypothesis (CPH) which states that there is a critical age period when language learning is ideal and that if the learning do not take place before a certain age, it will be hard for the learner to acquire the language. A four-point scale with verbal interpretation is used by the researchers to evaluate the scores of the respondents. There are 4 or 40.00 percent of 17 year olds who got a score of 16-20 which is Very Good. The majority of 17-year-old respondents obtained the highest score in the Pre-Test and ranks First. There are 6 or 60.00 percent of 17 year olds who got a score of 16-20 which is Very Good. This implies that the majority of 17-year-old respondents obtained the highest score in the Post-Test and ranks First. Overall, Age is not a factor of English Language Proficiency of Senior High School Students in the Polytechnic University of the Philippines. Keywords: Language Proficiency, Age, Critical Period Hypothesis (CPH), Lenneberg, Verbal Interpretation, Pre-Post Test</p>
<p>Ighalo, Bussing Ngozi (Mrs) GICICTEL1713116</p>	<p style="text-align: center;">Influence Of Economic Recession On Quality Basic Education At Junior Secondary School Level In Nigeria</p> <p style="text-align: center;">Ighalo, Bussing Ngozi (Mrs) School of Education College of Education Igueben, Edo State Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Education is vital for human and societal survival. Every nation pays much attention to providing quality education to all citizens. This resulted to the launching of Universal Basic Education (UBE) in Nigeria on 30th October 1999. Since the inception of UBE, it has been witnessing a lot of challenges relating to provision of quality education for children at Junior Secondary (JSS) level. This situation worsens in this era of economic recession. Quality education is multi-dimensional and concerned with the total needs of children. This is because quality education goes beyond good teaching methods and learning outcomes to also include, the health and nutritional status of learners, adequacy of facilities, services and supplies and safety of the learning environment. There are complaints and cries from the public over the quality of education provided at Basic Education particularly at JSS level. On this backdrop, this work investigates the influence of economic</p>

	<p>recession on quality basic education at JSS level in Nigeria. The Work examines the extent to which Federal Government fund UBE, the adequacy of facilities provided and the overall sustainability by the stakeholders. The study area is Edo Central Senatorial District. The population of the study comprises all public JSS teachers. The research design is descriptive survey. Four research questions were raised and structured questionnaires were used to collect data. Simple random sampling technique was used to sample fifty JSSs. Two hundred teachers were used as respondents for the study. The research questions were answered using mean scores and standard deviation. The research findings revealed anomalies in Nigerian Basic Education system. There is inadequate funding in UBE. The Federal Government needs to adequately fund UBE if it's objectives are to be achieved</p> <p>Keywords: Economic recession, Basic education, Quality education</p>
<p>Dr Amna Yousaf GICICTEL1713117</p>	<p>Conceptualizing The Skill Based Approach For Knowledge Building Through Communication And Self-Learning Activities In Virtual Learning Environment</p> <p>Dr Amna Yousaf Assistant professors University of Management and Technology</p> <p>Abstract</p> <p>Knowledge building refers to the process of creating new or changing cognitive structure as a result of common goals, group discussions, and synthesis of ideas. This means not only to enhance in student's initial knowledge but also advancing the understanding of what is already known about that topic or idea. This concept refers to foundational learning and learning sub skills. This study aims to provide a learning framework for self-learning and knowledge building in virtual environment. It will address the communication patterns and self-learning habits used by students within this e-learning scenario to build new knowledge. As communication is most important indicator for effective learning. It becomes even crucial when talking about virtual environment.</p> <p>A mix method research design will be used to achieve target of study. The sample will include in-service teachers from TVET sector from all over Pakistan. Two self-developed instrument will be used to collect data from sample. These instruments will be composed of a questionnaire, interview schedule, and observation based on four components. The results will provide a comprehensive view about knowledge building and patterns of communication in VLE. Results will be helpful for students to increase efficiency in knowledge building.</p> <p>Key Words: Skill based approach, Knowledge building, Virtual learning environment, self-learning, foundational learning, e-learning</p>
<p>Areopagita Yesyka Bustillos Gómez GICICTEL1713122</p>	<p>Self-concept as a Factor in Academic Achievement</p> <p>Areopagita Yesyka Bustillos Gómez Universidad Autonoma Chapingo Student Doctorado En Ciencias En Educación Agrícola Superior (DCE</p> <p>Jesus Soriano Fonseca</p>

	<p style="text-align: center;">Professor Universidad Autonoma Chapingo Doctorado En Ciencias En Educación Agrícola Superior (DCEAS)</p> <p style="text-align: center;">Abstract</p> <p>This research presents a description of the results of the Piers-Harris Self-concept Assessment Scale (1984), applied anonymously among 300 students at a Technical Junior High School in Mexico City, for comparing with academic achievement or grade averages. To interpret the results, the questionnaires were grouped according to similar grade averages and total scores on the scale. As a result we got four sets of questionnaires, or four possible forms of perceiving academic self-concept related with grade averages. In agreement with the interpretation of the subtotal scores and items, generally talking it is possible to express that the need of social interaction; the obedience to hierarchical figures as the teacher; the vision that luckiness is related with learning; and a probable sense of helplessness or futility; mixed with political, economic, and social circumstances have influenced the attitude of Mexicans toward learning and their perceptions of academic self-concept</p> <p>Keywords: Academic self-concept, average grades</p>
<p style="text-align: center;">Amina Omrani GICICTEL1713123</p>	<p style="text-align: center;">Managing Students' Writing Errors through Cooperative Learning</p> <p style="text-align: center;">Amina Omrani Department of Letters and English Language, University of Kasdi Merbah-Ouargla</p> <p style="text-align: center;">Abstract</p> <p>Though the use of cooperative learning has proved its efficiency in different educational fields, it has not been incorporated in FL didactics until recently. After its introduction into EFL class, cooperative learning was limited to oral class since writing was usually regarded as individual activity. Hence, the purpose of the current paper is to investigate the effectiveness of using cooperative learning in enhancing EFL students' writing performance and eliminating their writing errors. The present study involves 30 second year EFL students at Kasdi Merbah University-Ouargla. The participants are divided into two equal groups: experimental and control. While the control group's written errors are corrected within the traditional teacher correction method, the corrective feedback on the experimental group's written errors is provided in a peer correction method within a cooperative learning instruction. The study shows that the application of cooperative learning minimizes EFL students' written errors and enhances their writing competency.</p> <p>Key words: cooperative learning - writing errors- corrective feedback.</p>
<p style="text-align: center;">Lec. Aycan AKYILDIZ UYGUN GICICTEL1713124</p>	<p style="text-align: center;">The Effects Of Receptive And Productive Tasks On Vocabulary Retention</p> <p style="text-align: center;">Lec. Aycan AKYILDIZ UYGUN School of Foreign Languages, Anadolu University, Eskişehir, TURKEY</p> <p style="text-align: center;">Prof. Dr. İlknur KEÇİK Faculty of Education, Anadolu University, Eskişehir, TURKEY</p>

	<p style="text-align: center;">Abstract</p> <p>In English language teaching, vocabulary knowledge has been found to be related to many aspects of learning a foreign language. What should be done to enhance vocabulary gains in language classes is a crucial question needed to be answered by all the parties involved in the teaching and learning process. To find answers to this question as a teacher and a researcher, I conducted a study which focuses on investigating the effects of receptive and productive tasks on vocabulary gains. This quantitative quasi-experimental study included two applications to confirm the results. Four groups of lower-intermediate students were randomly assigned to three experimental task groups (receptive task group, productive task group and receptive+productive task group) and a control group which did not receive any of the tasks. The number of participants was 127 in the first application, and 117 in the second application. In each group, 8 target words were explicitly taught in each application. After the presentation of the target words, all students were given a reading text which included the target words. After the reading part, task groups were given the tasks. However, the control group did not receive any tasks. All students were given the same tests before each application (as pre-tests), immediately after each application (as immediate post-test) and four weeks after each application (as delayed post-test). Furthermore, a total retention test for 16 target words dealt with in both applications was given to all groups six weeks after the applications. As a result, the findings obtained from the data analysis showed unexpected results. The details of the findings and the implications of the study will be explained and discussed during the presentation.</p> <p>KEYWORDS: Vocabulary Retention, Receptive Tasks, Productive Tasks, Foreign Language Vocabulary Learning</p>
<p>Gülşen Serap Çekerol GICICTEL1713128</p>	<p style="text-align: center;">Distance Graduate Education In Turkey And Student Opinions</p> <p style="text-align: center;">Gülşen Serap Çekerol Anadolu University, Open Education Faculty, Eskişehir, Turkey</p> <p style="text-align: center;">Abstract</p> <p>Nowadays, many undergraduates want to specialize in their own field or outside of their own field and aim to do a master's degree for this purpose. However, working graduates are not able to fulfill their wishes due to reasons such as the overlap of class hours with the working hours or due to long distance between work and school, and some others who enroll a program leave their studies. Some other graduates cannot do graduate degree because of the program they want to enroll is in another town or lack of foreign language skills. Distance graduate programs eliminates the time and distance constraints for the working graduates who suffer certain constraints to achieve their goals.</p> <p>In this study, it was tried to get the opinions of the students who were registered in the any program at the distance master's level on the distance graduate education. A questionnaire form prepared for this purpose was delivered to the students by means of social media. The information obtained from the survey results and the internet was evaluated in the findings and conclusion parts and reflected to the research.</p>

<p>Areopagita Yesyka Bustillos Gómez GICICTEL1713129</p>	<p>Perceptions of Achievement Motivation and Academic Performance</p> <p>Areopagita Yesyka Bustillos Gómez Universidad Autonoma Chapingo Student Doctorado En Ciencias En Educación Agrícola Superior (DCEAS)</p> <p>Jesus Soriano Fonseca Professor Universidad Autonoma Chapingo Doctorado En Ciencias En Educación Agrícola Superior (DCEAS)</p> <p>Abstract This article describes a study of the perceptions of causal attributions about motivation toward school achievement and their relation to student academic performance. An anonymous survey was applied to 186 early adolescents on academic achievement in Foreign Language. Weiner's causal attribution theory oriented interpretation of the results on grade average and gender complied from questionnaires applied in Mexico City's Technical Junior High School number 20.</p>
<p>M A Rizvi GICICTEL1713135</p>	<p>Analysis of Job Stress Affecting Performance of Technical Teachers</p> <p>M A Rizvi NITTTR, Bhopal</p> <p>Abstract In this modern society job stress is a much talked complex phenomena leading to many disastrous consequences. Moderate level of stress that motivates a teacher is good. But as per the review of literature at international and national levels; some of the findings of the study reveals that majority of teachers faces serious problems of job stress due to various reasons such as work overload, lack of resources, role ambiguity, fair/less compensation, inadequate work environment etc. Also poor relations with colleagues, students' indiscipline, lack of support from higher authorities, negative community attitudes contributes greatly in enhancing the problem. Farrago of thoughts related to profession and improper trainings are also the major causes of stress. Teachers are the key and the biggest game changers as far as technical education is concerned. Stress can be either physical or mental or both and it is catastrophically affecting the health and life of the teachers. There is degradation in the efficiency of teachers which directly affects the quality of teaching due to this. Moreover, student learning will be widely disrupted. Hence this research is expected to contribute towards increase in the productivity of teachers in technical education.</p>
<p>Rabee Rustum GICICTEL1713137</p>	<p>Teaching Hydrology —A case study of Teaching and Learning </p> <p>Rabee Rustum Assistant Professor, School of Energy, Geoscience, Infrastructure and Society, Heriot-Watt University, Dubai Campus, Dubai International Academic City, P O Box 294345, Dubai, UAE. r.rustum@hw.ac.uk</p> <p>Abstract</p>

	<p>The aim of this paper is to highlight established hydrology teaching methods and evaluate potential teaching enhancements. The results of applying a student-centred approach to hydrology students demonstrates that it increases student's engagement with materials, critical thinking and problem solving skills. However, this approach does not improve the conceptual understanding of hydrology for all students, as some students show resistance to a student-centred approach. Furthermore, conclusions demonstrated that not all students are ready and eager to engage in this deep learning approach employed to enhance their educational experience.</p>
<p>Dipane Hlalele GICICTEL1713142</p>	<p>Community Engagement In Rural Contexts: A Relational Leadership Perspective</p> <p>Dipane Hlalele School Of Education, College Of Humanities, University Of Kwazulu-Natal, Durban, South Africa</p> <p>Abstract The purpose of this multidisciplinary and qualitative study is to propose a relational leadership strategy to community engagement in rural contexts. Relational Leadership finds relevance as an approach that seeks to work for positive change in organisations whilst observing inclusivity, processes, empowerment, ethics and purposefulness (key elements of RL). The four disciplines involved include Zoology, History, Political Science and Governance, and Education. Our posture would consciously seek to observe a win-win-win symbiotic relationship where all participants would be treated as such and their knowledge and participation will be highly valued. The study unfolds as case studies in the different fields of study held together by the relational leadership thread with its five key elements (purposefulness, empowering, inclusivity, process-oriented and ethical). Three core entities who executed this study are communities represented through their formations, students and the university. Rural contexts are diverse and solutions for one may not necessarily be applicable to the next/rest of rural communities. The study draws on heterogeneously constituted case studies and employs participatory methodologies where data generation techniques include meetings, conversations with a purpose, dialogues and discussions. Our findings add to the ongoing debates around community engagement (theory and practice), as well as rules of engagement in rural contexts, from a relational leadership perspective.</p>
<p>Harun Bozna GICICTEL1713143</p>	<p>Does e-support to EFL learners genuinely work?</p> <p>Harun Bozna Affiliation: School Of Foreign Languages, Anadolu University ,Eskisehir, Turkey</p> <p>Abstract Technology has developed prodigiously in 21st century and it has affected people's life in various ways. Thanks to instantaneous developments in technology in 2000s, learning environments have changed rapidly, too. Reaching, organizing and sharing information have become easier compared to last decade. Web 2.0 platforms and social networking have become vital chunks of digital age. Accordingly, learners in this digital age have been</p>

	<p>affected by such booming digital progress and they are able to study in ubiquitous environments. Voluminous education platforms are using educational technology in this era which is believed to increase motivation in learning process. As such, supporting students, principally; —intense e-supportl has become inevitable in the prevailing method of teaching in 21st century. In this study, EFL learners have been e-supported in their language learning process for three months via a distinguished LMS. Participants are D level (A1-A2) students at Anadolu University School of Foreign Languages. The results of the study show that students _perceptions of e-support are very positive which will be discussed in detail. Key words: digital age, language learning, Web 2.0, e-support</p>
<p>Bahri Can Balci GICICTEL1713146</p>	<p>The Effects Of Using Quotations From The World Literature In Foreign Language Teaching</p> <p>Bahri Can Balci Anadolu University School of Foreign Languages</p> <p>Abstract</p> <p>Raising motivation is one of the utmost goals that teachers aim to reach in a foreign language class and choosing the right kind of warm-up plays an important role for that purpose. As the famous writer George Orwell says in 1984, —The end was contained in the beginning. The use of quotations from the world literature as a warm-up can raise the intrinsic motivation of students leading them to learn the language more effectively via increasing curiosity towards the culture and boosting their vocabulary knowledge. In this respect, this study seeks to find out the effects of using quotations in language learning classes. To achieve this goal, a 8-week lesson plan was designed. The study was carried out with 45 A1-A2 level Russian learners at the Preparatory School of Anadolu University, a state university in the central Anatolian region of Turkey. In the process, two different data collecting tools were utilized. Firstly, a questionnaire was given to students to get their perception about the process and then semi structured oral interview was conducted. Test results were interpreted with the help of both qualitative and quantitative analysis. The questionnaire data was calculated based on a five-point Likert scale. The findings indicated that benefiting from quotations as warm-up in language learning process was quite effective. Moreover, learners stated positive opinions on the use of quotations in terms of improving their motivation and vocabulary competence. Key words: Warm-up, motivation, the phrase of the day, using quotations, foreign language teaching</p>
<p>Hind M. Alotaibi GICICTEL1713149</p>	<p>Bring Your Own Device: The Use of Mobile Devices in the Classroom an Exploratory Case Study</p> <p>Hind M. Alotaibi Associate Professor College of Languages & Translation King Saud University</p> <p>Abstract</p> <p>The use of mobile technologies in classrooms has been receiving wide attention among scholars and practitioners in educational fields. However, additional empirical work is still needed to examine the impact of these</p>


	<p>technologies on students' achievement and attitude. The present research investigates the impact of using mobile devices in the classroom through the adoption of a bring-your-own-device (BYOD) approach in conjunction with the interactive classroom app Nearpod. The aim is to answer the following research questions: (1) what is the impact of this new teaching approach on students' achievement when compared to traditional instruction? and (2) how do students perceive this new teaching approach? Eighty-three Saudi female undergraduate students enrolled in a —Computer Applications in Translation course at the College of Languages and Translation, King Saud University, Riyadh, took part in this study. They took a pretest at the beginning of the study, and then were assigned randomly into two groups: experimental and control. The experimental group was taught using BYOD and Nearpod while the control group was taught through regular lectures. Both groups completed a posttest in the 14th week of classes to compare their achievement. In addition, qualitative data were collected using interviews, observations, and an instructor journal. Quantitative analysis revealed that the experimental group outperformed the control group in terms of pretest–posttest improvement, indicating that the new teaching approach had a positive impact on their achievement. Qualitative analysis showed an overall positive attitude among participants toward the new teaching approach, despite the technical and distraction challenges.</p> <p>Keywords: Improving classroom teaching; Interactive learning environments; Authoring tools and methods; Evaluation of CAL systems; Post-secondary education</p>
<p>Dilek Sezgin Memnun GICICTEL171350</p>	<p style="text-align: center;">Metaphoric Perceptions Of High School Students About Functions In Turkey</p> <p style="text-align: center;">Dilek Sezgin Memnun Uludag University, Bursa , Turkey</p> <p style="text-align: center;">Emre Dinç University of Delaware, Newark, DE, USA</p> <p style="text-align: center;">Bunyamin Aydin Alanya Alaaddin Keykubat University, Antalya, Turkey</p> <p style="text-align: center;">Abstract</p> <p>It was aimed to reveal metaphoric perceptions of high school students about –functions through metaphors in this research. A total of 405 students were asked to complete the phase of —mathematical is like..... because..... with this aim. Students were given sheets and asked to write their thoughts by focusing on one metaphor. The data of the research was analyzed through content analysis method. The metaphors developed by these students were determined, classified and categorized at this stage. At the end of the study, a total of 149 valid metaphors were identified and they were classified under 8 different categories. The results of the research indicated that more than half of the students think that function was a difficult concept.</p> <p>Keywords: Mathematics, Function, Metaphoric Perception, High School Student.</p> <hr/> <p style="text-align: center;">Teaching Mathematics At Vocational High Schools And Students' Attitudes</p>

	<p style="text-align: center;">And Approaches Towards Mathematics Course</p> <p style="text-align: center;">Emre Dinç University of Delaware, Newark, DE, USA</p> <p style="text-align: center;">Dilek Sezgin Memnun Uludag University, Bursa , Turkey</p> <p style="text-align: center;">Bunyamin Aydin Alanya Alaaddin Keykubat University, Antalya, Turkey</p> <p style="text-align: center;">Abstract</p> <p>In this study, it was aimed to examine the observations of preservice mathematics teachers in relation to mathematics teaching and teaching methods at vocational high schools and also their thoughts about vocational high school students' attitudes and approaches towards this course. With this aim, the preservice teachers were addressed two research problems. The data reached within the context of the study was analyzed through the content analysis method. As a result of the evaluation of the obtained findings, it was understood that the preservice teachers thought that the way of teaching mathematics at vocational high schools and the vocational high school students' attitudes and approaches towards this course were mostly affected by such different variables as participation in courses, special teaching methods and techniques and teacher.</p> <p>Keywords: Beliefs and Attitudes, Teacher Beliefs, Content Analysis, Mathematics Course.</p>
<p style="text-align: center;">Hakan GICICTEL1713151</p>	<p style="text-align: center;">Examination of Dimensionality and Latent Trait Scores on Mixed-Format Tests</p> <p style="text-align: center;">Hakan Kogar Akdeniz University</p> <p style="text-align: center;">Esin Yilmaz Koğar Niğde Ömer Halisdemir University</p> <p style="text-align: center;">Abstract</p> <p>Item types are generally expressed as multiple choice (MC) and constructed response (CR). When both MC and CR items are included in the same test, defined as mixed-format tests, however, specific measurement issues may emerge. The purpose of this study is to examine the dimensionality and latent trait scores of different item types used to measure mathematics achievement. For this purpose, data set obtained from 4th and 8th grade students in TIMSS 2015 Turkey sample were used. 14th booklet which was developed to measure mathematics achievement and student survey in TIMSS 2015 are the data collection tools of this research. There are 25 items in this booklet; 12 of them are MC and 13 is CR item format. Three dimensionality models, uni-dimensional, within item and between item, have been used in determining the dimensionality of the mathematics achievement latent traits. In addition, latent trait scores were obtained for each model. The effect of some student characteristics on the latent trait scores was examined by regression analysis. Also, the correct classification percentages of mathematics achievement of students in uni-dimensional and within item</p>

	<p>dimensional models are also determined. It has been determined that the within item dimensionality model has better fit the data set to between item</p>
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	<p>dimensional $\chi^2(13)=37.97, p<.001$ and uni-dimensional $\chi^2(14)=40.94, p<.001$ models. In addition, according to the Akaike Information Criteria (AIC) and Corrected Bayesian Information Criteria (BIC), within item dimensional model is better fit to data set. Factor scores for mathematics achievement range from -2.04 to 1.73 and in the uni-dimensional model range from -2.03 to 1.77. Factor scores for the CR secondary dimension range from -1.80 to 2.04. It has been determined that in the case of mixed tests, the dimensionality may affect the primary trait. It is suggested that this research should also be carried out on other measurement theories such as item response theory.</p> <p>Keywords: multiple choice, constructed response, mixed-format tests, dimensionality, latent trait scores</p>
<p>Folashade Afolabi GICICTEL1713160</p>	<p>Teaching in Digital Age: Does Learning Styles Count in Online Content Delivery Among Distance Learners?</p> <p>Folashade Afolabi Department of Education Science, Distance Learning Institute, University of Lagos, Lagos, Nigeria</p> <p>Abstract</p> <p>Digital world has changed the pattern of content delivery in most classrooms from the conventional teaching style which does not accommodate the preference of learners' learning characteristics. Open distance learners are fascinated by the convenience, flexibility and distance barriers as they juggled through classes, work and social commitment. It is not sufficient to assume that distance education is effective since digital content are delivered in the same format to all learners through the use of Learning Management System (LMS). The inability to put individual learning style into consideration is regarded as a limitation of most commonly content delivery strategies used in open and distance education. Hence, this paper seeks to examine the relationship that exist between learning styles of distance learners and their academic achievements based on the mode of content delivery of FSC105 (Introduction to Physics) course in Distance Learning Institute, University of Lagos. All One thousand and fifty learners that registered for FSC 105(Introduction to Physics) Course participated in the study. Three hypotheses were formulated and tested at 0.05 level of Significance. Data were collected using Physics Achievement Test (PAT) with reliability coefficient of 0.89 using KuderRichardson-21 and Felder and Solomon Learning Style Index questionnaire. Data were analyzed using Pearson Correlation and Multiple regressions analysis. The results show that active/reflective learning styles show a significant correlation with academic achievement of online learners while verbal/Visual learning style shows no significant correlation. It is recommended among others that online facilitators should find out the learning styles that will enhance academic achievement of learners in online learning physics concepts.</p> <p>Keywords: Learning Styles, Learning Management System (LMS), Academic Achievement, Physics, Distance Learners.</p>
<p>Sevda Özdemir Aydın GICICTEL1713161</p>	<p>The Effects Of Background Knowledge On Reading Comprehension</p> <p>Sevda Özdemir Aydın Anadolu University School of Foreign Languages</p>

	<p style="text-align: center;">Abstract</p> <p>Having prior knowledge on a particular topic is claimed to have positive effect on one's comprehension of a reading passage about that topic (James, 1890; Horn, 1937). The sole purpose of this study was to investigate the relationship between possessing background knowledge and reading comprehension for Turkish L2 French learners. Participants were 48 elementary level French L2 adult learners (ages vary between 18 to 24) who study at Anadolu University language preparatory school. Reading comprehension was tested through a text about Eskişehir and a test that had 15 multiple choice questions. The participants for the control group were picked so as to be from the same city, Eskişehir. A 15-item background knowledge test was applied to assess the background knowledge. Results indicated a strong positive correlation between background knowledge and reading comprehension.</p>
<p style="text-align: center;">Numan Aydın GICICTEL1713162</p>	<p style="text-align: center;">The Effects Of Integrating Movies Into Foreign Language Classes</p> <p style="text-align: center;">Numan Aydın Anadolu University School of Foreign Languages</p> <p style="text-align: center;">Abstract</p> <p>—Film has a uniquely powerful ubiquity within human culture (Shah, 2011). Hence, they are extensively used in language classes all around the world. As Kabooha stated in 2016 —...movies can capture the students' attention towards the target language and increase the students' motivation to learn the language. Integrating movies into language classes is likely to engage students into the language learning process more actively by enhancing their motivation. In this respect, this study seeks to find out the effects of resorting to movies in language learning classes. In order to discover, if there is any, possible effects, a 6-week lesson plan was designed. The study was carried out with 40 pre-intermediate level English learners at the Preparatory School of Anadolu University, a state university in the central Anatolian region of Turkey. For the assessment, the data was collected through two different tools. The firstly applied tool was a simple questionnaire, which was given to students at the end of the process, and then a semi structured oral interview was conducted. The questionnaire data was calculated based on a five-point Likert scale. The findings showed that adapting movies into language classes made a significant difference on students' motivation and perception of the whole language learning process.</p> <p>Key words: movies, motivation, foreign language teaching</p>
<p style="text-align: center;">Yasemin ACIKGOZ GICICTEL1713163</p>	<p style="text-align: center;">The Impact Of Learners' Breadth Of Vocabulary Knowledge On Their Reading Comprehension</p> <p style="text-align: center;">Yasemin ACIKGOZ Anadolu University School of Foreign Languages</p> <p style="text-align: center;">Abstract</p> <p>Reading comprehension is very significant in language learning process. Reading is realized for many reasons such as getting information, learning a new skill or reading just for pleasure; however, the main aim is to get an understanding of what the reading text is trying to convey since reading is of</p>

	<p>great significance. As reading comprehension is a learned skill that is dependent upon some external factors, to get into the heart of the problem, first of all some factors should be examined. Among these factors, the most observable one is knowledge of vocabulary. Vocabulary is what the learners most complain about reading texts because it is closely related to reading comprehension. At this juncture, it can be said that despite the indispensable role of vocabulary knowledge in reading comprehension, it is essential to look into the depth of it in detail to understand how strong predictor the breadth of vocabulary knowledge in reading comprehension is.</p> <p>The purpose of this study was to investigate the relationship between the breadth of vocabulary knowledge and reading comprehension and to figure out to what extent the vocabulary knowledge effects the comprehension during the reading process.</p>
<p>Hülya Sezer GICICTEL1713165</p>	<p>The Effects Of Using Translation Tasks In Foreign Language Classes</p> <p>Hülya Sezer Anadolu University School of Foreign Languages</p> <p>Abstract</p> <p>Second language learners most generally have a tendency to think in their native language before they can produce language either in the form of speaking or writing. Teachers of English consider this as an obstacle to authenticity in the target language. In addition, due to this phenomenon, learners' L1 interferes with L2. However, benefiting from translation tasks in language learning classes might transform the cons into pros. In this respect, this study seeks to find out the effects of using translation tasks in language learning classes. For this purpose, a 6-week lesson plan was designed. The study was carried out with 24 pre-intermediate level English learners at the Preparatory School of Anadolu University, a state university in the central Anatolian region of Turkey. In the process, two different data collecting tools were utilized. Firstly, a questionnaire was given to students to get their perception about the process and then semi structured oral interview was conducted. The questionnaire data was calculated based on a five-point Likert scale. Based on the findings, it was concluded that utilizing translation in language learning classes was quite efficient. In addition, learners reflected positively on the use of translation tasks in terms of improving their motivation, vocabulary competence and fluency.</p> <p>Key words: translation, motivation, foreign language teaching</p>
 <p>Inst. Eylül Sözen GICICTEL1713166</p>	<p>The Relationship Between Productive Vocabulary Knowledge, Writing Proficiency And Lexical Frequency Profile</p> <p>Inst. Eylül Sözen Anadolu University School Of Foreign Languages, Eskişehir/ Turkey</p> <p>Abstract</p> <p>This non-experimental study was intended to be a qualitative, descriptive and a correlational research in order to search for a relationship between writing and vocabulary scores of a group of student enrolled in an English prep-school program in Anadolu University School of Foreign Languages in the 2016-2017 Spring Term. The main aim of the current study is to examine the productive dimension of vocabulary knowledge and the contribution of</p>

	<p>vocabulary knowledge to the L2 writing performance. Therefore, the participants' productive vocabulary scores were calculated using Laufer & Nation's 2K word level vocabulary test. Later, the researcher measured lexical richness in student's writings using Lexical Frequency Profile (Laufer & Nation, 1995) to reveal their situations regarding their lexical richness levels by looking at their frequency levels. The study concluded that there was a moderate positive correlation ($r = 0,552$) between the participants' productive vocabulary test scores and the LFP scores of the students' essays. This moderately high correlation between the productive vocabulary knowledge and the lexical frequency profile means that the higher level a student's productive vocabulary is, the higher his lexical knowledge level. All in all, the results supported the existing literature on the reliability and validity of Lexical Frequency Profile by correlating well with Nation's (1995) 2000-word level Vocabulary Knowledge Test.</p> <p>Key Words: Lexical Analysis, Productive Vocabulary, Lexical Profile, Writing, Vocabulary, Testing</p>
<p>Gulay Gurbanova GICICTEL1713169</p>	<p style="text-align: center;">Lexicography</p> <p style="text-align: center;">Gulay Gurbanova Department of Foreign Language, Azerbaijan State Oil and Industry University, Baku\ Azerbaijan</p> <p style="text-align: center;">Abstract</p> <p>This article concerns apropos of the historical period of English and American lexicography. The general subject of lexicography, types of dictionaries are proceeded over. A need for a dictionary or glossary has been felt in the cultural growth of many civilised people at a fairly early period. The history of dictionary-making for the English language goes as far back as the Old English period where its first traces are found in the form of glosses of religious books with interlinear translation from Latin. Regular bilingual English-Latin dictionaries were already in existence in the 15th century. British lexicography is one of the richest in the world. Many of new editions of well-known dictionaries appear regularly (like the Concise Oxford English Dictionary), and new series of dictionaries have recently been launched (like Longman). Specialized dictionaries that have appeared recently can hardly be enumerated. Yet, the history of British lexicography is not very long in comparison with, for example, Arabic lexicography, which developed in the 8th century. The first word-books that appeared on the British Isles during the entire Anglo-Saxon and most of the Middle-English period were lists of difficult Latin terms used in the Scriptures. These lists of 'difficult Latin words' were accompanied by glosses in easier Latin.</p>

<p>Gulnara Rahimova GICICTEL1713170</p>	<p>Variations of lexical variants, polysemy, synonymy, sources of synonymy, antonymy, antonyms and conversives</p> <p>Gulnara Rahimova Department of Foreign Language, Azerbaijan Medical University, Bak \\ Azerbaijan</p> <p>Abstract Lexical variants, are examples of free variation in language, in so far as they are not conditioned by contextual environment but are optional with the individual speaker. They are different from synonyms, because they are characterised by similarity in phonetical or spelling form and identity of both meaning and distribution. The cases of identity of stems, a similarity of form, and meaning combined with a difference in distribution should be classed as synonyms and not as lexical variants. They are discussed in many books dedicated to correct English usage. These are words belonging to the same part of speech, containing identical stems and synonymical affixes, and yet not permitting free variation, not optional. They seem to provoke mistakes even with native speakers. A few examples will suffice to illustrate the point. The adjectives luxurious and luxuriant are synonymous when meaning 'characterised by luxury'. Otherwise, luxuriant is restricted to the expression of abundance (used about hair, leaves, flowers). Luxurious is the adjective expressing human luxury and indulgence (used about tastes, habits, food, mansions).</p>
<p>H. Ishak F Fariz S. Pd GICICTEL1713172</p>	<p>Language Input in Children's Early Language Development through Imitation</p> <p>H. Ishak F Fariz S. Pd Department Education of English, Sultan Ageng Tirtayasa University (UNTIRTA), Tangerang , Indonesia</p> <p>Abstract This article is based on research conducted to explain and review how the influence of language input from the family and the immediate environment on the development of the language of the child, in particular through imitation. The subject of this research is a child named Ammara Altaf Al - Farizi. The data obtained and displayed in this study were collected when she was 5 years old. The research method used in collecting data was using a limited-longitudinal method. Data collection is obtained through direct verbal and non-verbal interaction, recording, and making notes on language development. The language input given by the Ammara family is crucial to the development of the first language. Because Ammara parents and families use Indonesian to talk and communicate with Ammara. Thus, Ammara also obtained and responded in Indonesian. Parents and their immediate environment tend to introduce words and teach them to speak by asking Ammara to imitate what they say, not only that her parents also give her some songs, so Ammara understands and can pronounce and / or comprehend the basic vocabulary usually used or taught her parents can also imitate it. In other words, at an early age, language input has a huge contribution to the child's language development. And one effective way to improve the language development of children is by imitation.</p>



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Online versus face-to-face Education for Medical Practitioners: Can One Fully Substitute the Other?

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Abstract

Background:

Incorporating online teaching options to traditional medical education has continued to gain broad acceptance and implementation, providing complementary and flexible options to hospitals, medical organisations and education providers. Few studies have compared both formats as it concerns medical practitioners, and little evidence exists to prove that the online approach matches the f2f method on important areas that may affect the overall quality of education and healthcare delivery. This study explores this.

Methods:


A quantitative survey targeting 881 doctors exposed to both the online and f2f teaching sessions which offer the same contents, over a 12-month period. The surveyed doctors work in the Australian after-hours house-call (AHHC) industry.

Results:

Eighty-nine responses were received. Ten (11.2%) participated exclusively online, while 23 (25.8%) did so by f2f. Fifty-two (58.4%) engaged through both modalities, while the remainder either did not participate at all, or played back recorded sessions.

There were no statistical differences based on gender, specialty and post-graduate fellowship status of the participants, and their perceptions were the same on the teaching structure, contents, and duration of the education programs.

However, online-only participants reported more satisfaction with the program regularity (OR 6.90; p 0.01) and its adherents were more likely to combine AHHC duties with regular-hours general practice (OR 0.15; p-0.02). Conversely, f2f-only doctors were more likely to be more junior and younger, with age <40 years (OR 3.85; p-0.01). They also admit easy access to

	<p>effective teaching environment (OR 4.07; p-0.01), while receiving better feedbacks (OR 3.75; p-0.01).</p> <p>Conclusions: On multiple areas, no differences exist in the medical education delivered by online and the face-to-face methods to doctors and both should be encouraged to add flexibility. However, concerned stakeholders should ensure that younger, junior practitioners who tend to need feedbacks on their jobs, participate more in the f2f sessions.</p> <p>Keywords: Doctors, teaching, medical, education, online, face to face, traditional, learning.</p>
<p>Michael Heinz GICICTEL1713119</p>	<p>Prepositions and Articles: the Final Hurdles to Absolute English Proficiency</p> <p style="text-align: center;">Michael Heinz Hankuk University of Foreign Studies</p> <p style="text-align: center;">Abstract</p> <p>At the highest levels of bilingual competency for individuals whose mother tongue is Korean, articles and prepositions remain a persistent challenge for learners with high level fluency in English. The challenges of mastering these linguistic units is well-documented but solutions to this problem have not been implemented in a comprehensive manner in language programs. This presentation looks at research done on this subject in terms of describing the phenomenon as well as looking at the effectiveness of several methods utilized to deal with this issue. Studies by the author are shown to clarify precisely what types of errors persist at the highest levels of bilingual competency with an emphasis on categorizing errors. One such finding is that in the area of articles, students struggle most pronouncedly with the zero article and the indefinite article and are highly likely to employ a number of compensation strategies by utilizing alternative determiners with various noun phrases. This talk will also explore textual enhancement methods that have shown some promise in improving overall proficiency with prepositions and articles. Lastly special emphasis will be put on moving from a proscriptive manner of thinking about articles and prepositions to a descriptive manner of thinking about them. Essentially how can we move learners beyond the type of language proficiency needed for standardized tests scores to perfecting English?</p>
 <p>Yuko Tomoto GICICTEL1713120</p>	<p>What differences do parents see between Japanese schools and international schools?</p> <p style="text-align: center;">Yuko Tomoto Associate Professor of Yokohama College of Commerce, Japan</p> <p style="text-align: center;">Abstract</p> <p>The purpose of this study is to grasp the overview of the education systems of international schools in Japan and to investigate the reasons why some families have chosen international schools for their children instead of local public or private schools.</p> <p>The author conducted in-depth interviews with 4 parents who currently have their children at international schools in Japan. The author also had in-depth interviews with 2 students who have experiences of going to both international schools and public schools in Japan.</p>

	<p>This research shows that most families assert the importance of not only bilingual but also bicultural environment for their children. They also highly value the international schools' education systems that lay more emphases on growing students' self-realization, self-esteem and self-performance skills mostly through debate and presentation practices compared with Japanese schools' conventional education systems that have had tendencies to focus on training students' memorization skills and techniques to mark higher scores on exams. For the future, Japanese schools are expected to have their students improve not only their test scores but also practical and communicative English abilities for intercultural interaction. Having their students acquire open and flexible attitudes toward other cultures and nurturing their understanding to them are also expected as a great part of the language education from this time on.</p>
<p>Mahnaz Mostafaei Alaei GICICTEL1713130</p>	<p>Exploring Perceived Assessment Literacy among Iranian In-Service and pre-Service English Language Teachers</p> <p>Mahnaz Mostafaei Alaei Assistant Professor, Allameh Tabataba'i University, Tehran/Iran</p> <p>Maedeh Hosseinpoor MA Graduated student, Allameh Tabataba'i University, Tehran/Iran</p> <p>Hasneh Gorjipour MA Graduated student, Allameh Tabataba'i University, Tehran/Iran</p> <p>Abstract Previous studies investigated language assessment literacy (LAL) from different stakeholders' points of view including language teachers' Perceived Assessment Training Needs (PATN) (Fulcher, 2012). While the population of language teachers is not homogeneous and subgroups of language teachers might have disagreements regarding their PATN, previous studies have not investigated the disagreements among the subgroups. Since in the context of Iran, teachers receive training before they get into classes for instruction, the present study is set out to understand how pre service and in service language teachers are different in terms of their PATN. The data was collected from 50 pre service and 50 in service male and female language teachers through administering an online survey. The age interval of pre service and in service teachers was 18-28 and 20-37, respectively. Quantitative analysis of the data revealed that there are significant differences between the two groups in terms of their perceived assessment</p>
<p>Dr. Reginald Arthur D'Silva GICICTEL1713136</p>	<p>Teaching to Diversity: Observations on the Impact of ESL Critical Mass in Elementary Classrooms</p> <p>Dr. Reginald Arthur D'Silva University of British Columbia Vancouver, British Columbia, Canada</p> <p>Dr. Lee Gunderson University of British Columbia Vancouver, British Columbia, Canada</p> <p>Abstract Student populations in Canadian schools have dramatically diversified in the past twenty years. In some urban schools, greater Vancouver being a prime example, over 50% of students have a home language other than English.</p>

	ESL pedagogy is based on the premise that students are immersed in English
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	<p>as the primary language of the neighbourhood, the community, the school, and the classroom. In English as a Foreign Language (EFL) programs however, English is considered the second language of such communities and therefore not the primary language of communication outside of the classroom. The number of ESL students has increased dramatically and in many jurisdictions (such as Vancouver) English has become a minority language. In such cases, the classrooms emulate more of an EFL environment than an ESL model as sometimes the only native English speaker is the teacher.</p>
<p>Mustafa Gultekin GICICTEL1713140</p>	<p style="text-align: center;">Using Video Clips in Language Classrooms</p> <p style="text-align: center;">Mustafa Gultekin Anadolu University, Turkey</p> <p style="text-align: center;">Abstract</p> <p>This article aims to look at using songs and video clips in the English language classroom. The study aims to create a new context for students to practice their English and at the same time to develop their ability to think critically by exploring and analyzing how video clips are constructed. The article shows that using video clips in classrooms can be very useful in two main ways. First of all, students can learn how video clips are analyzed. Secondly, they can improve their English in a new context through listening, reading, writing, and speaking. Because video clips are a good way of bringing the outside world into the classroom, they motivate the students and encourage them to use the language in a more meaningful way. The students work together and motivate each other to use the target language. Moreover, students retain more information and understand the culture of the language by using video clips in the classroom. Therefore, using video clips in language classrooms can have positive effects on students' using the target language and understanding the culture of that language.</p> <p>Key words: video clips, language classroom, English</p>
<p>Jeong Yong Ahn GICICTEL1713147</p>	<p style="text-align: center;">Designing an environment for learning analytics to support instructors in the classroom</p> <p style="text-align: center;">Jeong Yong Ahn Department of Statistics (Institute of Applied Statistics), Chonbuk National University, Jeonbuk, KOREA</p> <p style="text-align: center;">Abstract</p> <p>A traditional teaching approach is characterized by lectures requiring little or no active student involvement along with tests or exams emphasizing quantitative algorithmically solving procedures. Many educators have widely acknowledged that this approach contributes to problems of misconception and unsatisfactory conceptual understanding in many areas. In addition, it would be difficult for the instructor to monitor the level of students' understanding of learning contents in real time since the instructor is provided with almost no information about their understanding.</p> <p>One way to solve these problems is to monitor learning activity data of students. Collecting and analysing large amount of learning activity data would be difficult or impossible in the traditional classroom environment, but it is entirely possible in online environment. Online environments allow the creation of learning activities that cannot take place in the real world,</p>

	<p>thus fostering experimental learning or learning by doing. Students' activities captured by online system can enable automated processes to identify students' capacities or dispositions, and hence recommend resources or courses of action that will stretch the learner. These data-rich systems will be able to provide informative and actionable feedback to the learner, to the instructor, and to administrators.</p> <p>In this article, we present an interactive and data-rich educational environment for learning analytics based on learning activities of students. In the environment, students can carry out a variety of learning activities including reading, note-taking, collaborative/individual homework and personalized/common exams, questions and answers, self- and peer assessment and so on. These activities will help students understand a great variety of learning concepts easily. Second, the educational environment includes many modules that could express the learning activities of each student into the data. The data is automatically analysed by the learning analytics system, and then the information could be immediately provided to the instructor and students. Third, it is possible to create various activity-based objects for experimental learning or learning by doing in the environment.</p> <p>Keywords: e-Learning, Learning analytics, Learning objects and activity, Learning data</p>
<p>Dr. John Senior GICICTEL1713148</p>	<p>The impact of vocabulary exposure through mobile application Edpuzzle on retention and accurate production of vocabulary.</p> <p>Dr. John Senior Associate Prof. Amity University, Dubai.</p> <p>Abstract</p> <p>Much research has been done on using technology in support of vocabulary learning (Yuksel & Tanriverdi 2009, Ally 2012, Nisbet & Austin 2013, Jiugen et al 2014, Kim et al 2015) just to mention a few recent studies. However, in the rapidly changing world of technology, new forms of Educational materials presentation are constantly becoming available requiring continuing study of their effectiveness (Valk et al 2010). Edpuzzle, still in beta form in 2016, is one such new entry to the field. It is one of a new generation of applications that enhance Youtube and other video platforms by allowing educators to insert a variety of questions directly into any video. Students can then access these enhanced videos via their mobile smartphones. This paper reports on the implementation of Edpuzzle within an English language class in Dubai. It explores the effectiveness and potential of the application within a blended learning program and discusses quantitative assessment results and qualitative student feedback from the implementation. Finally, it provides a hands-on look at the application and what it can do.</p> <p>Key words: mobile learning, blended learning, English, video, Edpuzzle</p>
<p>Aigerim Aliaskar GICICTEL1713155</p>	<p>Motivational strategies in teaching Kazakh language</p> <p>Aigerim Aliaskar Nazarbayev University, Astana, Kazakhstan</p> <p>Abstract</p>

	<p>Political situation in Kazakhstan in XX century had negative impact on reputation of Kazakh language. For 70 years Kazakh land was under control of USSR and Moscow dictated its own rules. One of them was to use Russian language at all levels, which consequently decreased demand on Kazakh language. After independence of country in 1991, the situation is changed and with the efforts of the government, people started speaking Kazakh language. However, Kazakhstan is still exercising bilingual system, and Russian is language of upper class in modern society of this country. These factors can explain, why teaching Kazakh language needs motivational strategies. This paper aims finding motivational strategies in teaching Kazakh language for learners as a second language (L2), and incorporate them in teaching methods. Motivation is an abstract term, but surely, it plays key role in affecting students' attitude toward learning L2. This means by using certain tools, teachers can change learners' incentive to use new language. In this essay, will be discussing the results of questionnaire, which was conducted among students of Nazarbayev University (Astana, Kazakhstan) with Basic level of Kazakh. One of the findings was that students have psychological barriers, which were formed as result of factors such as unsuccessful language learning experience and etc. By using motivational and psychological approaches, such obstacles can be eliminated. Finally, there will be provided suggestions that should be taken into account in teaching methods of Kazakhs language.</p>
<p>Comfort Adeniyi GICICTEL1713157</p>	<p>Awareness, Attitude and Willingness of Senior Secondary School Students towards Distance Education in Lagos, Nigeria</p> <p style="text-align: center;">Comfort Adeniyi Education Science, Distance learning institute, University of Lagos, Lagos, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Despite the need for education for all, misconceptions exists about distance education as a viable alternative mode of acquiring University education among school leavers in Nigeria. This study examined the awareness, attitude and willingness among senior secondary school students in Lagos state towards distance education. A survey research design was used in carrying out the study. Four research questions and three hypotheses were raised to guide the study. The population of the study was made up of 73,147 senior secondary school students in public schools in Education districts 2 and 5 of Lagos state. The sample of the study was 337 students who were purposively selected from schools with high population of staff and students. A 25-item Likert like scale questionnaire titled Awareness, Attitude and Willingness towards Distance Education (AAWDES) was used to elicit information from the sample. Mean score and frequency tables were used to answer the research questions raised. Chi square statistical analysis was used to test the hypotheses stated at 0.05 level of significance. Results show that senior secondary school students have poor awareness of distance learning mode of education. Results also indicated negative attitude towards distance education. There is no significant gender difference in the attitude towards distance education. Also majority of the respondents were not willing to study through distance education mode. Recommendations were made which include that proper awareness about distance education mode should be created in the secondary schools.</p>

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