

**CONFERENCE PROCEEDINGS**



**Teaching and Education Research Association (TERA)**

**27th International Conference on Teaching, Education and Learning  
(ICTEL), 15-16 Nov 2017, Kuala Lumpur**

15-16 Nov 2017

Conference Venue

Bukit Bintang Event Spaces (BBES), The Federal Kuala Lumpur, 35 Jalan  
Bukit Bintang, 55100 Kuala Lumpur, Malaysia

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**KEYNOTE SPEAKER**



**Dr. Shahryar Sorooshian**

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

<p>Susi Fauziah GICICTEL1715051</p>	<p><b>SEAQIL's Effort to Enhance the Teaching Quality of Language Teachers</b></p> <p>Susi Fauziah SEAMEO QITEP in Language under the Southeast Asian Ministers of Education Organization (SEAMEO) and the Secretariat General of Ministry of Education and Culture of Republic of Indonesia</p> <p>Reni Anggraeni</p> <p>Southeast Asia Ministers of Education Organization (SEAMEO) Regional Centre for Quality Improvement of Teachers and Education Personnel (QITEP) in Language, commonly known as SEAQIL, is a part of SEAMEO and administratively under the Ministry of Education and Culture of Republic of Indonesia. It has been given a mandate to improve the quality of language teachers and education personnel in Southeast Asia region. Thus, to achieve its goal, SEAQIL conducted trainings and workshops as well as symposium and seminar. One of the flagship programs of SEAQIL is the Workshop on SEAQIL Goes to Schools: Compilation of Good Practices of Language Teaching aiming to compile best practices of language teachers (Arabic, English, French, German, Indonesian, Japanese and Mandarin) teaching at secondary level and lecturers teaching Indonesian Language for Foreign Learners (ILFL) in universities and colleges. The workshop was held in four cities in Indonesia, namely Bandung and Yogyakarta in 2014 then Malang and Semarang in 2015. From the workshop, the Centre managed to collect 164 good practices good practices on language teaching techniques of the aforementioned languages. Afterwards, the collected language teaching techniques were reviewed and selected by language education experts. Only those techniques that passed the selection were included in a book entitled "Language Teaching Techniques: Good Practices from Indonesia". This book is distinctive because, unlike any other teaching books, it is written in seven languages. Thus, readers may find good practices on teaching strategies how to teach the eight foreign languages, each of which is written on the target language. It was expected that the book could inspire the readers, who would mostly be foreign language teachers in the region, to implement at least one of the good teaching techniques contained in the book. Then, they could find their own teaching techniques so that their teaching quality would improve.</p>
 <p>MA CHARINNA JUMEL L LEE Ma Charinna Jumel L Lee GICICTEL1715052</p>	<p><b>Gender Differences on Intrinsic Motivation Factors in L2 Learning</b></p> <p>Ma Charinna Jumel L Lee Department of English and Applied Linguistics, De La Salle University-Manila, Manila, Philippines</p> <p><b>Abstract</b></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</p>

	<p>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><b>Keywords: Intrinsic Motivation, Gender Differences, L2 Communicative skills</b></p>
<p><b>David Adebawale</b> <b>Olusegun Ogunrinade</b> <b>GICICTEL1715053</b></p>	<p style="text-align: center;"><b>Incorporating Popular Music of Nigerian into Music Curriculum: A Potential for Economic Development</b></p> <p style="text-align: center;"><b>David Adebawale Olusegun Ogunrinade</b> <b>Department of Music, Adeyemi College of Education, Ondo, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The significance of education to the growth and development of man is imperative. In concord with the Nigerian education philosophy and national objectives that geared towards self-realization, better human relationships, social, cultural, economic to mentioned but few. The acquisition of appropriate skills, abilities and competence, both mental and physical as equipment for the individual to live in and contribute to the development of society should be the major important to a functional education curriculum. Against this back ground, this paper examine the momentous of popular music as a veritable tool to be properly incorporated into the curriculum of music education in Nigeria so as to enable the product to be more productive, contribute their own quota to the economic development of the nation as well as being useful to them self. Interviews with exponents of Nigerian popular musician and the stake holder in the music industry as well as audiovideo tape materials were examined based on educational philosophy that views music as a vocational education capable of making students to depend on themselves. Findings reveal that a good number of students who have completed their education at both secondary and tertiary institution are in dilemma. This is because they are not well equipped with necessary skills to empower themselves. The training acquired at the end of their programme seems inadequate as it is mirrored and reflected more of western musical background instead of Nigerian cultural heritage thereby make them inept , hence they cannot contribute properly to the nation developmet. If the Nigerian society is not to be plagued by a breed of unemployable youth who cannot raise the economic productivity of the country, it is desirable that lasting solution be provided by focusing more on vocational education with music inclusive. Thus, this study was designed to fill this gap.</p>



Goh Kok Ming  
GICICTEL1715054

**Enhance the Division Skills of Whole Numbers by Two-Digit Divisor through Cross-D Method among Year Four Students**

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**Abstract**

This action research was conducted to study the effectiveness of using Cross-D method in enhancing the division skills of whole numbers by two-digit divisor among Year Four students. This research involved 5 respondents from a primary school in Perak, Malaysia. The 5 respondents were 4 boys and 1 girl and were chosen based on their diagnostic test marks. This method was introduced as an alternative to improve the teaching and learning practices in Mathematics. Students were guided and helped to develop their division skills by constructing the two-digit multiples of divisor with SLP Chart and designed PowerPoint application. Instruments used were pretest, post-test, observation form and time records to analyze the findings. Data were analyzed by comparing the scores, the difference of time records of pretest and post-test and behavioral observation during the test. Findings showed that the application of Cross-D method was able to produce positive increments or changes to the competencies and skills of students in division of whole numbers by two-digit divisor.

**Key Word:** Whole numbers, division, Cross-D

Minnet Du Preez  
GICICTEL1715055

**Employability skills: Teaching students sufficient skills before graduation**

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**Abstract**

**Introduction:** High unemployment levels are a worldwide concern and students cannot just assume they will be employed after graduation. However, attaining sufficient employability skills before graduation will increase graduate employability and help employees to thrive in the work environment. These skills should be taught to students before graduation. Employers indicate a lack of employability skills amongst graduates and often blame universities for not teaching students applicable and sufficient skills. Therefore, it is important to

	<p>know how to teach these skills to students to ensure optimum skill enhancement. The objective of this study was to describe how employability skills can be taught to students.</p> <p><b>Method:</b> A mixed methods sequential explanatory approach was followed. For the quantitative phase of the study, a questionnaire survey was completed by consumer science lecturers and students from two universities, as well as consumer science graduates, to determine how students attain employability skills. Eleven skills were included in the questionnaire, and respondents had to choose between different options, indicating the best methods to enhance each skill. Open questions gave respondents the opportunity to indicate other methods suitable for skill enhancement. During the qualitative phase focus group discussions with consumer science lecturers added in depth information regarding the teaching methods described in the first phase. Statistical analysis of the quantitative data were done. Qualitative data were analysed using descriptive words and themes were created.</p> <p><b>Results:</b> Results indicated that a variety of methods is needed to enhance employability skills. It was found that to attain a specific skill, different teaching methods can be implemented; conversely, one method can also enhance a variety of skills. It emerged that the best teaching methods to enhance employability skills are student-centered, where the lecturer facilitates the class, and students are actively involved in the experience.</p> <p><b>Conclusion:</b> This study will assist lecturers in knowing how to teach and enhance employability skills, thereby ensuring that future graduates are more employable. This will benefit both the employer as well as universities' reputation for delivering students suited to a complex and challenging work environment. Although this study was done in the field of consumer sciences, the results are applicable to other fields.</p> <p><b>Key Words:</b> Employability skills, teaching methods, consumer sciences</p>
 <p>Muhammad Lawan Ngamdu GICICTEL1715056</p>	<p><b>Field Trip as an Effective Tool in Strengthening Biology Teacher Education</b></p> <p>Muhammad Lawan Ngamdu Directorate Of Undergraduate Studies, Kashim Ibrahim College Of Education, Maiduguri, Nigeria</p> <p><b>Abstract</b></p> <p>Education is recognized as the backbone of every society while experience is the best teacher. Field trip is a vital practice in order to achieve or improve the teaching-learning in schools. In other words, development of an individual into a sound and effective teacher is as a result of the moral giving to him/her. Science teachers are in general willing use field trip as part of their pedagogy because they feel that their students need hands-on real life experience or examine application of science which augment their classroom studies. Effective practical approach in the teaching of Biology is a ladder for strengthening the standard of Biology teacher education in Nigeria. It was concluded that field trip experiences enhanced students' understanding of process of science, improved students' attitude towards Biology and significantly influenced their achievement.</p>

**Dr. Sarbjeet Singh  
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**E-learning Initiatives in India: Wheel of Change towards Higher Education**

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**Abstract**

We are thriving in a world of instability and constant change. In the present digital information era, knowledge gained becomes obsolete in a very short time. Due to contemporary technological developments, information is growing at a very fast rate. It has affected every nook and corner of life. Teaching and learning has also undergone a parallel change. It has been observed that in recent years, several universities and higher educational institutions all over the globe offer online services such as admissions, virtual (online) learning environment in order to facilitate lifelong learning and to make this learning compatible with other educational management activities. Current e-learning research brings together pedagogical, technological and organizational concerns within a wider set of socio-cultural factors. 21st Century has witnessed the revolution in Indian higher education sector with the introduction of quick Internet accessibility, low cost mobiles and similar other electronic gadgets. In view of the fact that technology is playing a major role in reaching multiple population easily and effectively, many overseas as well as domestic service providers are providing online education in India. As per the recent UK-India business Council Report titled "Meeting India's Educational Challenges through E-Learning-2015", India is the second biggest e-learning market after US. Hence, it is beyond doubt that India is bull's eye that every e-learning service provider wants to target. The Central Government is also not in the back foot as far as launching of new services in e-learning sector is concerned. The recent launch of Digital India Campaign, aims not only to improve the lives and work of Indian people live but it will also facilitate education through its innovative plans with reference to e-learning. This paper concentrates on the Indian education scenario and e-learning content preparation and presentation tools. The paper focuses on the history of the evolution towards technology enabled learning in India. The major visions and plans of the Digital India programme are elaborated and explored about how far it can facilitate e-learning in India.

**The Objectives of this Paper is:**

- To explore the scope for e -Learning Indian higher education scenario.
- To examine the eLearning content preparation and presentation tools
- To examine the application of eLearning in various types of methodologies used in India.
- Does this E-learning system have induced the learner's ability to explore the knowledge they acquired.
- To study about the benefits of eLearning.
- To explore the challenges that will be faced by eLearning in India.
- To study the future of eLearning and to examine the possible methods of

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	<p>new introductions.  <b>Intended /actual contribution of the paper:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To disseminate information regarding various eLearning tools and Innovative methods of applications those are followed in India.</li> <li><input type="checkbox"/> To help the rest of the participants learn the various methods of eLearning.</li> <li><input type="checkbox"/> To insist on the importance of eLearning for Indian higher studies.</li> <li><input type="checkbox"/> To make the academicians realize the significance of eLearning so that they will start learning to promote the e-Learning process.</li> </ul> <p><b>Keywords:</b> Digital India, E-learning, Web Technology, E-tools</p>
<p><b>Happiness Cherechi</b>  <b>Israel</b>  <b>GICICTEL1715058</b></p>	<p style="text-align: center;"><b>Challenges Of Teacher Education In The 21st Century Nigeria</b></p> <p style="text-align: center;"><b>Happiness Cherechi Israel</b>  <b>Christian Religious Studies, School Of Secondary Education, Arts And Social Science Programme, Federal College Of Education, Cross River State, ,Obudu, Nigeria</b></p> <p style="text-align: center;"><b>Terna Emmanuel Iwen</b>  <b>Department Of Christian Religious Studies, FCE Obudu, Cross River State, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Education is universally viewed as the vehicle that is capable of importing and exporting transformational behaviour, growth and sustainability of nation's wealth. It is a channel to articulate new ideas, thought and futuristic aspirations of an individual and nation at large. As a social institution, education had maintained her traditional responsibility until the age of global connections. Nigeria has witnessed several educational reforms in order to achieve the best which started at pre independence. By and large, progress was noticed as expectant results were achieved. However, the growing trend of the global education which demand the use of Science/Technology and Information Communication Technology (ICT) where the communication infrastructure like telephone, fax, e-mail and computer networking have turned the world into a global village. This historical reality has placed Nigeria Teacher Education on the disadvantaged position. The paper therefore adopted the use of historical approach to argue out the contentious issues. It further observed with dismay that inconsistency in government policy formulation and haphazard implementation of such policies has sufficiently affected the quality of education delivery in Nigeria. The paper is of the opinion that regulatory bodies or agencies for the training of Teachers in Nigeria should embark on aggressive reforms in order to re-direct Teacher Education in Nigeria to meet global expectations. Finally, since education is the only valuable asset a nation can offer to her citizens, politics should not come in anything that has to do with it hence, the future of the citizens is jeopardized educationally.</p> <p><b>Key words:</b> Challenge, Teacher Education, Education</p>



<p style="text-align: center;"><b>Musab Shuabu</b> <b>GICICTEL1715059</b></p>	<p style="text-align: center;"><b>Analysis On The Effects Of Percieved Consequencies Of Early Marriage On School Enrolment, Completion And Academic Performance Of Female Students In The North-East Geo-Political Zone, Nigeria: A Cousellor-Reflection.</b></p> <p style="text-align: center;"><b>Mus'ab Shu'abu (Ph.D)</b> <b>School Of Education</b> <b>Department Of Psychology, Jigawa State College Of Education, P.M.B 1002, Gumel, Nigeria.</b></p> <p style="text-align: center;"><b>Muhammed Ayuba Hadejia</b> <b>School Of Education, Department Of Educational Foundation, Jigawa State College Of Education, P.M.B 1002, Gumel, Nigeria.</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper ventured on the analysis of the effects of perceived consequences of early marriage on school enrollment completion and academic performance of female students. In the North-East Geo-Political Zone, Nigeria. The objective of the study is to determine the major effects of early marriage on female youth educational development. Three hundred and fifty four (354) female students for 2015/16 session constituted sample respondents for the study. They responded to perceived consequences of early marriage questionnaire (PCEMQ) while the sample of female students' academic performance for the (SSCE) qualifying examination for the 2015/2016 session was used for the analysis of the student academic performance. The data were analyzed with the statistical package for social science (SPSS) using + test of inferential statistics i-e. + test of dependent and independent sample to determine the significance different between the variables on enrolment, completion and academic performance. The major findings revealed that, there was significant different in enrolment, completion and academic performance of early marriage students and those married at a later age in the area under study. It was further recommended that, there is need for a reform in laws discouraging early marriage in the country. Also, guidance and counselling should be introduced in all school, and parents should delay marriage of their daughters until at a later age.</p> <p><b>Key Words:- Early Marriage, School Completion, Academic Performance And Counselling Intervention.</b></p>
<p style="text-align: center;"><b>Stella Odo</b> <b>GICICTEL1715060</b></p>	<p style="text-align: center;"><b>Effects Of Peer Tutoring Strategy On Student's Academic Achievement In Social Studies Education In Secondary Schools In Ebonyi State Of Nigeria</b></p> <p style="text-align: center;"><b>Mrs. Stella Odo</b> <b>Department Of Social Studies, Ebonyi State College Of Education ,Ikwo, Ebonyi State Nigeria</b></p> <p>The researcher dealt on effects of peer tutoring strategy on student's academic achievement in social studies education in secondary schools in Ebonyi State of Nigeria. Peer tutoring is a way of teaching that concerns students teaching other students a method of or process in which learners assist each other and acquire information by teaching. It engagement and pictorious practices in fluency and automaticity for skills being learned. Instructors and students relationship enhancement can have positive implications on student's participation in the class work and assignment. It also increases students understanding and makes it easier for a teacher to impart knowledge to the enhanced. Because of the above,</p>

	<p>the effects of peer tutoring include interest in reading, demonstration of what has been read, ability to affect others of what has been read assisting students whose deficiencies in their cannot be emphasized. In the course of the research, five recommendations were include and conclusion was also drawn. <b>Keywords:</b> Effects Peer Tutoring Strategy and Academic Achievement.</p>
<p>Maryam Kalati GICICTEL1715061</p>	<p>Persian Literature in the World literature</p> <p>Maryam Kalati Faculty of Foreign Languages Department, North Tehran Branch, Islamic Azad University, Tehran, Iran</p> <p>Abstract</p> <p>The subject of the present research is in the field of comparative literature. It aims at studying and analyzing the effect of Persian literature, especially Maulana's works, on the authors, thinkers, and translators. In the present study, it is attempted to know the great English and American literary figures who have provided outstanding works through translation or adaptation and they have played a great role in knowing the Persian literature and making it known in the English-speaking countries. Maulana is the well-known Iranian poet and mystic of the seventh century hegira. He is mostly known for his mystic poems. He is indeed one of the great Sufi poets. His simple and appealing words are associated with a fervent love and zeal. His soft language and charming words arising from his broken heart express the mystic facts in a special way. His view toward allegories and mentioning different parables and tales while expressing a mystic subject has simplified the intentions of the khanqah's hermits for the ordinary people. (1)Since the 18th century, Maulana Jalaluddin Balkhi's Masnavi has been translated to various European languages, including and most specifically English. The process of translating Masnavi, alongside other poems of Maulana, has been accelerated over the last two decades. Given the wide range of fans of his works all over the world, the translation of Maulana's works has been developed both in quality and quantity. However, these translations are not the same authority. The first English translations of Masnavi were done by Whinfield, Wilson, and Nicholson. These translations enjoyed a high level of accuracy and faithfulness. The contemporary translations, preferring words to sense, are seeking to attract more readers to the extent that some of them, such as Barks' and Helsinki's, are rewritings of the previous translations. One of the newest translations is a poetic one done by Mojaddedi. Being faithful and transferring the concepts to the maximum, this translation creates a better communication between Maulana and the English readers through the poetic techniques used in this version. (2)</p> <p><b>Key terms:</b> Maulana, translation, Masnavi Research based</p> <hr/> <p>A Case Study on the Translation of Grammatical Shift Involving Possessive Adjectives from English into Persian</p> <p>Maryam Kalati Faculty of Foreign Languages Department, North Tehran Branch, Islamic Azad University, Tehran, Iran</p> <p>Abstract</p> <p>This present study sets out to investigate the frequency of different kinds of linguistic translation shifts (i.e. structural shifts, class shifts, unit shifts, and intra-</p>

	<p>system shifts) based on the work by Catford (1974) that occur in the process of translating different kinds of short stories from English into Farsi.(1) To achieve the purpose of this study, an English book with Persian translation is selected. In this research the frequency of the English possessive adjectives shift into Persian is explored to find the similarities and differences between two languages in this regard. it can be conclude that in translation of short stories concerning to the popularity of the translation of the book Animal Farm, it is recommended that in translation of short stories the Structural Shift (Reordering shift) is more used to reach the attractiveness of the target language and observing the accuracy and naturalness of the transmitting of the meaning. Although other factors as writer’s ideology, writer’s attitude, the purpose of the original text and sociocultural factors are more effective in determining the style and the model of translation.(2) <b>Key words: Grammatical Shift, Source language (SL) to Target language (TL).</b></p>
<p style="text-align: center;"><b>Nykoll Pinilla</b> GICICTEL1715062</p>	<p style="text-align: center;"><b>Language Policy Planning as a political tool of social stratification: the case of Paraguay</b></p> <p style="text-align: center;"><b>Nykoll Pinilla</b> School of Languages and Cultures, Faculty of Humanities and Social Sciences, The university of Queensland, Brisbane, Australia</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Introduction:</b> The present essay aims to characterise Language Policy and Planning (LPP) in Paraguay as the motor, catalysed by political interests, of society stratification. To accomplish this objective first, the concept of LPP will be defined to provide a clear view of its further relationship with politics. Second, the relationship between LLP and politics in Paraguay will be exposed, as well as the effects that this relation may cause in society structure. Thirdly, LPP in Paraguay in its early and modern state will be analysed and characterised as a political speech and practice for society stratification. Finally, main ideas will be addressed in the conclusion.</p>
 <p style="text-align: center;"><b>Buthaina Al Asfoor</b> GICICTEL1715063</p>	<p style="text-align: center;"><b>Introducing Pressure Area Assessment Tool in Geriatric Hospital Wards; a practice developmental approach</b></p> <p style="text-align: center;"><b>Buthaina Al Asfoor</b> Geriatric Hospital, Ministry of Health, Bahrain</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Historical evidences showed that pressure ulcers have been known to exist since ancient times and probably for as long as man has been on earth. Old aged, in specific, thought to be at a greater risk of developing pressure sores due to the reduction of functional capacity of body systems including the integumentary system. Pressure ulcer reduces the individual’s quality of life, and considered as a significant financial burden to the healthcare system. In geriatric hospital in the kingdom of Bahrain, the fast progression of pressure ulcer, after its onset, is found to be significant. This progression indicates lack of regular assessment of elderly patients’ skin condition. This project aims to introduce pressure ulcer assessment tool (PAT) in geriatric hospital as a practice developmental approach. It is expected to promote and facilitate change through educating nurses about doing proper assessment in a sustainable manner. The strategy used to identify the training need is the observation. This idea comes from the perspective that</p>

	<p>health promotion and disease prevention are of great importance for elderly people, the fact that pressure ulcer is a preventable hospital-acquired condition, and the lack of such vital assessment tool in this area of nursing. Facilitators are trained to reinforce coping skills and help nurses by monitoring the process of change in the field. As the practice development is systematic in nature, McCormack and Manley (2005) practice model of training is adopted in order to implement the change through education. Objectives of the PAT educational program are designed based on Bloom's Taxonomy (1960) behavioural objectives. In order to maintain quality standards of health, a policy to use PAT is enrolled to ensure the nurses' professional conduct and accountability. The training program is evaluated carefully and regularly to help rolling the training cycle. The evaluation focus is on nurses acquired new skills, knowledge, and attitudes.</p>
<p><b>Mudassir Ibrahim Gatawa</b>  <b>GICICTEL1715064</b></p>	<p style="text-align: center;"><b>Higher Education For Sustainable Development: Challenges Facing Nigerian Universities And Ways Forward</b></p> <p style="text-align: center;"><b>Mudassir Ibrahim Gatawa</b>  Department of Educational Foundations, Sokoto State University, Sokoto, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The economic and social developments are increasingly driven by the advancement and application of knowledge. Education in general and higher education in particular are fundamental to the construction of a knowledge economy and society. But the potential of higher education system in Nigeria to fulfill this responsibility is frequently thwarted by long standing challenges. This paper focuses on higher education for sustainable development in Nigeria. It discussed the challenges facing Nigerian universities including inadequate funding, enrolment pressure, lagging research capacity, inadequate academic staff, brain drain, insecurity, inadequate and deterioration of facilities. The paper also discussed the way forward. Recommendations offered in the paper include: the adherence strictly to the 26% United Nations Educational, Scientific and Cultural Organisation (UNESCO ) recommended allocation to education sector. It concluded that those challenges remained impediment to the attainment of the goals of higher education .This calls for the attention of the stakeholders to ensure that universities in Nigeria are well-equipped and better funded so as to have well-trained professionals and personnel to meet up with challenges of the modern day economy.</p> <p><b>Keywords: Higher Education, Sustainable Development, Challenges</b></p>
<p><b>Bekri Hamerlain Leila</b>  <b>GICICTEL1715065</b></p>	<p style="text-align: center;"><b>Teaching Business English at Mostaganem University: Implementing Authentic Materials in Curriculum Design</b></p> <p style="text-align: center;"><b>Bekri Hamerlain Leila</b>  Faculty of Foreign Languages, Department of English, University of Mostaganem, Mostaganem, Algeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Business English is a sub-branch of ESP (English for Specific Purposes) that has been studied through different approaches in the assumption to work out the way it operates. While Dudley-Evans &amp; St John (1998:53) state that most Business English communications are between non-native speakers using "International English", Boyd (1991) contends that the purpose of EGBP (English for General Business Purposes) is not to teach students how to think like business managers,</p>

	<p>but rather how to communicate like business managers in English. What is an undisputed fact is that, generally, Algerian EFL teachers are not qualified to teach Business English but rather General English because of the lack of effective training and adapted curricula in their course of study. Consequently, EGBP is more than ever at embryo, though there is an urgent need to teach it in various departments (Economics, Accountancy, Marketing, etc.). Being able to teach Business English is a challenging task as it implies handling modern ICT tools, using an eclectic approach, adjusting techniques, implementing updated authentic materials while designing appropriate authenticity-based courses. All these skills necessitate a strong apprenticeship. Some fundamental questions need to be raised: What are the needs of the Algerian students in terms of Business English? How to implement authentic materials in a Business English curriculum? Tools like questionnaires, focus groups, interviews will be used to understand the needs of 150 students from different departments. The purpose of this paper is therefore twofold. First, it is to carry out a relevant needs analysis, and then to highlight the main communicative competencies and professional skills necessary to design a common Business English curriculum.</p> <p><b>Key words:</b> Business English, English for Specific Purposes, Authenticity, Needs Analysis, Curriculum</p>
<p><b>Joseph Ramanair</b> <b>GICICTEL1715066</b></p>	<p style="text-align: center;"><b>The Technological, Pedagogical And Content Knowledge (Tpack) Of Tertiary Level English Language Instructors In Integrating Technology In Language Classrooms</b></p> <p style="text-align: center;"><b>Joseph Ramanair</b> Faculty of Language and Communication, Universiti Malaysia Sarawak</p> <p style="text-align: center;"><b>Souba Rethinsamy</b> Faculty of Language and Communication, Universiti Malaysia Sarawak</p> <p style="text-align: center;"><b>Jecky Misieng</b> Faculty of Language and Communication, Universiti Malaysia Sarawak</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Technology is now an integral part of education. It offers much potential to enhance teaching and learning not only in the classroom but beyond it, making education accessible via cyberspace. The significance of technology to education has been also recognised an integral part of the 10 shifts outlined by the Malaysian government in the National Education Blueprint 2015 – 2025 (Higher Education) to ensure that online learning becomes the main pedagogical approach in higher learning institutions. The powerful potential of technology however, can only be realised through informed and purposeful use of it by teachers. Integrating technology in the language classroom requires that teachers not only have knowledge about the Technology but also the subject matter (Content), and how the subject matter needs to be purposefully delivered (Pedagogy). The interplay between these three components of knowledge – Technology, Pedagogy, and Content Knowledge (TPACK) determines the essential qualities of teacher knowledge that are required when teachers integrate technology in their classroom practices. This study is therefore designed to identify the TPACK bases of tertiary level English language teachers, determine their confidence levels in integrating technology, propose teacher professional development programmes that can support English language teachers' integration of technology to enhance</p>

	<p>student learning, and adapt and validate the TPACK instrument for higher education English language teachers. Data were collected through the use of questionnaire and semi-structured interviews. Findings from this study inform pedagogical practices in integrating technology in English language programmes and enable language teachers to reflect on their classroom based instructional practices. The implications of these findings for classroom pedagogy are also discussed.</p> <p><b>Keywords: Technology integration, teachers, TPACK, tertiary</b></p>
<p><b>Hussaini Bello Babuga</b>  <b>GICICTEL1715068</b></p>	<p style="text-align: center;"><b>The Effects of Child Labour on Educational Development of Children in Sokoto Metropolis, Sokoto State Nigeria</b></p> <p style="text-align: center;"><b>Bello Abubakar</b>  <b>College of Public Administration, College of Administrative and Business Studies</b>  <b>Umaru Ali Shinkafi Polytechnic, Sokoto - Nigeria</b></p> <p style="text-align: center;"><b>Hussaini Bello Babuga</b>  <b>Department Of Public Administration, Umaru Ali Shinkafi Polytechnic, Sokoto, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study was conducted with the aims of finding the effects of child labour of educational development of children in Sokoto Metropolis, Sokoto State, Nigeria. The study used administration of questionnaires to children of 17 years old who engaged in various child labour activities in Sokoto metropolis. The study distributed one hundred and fifty copies of questionnaire (150) and received back one hundred and forty seven questionnaires (147). This suggests that only 7 out of 150 were not returned. The study revealed that 84 representing 59% were engaged in child labour activities purposely to assist their family. Equally 137 representing (93.7%) revealed that their daily work affected their education and performance in School. The study further revealed that 140 representing (98%) agreed that abject poverty is responsible for their engagement in child labour activities. The research concluded that children of age 12 to 17 years of age were mostly the victims of circumstance engaging in activities ranging from begging, hawking, commercial sex, and domestic work to mention but few.</p>
	<p style="text-align: center;"><b>Prior Knowledge Activation And Academic Performance Of Secondary School Students In English Language In Ekiti State</b></p> <p style="text-align: center;"><b>Oyedokun Samuel Ajayi, (Ph.D)</b>  <b>Department of Primary Education Studies, College of Education IKere Ekiti, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study investigated how prior knowledge of learners could be activated through three different instructional strategies to enhance the academic performance of students. The study was a pretest, posttest, control group quasi-experimental design. Multistage and stratified random sampling techniques were used to select a sample of 160 JSS.2 students from the three senatorial districts of Ekiti State (40 experimental samples from each senatorial district and 40 samples for a control group). One general question was raised while the study generated three null hypotheses that were tested at 0.05 level of significance. The research instrument was Prior Knowledge Activator Questions (PKAQ) that contained 50</p>

	<p>items on meaning of words, comprehension, vocabulary and summary competence. The data collected were analysed using analysis of covariate (ANCOVA). The instructional packages were KWL, Brainstorming and Semantic Mapping. The result of the findings revealed that those students whose prior knowledge were activated through different instructional strategies performed better than those students whose prior knowledge were not activated. The pedagogical implications of the study were discussed. Based on the findings, it was recommended that language teachers should as a matter of necessity, prime students' prior knowledge before new learning contents are introduced.  <b>Keywords:</b> packages, scaffolding, prior knowledge and activation, Canada International Conference on Education.</p>
<p style="text-align: center;"><b>Michael Ojo</b> GICICTEL1715070</p>	<p style="text-align: center;"><b>An Investigation Of The Effect Of Birth Order On Secondary School Students</b></p> <p style="text-align: center;"><b>Michael Ojo</b>  <b>Affiliation:</b> Curriculum And Instruction Department, School Of Education, Emmanuel Alayande College Of Education, P.M.B. 1010, Oyo, Oyo State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>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.  <b>Key words:</b> Birth order, Cognitive Styles, Academic Performance, Secondary School Students</p>
<p style="text-align: center;"><b>Oguche Innocent Ojonugwa</b> GICICTEL1715071</p>	<p style="text-align: center;"><b>The Relationship between Basic Job Performance Skills Components and Employability Among Engineering Students in Nigerian Polytechnics With Focus on Marketability</b></p> <p style="text-align: center;"><b>Oguche Innocent Ojonugwa</b>  <b>Department of Technical Education, School of Vocational and Technical Education, Kogi State, College of Education, Ankpa, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Tertiary Institutions in Nigeria have graduated thousands of engineers into the labour market in search of jobs, statistics have shown that majority of this graduates are unemployed for lack of skills. The aim of this study therefore, is to provide an empirical evidence of the relationship between basic job performance skills components and employability among engineering students in Nigerian polytechnics that will make them marketable for employment. Survey research design research design was used to conduct the study. The study used a sample size of 460 final year engineering students from five polytechnics in north central geo political zone of Nigeria. The instrument used in this research survey was a</p>


	<p>set of questionnaire. The statistical method used for testing the research hypothesis was structural equation modeling (SEM) using the following two steps: validating the measurement model and fitting the structural model and moderation analysis. The findings show that all the variables have positive relation with marketability of engineering students in Nigerian Polytechnics and their employability except for competency-science and technology which was not significant to marketability, this may be due to low level of application of information technology to the educational system in Nigeria.</p>
<p style="text-align: center;"><b>Brenda Corpuz</b> GICICTEL1715072</p>	<p style="text-align: center;"><b>Brain-Based Learning Strategies In Physical Science As Implemented In Technological Institute Of The Philippines- Senior High School</b></p> <p style="text-align: center;"><b>Dr. Ruben E. Faltado III</b> College Of Education, Technological Institute Of The Philippines, Philippines</p> <p style="text-align: center;"><b>Brenda Corpuz</b> College Of Education, Technological Institute Of The Philippines, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Brain-based learning is the use of active strategies that operate based on the ways the brain is naturally designed to learn. This study aims to determine the effectiveness of brain-based learning strategies in teaching physical science as implemented in the Senior High School department of Technological Institute of the Philippines during the school year 2016-2017. In the study, a pre-test-post-test experimental design was used and qualitative data related to the learning process has been reached with an interview technique. During the research process, the experimental group consisting of 60 students was taught incorporating brain-based learning strategies, while the control group made up of 60 students was taught with the traditional teaching approach. The data gathered were tabulated, analyzed and interpreted by using appropriate tests of significance, such as mean, standard deviation, and t-test. The level of significance was 0.05. The findings of the study revealed that the brain-based learning strategies used in the experimental group were more effective in increasing student achievement than the traditional approach used in the control group. Furthermore, the students in the experimental group claimed that they felt energized, happy, and more relaxed while learning. Due to the positive effect of these strategies, it is desired to be implemented in other learning areas like English and Mathematics and to other group of learners in the elementary level.</p> <p><b>Keywords: Brain-Based Learning, Physical Science, Senior High School, Active Strategies, Student Achievement</b></p>
<p style="text-align: center;"><b>Pang Yee Jiea</b> GICICTEL1715073</p>	<p style="text-align: center;"><b>Malaysia 21st Century S-T-E-M Education Through Robotics Competition-Based Learning</b></p> <p style="text-align: center;"><b>Pang Yee Jiea</b> Institute Of Technology Management And Entrepreneurship</p> <p style="text-align: center;"><b>Hanipah Hussin</b> Pusat Bahasa Dan Pembangunan Insan</p> <p style="text-align: center;"><b>Raja Norhafiza Raja Rosly</b> Institute Of Technology Management And Entrepreneurship</p>



	<p style="text-align: center;"><b>Siti Rohana Omar</b> Pusat Bahasa Dan Pembangunan Insan</p> <p style="text-align: center;"><b>Mahadi Hassan</b> Pusat Bahasa Dan Pembangunan Insan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>In an effort to enhance integrated Science, Technology, Engineering and Mathematics (STEM) education, a new framework of Robotics Competition-Based Learning (R-CBL) is proposed. The new framework utilizes two well-known learning models, which are the Project-Based Learning (PBL) and robotics competitions. The new framework is also adapted in into Malaysia 21st century learning environment with a greater emphasis on 21st century skills such as collaboration as well as creativity, critical thinking and communication. The new R-CBL framework blends the advantages of PBL and competitions and eliminates the disadvantages of competitions by using educational robotics as a tool. In conclusion, by integrating 21st century attentiveness into the integrated STEM curriculum, the learners are expected to have real world opportunities to synthesis, apply and demonstrate their mastery of key concepts of knowledge, skills, and attitudes. Suggestion of this paper is to enlighten STEM education stakeholders to identify barriers in 21st century learning as well as to determine the best practice on Robotics competition-based Learning.</p> <p><b>Keywords:</b> Sciences Technology Engineering Mathematic (STEM), 21st century competencies, Robotics, competition-based learning</p>
<p><b>Muhammad Tukur Bala</b> GICICTEL1715074</p>	<p style="text-align: center;"><b>Information And Communication Technology (ICT) Utilization And Implementation On Adult Education Programmes In North- Western Nigeria</b></p> <p style="text-align: center;"><b>Muhammad Tukur Bala</b> Adult And Non-Formal Education, Isa Kaita College Of Education, Dutsin-Ma Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study was designed to examine the utilization and implementation of ICT in adult and non-formal education programmes in North Western Nigeria. The specific purposes of the study were; identify the available ICTs for adult and non-formal education programmes in North Western Nigeria, find out the extent of utilization of ICT in adult and non-formal education programmes, identify the implementation process adopted in adult and non-formal education programmes in North Western Nigeria. The study determine the constraints to the utilization and implementation of ICT in adult and non-formal education programmes in North Western Nigeria and ascertain the strategies for effective utilization and implementation of ICT in adult and non-formal education programmes in North Western Nigeria. The study was guided by five research questions and three hypotheses. The design of the study was a descriptive survey. The study showed available ICT facilities to include, the internet, computers, radios, mobile phones etc. The study revealed that the identified ICTs available will aid in the utilization and implementation of adult and non-formal education programmes in North Western Nigeria. The work also highlighted the extent of utilization of ICT in adult and non-formal education programmes to a very large extent. The study identified the implementation process to include;</p>

	<p>the use of virtual libraries, emails, discussion groups, mailing list, video conferences and collaboration with others. The study also identified the constraints to include; absence of internet facilities, lack of funds to procure computer, high cost of linking computers to the internet etc. The identified strategies are training of staff, encouraging the participation in seminars, conferences and workshops, establishing cyber cafes that allows easy usage of the internet. Based on the findings, the researcher made some recommendations which are ranging from the national and state agencies for adult and non-formal education should create an environment where instructors can become conversant with the identified ICTs, to the organization of seminars, conferences and training of staff by the agency. The limitations, suggestions and summary of the study were made based on the findings.</p>
<p style="text-align: center;"><b>Ashiru Bello</b> GICICTEL1715075</p>	<p style="text-align: center;"><b>Relationship Between Career Awareness And Choice Of Subjects Among Gender In Rural And Urban Secondary School Students In Katsina State-Nigeria</b></p> <p style="text-align: center;"><b>Ashiru Bello</b> Department Of Educational Psychology, Isa Kaita College Of Education, Dutsin-Ma Katsina State Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research investigated the relationship between career awareness and choice of subjects among gender in rural and urban senior secondary school students in Katsina state-Nigeria. The study used descriptive research design of survey type. A total number of 11,738 students formed the population of the study, in which a Sample of 370 respondents were drawn for the study. Two validated instruments namely Career awareness Rating Scale (CARS) and School Subject Choice Scale (SSCS) were employed in data collection. Research questions were answered using mean and standard deviations while Correlation analyses involving Pearson Product Moment Correlation and t-test analysis were employed in hypotheses testing. Computer statistical software namely SPSS were employed in the analysis. The hypotheses were tested at 0.05 level of significant. Results of finding revealed that Students' career awareness has significant relationship to students' choice of subject; career awareness of male and female students did not differ in relation to their subject choice; thus there is no difference in the male and the female students' career awareness in the schools studied but significant relationship exist among gender in rural and urban schools. Based on the findings of the study, it was recommended that Career awareness should be given prominence to guide students Choice of Subjects based on their aspired Career in both rural and urban secondary schools of Katsina state Nigeria.</p>
<p style="text-align: center;"><b>Halilu Ahmed</b> GICICTEL1715076</p>	<p style="text-align: center;"><b>Assesment Of Primary Teachers Mastery Of Mathematics Curriculum Content In Katsina State, Nigeria</b></p> <p style="text-align: center;"><b>Halilu Ahmed</b> Department Of Primary Education, Isa Kaita College Of Education, Dutsin-Ma Katsina State Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study assessed the primary mathematics teachers' mastery of mathematics curriculum content in Katsina state. It answered two research questions and verified one null hypothesis. For the purpose of this study, ex-post-factor research design was used. The study population covered five thousand six hundred and</p>

	<p>sixty six (5,666) primary school mathematics teachers from public primary schools of Katsina State out of which a sample size of 361 teachers were randomly selected and used for the study. From the findings it showed that, the level of mathematics curriculum mastery was high. The study found that there is significant difference between experienced and less experience mathematics teachers in their mastery of primary mathematics curriculum content. Based on the findings and interpretations, the researchers recommended that the teaching of mathematics and mathematics concepts in particular should be conducted in such a way that students effectively learn and retain the concepts presented to them. The Federal and State Governments should therefore provide conducive learning environment by providing adequate mathematics classrooms as well as properly equipped mathematics teachers with adequate facilities including computers and projectors to enhance the students' acquisition of mathematic learning, skills and knowledge. The Federal and State Governments should utilize the services of various professional bodies such as Mathematics Association of Nigeria (MAN), Faculties and Institutes of Education in the universities to organize in-service training programmes, workshops, seminars and conferences for serving mathematics teachers to update their knowledge on the use of innovative teaching methods that can enhance students' academic achievement.</p>
<p><b>Abu Mohammed</b> <b>GICICTEL1715077</b></p>	<p style="text-align: center;"><b>The Effect Of Unavailability Of Instructional Materials In Teaching And Learning Of Chemistry In Some Selected Secondary Schools In Dutsinma Local Government Area Of Katsina State, Nigeria</b></p> <p style="text-align: center;"><b>Abu Mohammed</b> <b>Department Of Chemistry, Isa Kaita College Of Education Dutsin-Ma, Katsina State Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The research work is designed to find out the effect of unavailability of instructional materials in teaching and learning of chemistry in secondary schools in Dutsinma local government area of katsina state, Nigeria. The researcher employed survey approach using questionnaire for data collection which was administered to both chemistry teachers and students. The researcher also administered test questions to students to assess the effect of unavailability of instructional materials to student's performance in chemistry.</p> <p>A simple percentage frequency was used to analyzed the data collected. The result shows that the unavailability of instructional materials in most of the selected schools which affect the performance of student's academic activities.</p> <p>The result obtained showed that unavailability of instructional materials in schools, lack of proper utilization of the available instructional materials, laxity and negligence of the schools management in making and implementation of policies on the usage of instructional materials, improvisation and motivation affect the performance of chemistry student's. The study recommend that, the availability and utilization of instructional materials improve the student's performance in chemistry.</p>
<p><b>Bishir Aliyu</b> <b>GICICTEL1715078</b></p>	<p style="text-align: center;"><b>Influence Of Peers And Substance Availability On Substance Use Among Students In Secondary Schools In Katsina State Nigeria</b></p> <p style="text-align: center;"><b>Bishir Aliyu</b> <b>Biology Department, Isa Kaita College Of Education Dutsin-Ma, Katsina State, Nigeria</b></p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>substance use especially among school adolescents in katsina state had become a serious and alarming subject of great concern. This problem poses enormous challenge on parents, government and other concerned stakeholders. This paper focused on the combined influences of deviant peer affiliation, substance availability and their relationship with adolescents substance use among students in secondary schools across the state. Findings indicated that adolescents are indiscriminately involved in substance use including cigarette, weed alcohol and other hard drugs an endangers the life of the adolescents in schools. Other results indicated that deviant peer affiliation and substance availability appeared to play important impact in substance use among students. The paper further highlighted on the two risk factors; substance availability and peer group influence and advanced some major suggestions as preventive measures to address this social menace that affects youth in katsina state and Nigeria as a whole.</p>
 <p style="text-align: center;"><b>Adeeb Jarrah</b> GICICTEL1715080</p>	<p style="text-align: center;"><b>Teachers' perceptions of the use of English as the medium of instruction for teaching mathematics and science in Elementary school classes</b></p> <p style="text-align: center;"><b>Adeeb Jarrah</b> College of Education, United Arab Emirates University</p> <p style="text-align: center;"><b>Sadiq Abdulwahed Ahmed Ismail</b> College of Education, United Arab Emirates University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study is to investigate teachers' perceptions of the use of English as the medium of instruction for teaching mathematics and science classes in United Arab Emirates.</p> <p>Education plays a major role in promoting sustainable development in any country. In recent years, education in the United Arab Emirates (UAE) has undergone constant change. In 2007, the Abu Dhabi Education Council (ADEC), the governing body that supervises schools in the emirate of Abu Dhabi, implemented a new policy which was to make English as the language of instruction in schools for the teaching mathematics and science.</p> <p>The results reported in this paper were based on data collected using mixed methodology. Specifically, quantitative data were derived using a questionnaire administered to 107 elementary mathematics and science teachers and focus-group interviews that included 17 mathematics and science teachers in elementary school classes.</p> <p>Notable results include general agreement among teachers that students' achievements in mathematics and science could be better if the contents were taught in the native language. Additionally, teachers expressed several obstacles of using English as the medium of instruction as they believed that students have difficulty demonstrating what they know in mathematics and science using English because of their low language proficiency. Additionally, the analysis and interpretation of the focus-group interviews revealed that teachers spend considerable amount of class time teaching English instead of mathematics and science, at least from their own perspectives. The results of this study have valuable implications for teacher training, language improvement, enhancing learning outcomes of English, science and mathematics.</p> <p><b>Keywords:</b> Perceptions, ADEC (Abu Dhabi Education Council), Elementary</p>


	<p><b>Teachers, English-medium instruction (EMI)</b></p> <p><b>Total Communication Learning Model Using Pictures And Texts To Increase Capacity Languages And Speaking Of Deaf Children</b></p> <p><b>Dr. Drs. Purwowibowo</b> Social Welfare Department, Faculty Of Social And Political Science, University Of Jember, Jember, Indonesia</p> <p><b>Dr. Agus Trihartono, S.Sos., MA.</b> University of Jember, Kalimantan Street Jember, East Java, Indonesia</p> <p><b>Abstract</b></p> <p>This article describes a model of learning through total communication for deaf children with language and speech. Right now, learning model for deaf children is based on sign language so all of them could not communicate with others by language. Futhermore, deaf children are marginalized from community because they cannot understand language used in public communicaton. The uses of sign language can only be understood among deaf children so that people outside the community are not able to understand their language and speech. The learning model through total communications by drawings and writings are of some help to increase and enhance deaf children skills of language and speech. Total communication learning model is based on limited hearing and oral speaking so that by those teaching and learning then the deaf children can communicate verbally with the people in their community. By this learning model, deaf children can increase his speaking ability in communicating both with deaf community and with others outside their communities without relying only with sign language.</p> <p><b>Keywords:</b> Deaf Children, Total Communication, Sign Language, Marginal Community, Picture and Writing</p>
 <p><b>Dr Sajjan Shankarrao Thool</b> GICICTEL1715082</p>	<p><b>Counselors Attitude Towards Learners Development in ODL system</b></p> <p><b>Dr Sajjan Shankarrao Thool</b> Head, Programme Evaluation, Y. C. M. Open University, Near Gangapur Dam, Nasik, India</p> <p><b>Abstract</b></p> <p>Open and Distance Learning (ODL) education system is growing in the world. ODL education is substitute to traditional education system. ODL and traditional education system, both are working for learner's development. Teacher is working in traditional education system and Counselor is working in ODL education system. The attitude of counselor is most important for learner development because it is removes the query, problem and questions of learners. Y. C. M. Open University is established to provide education for learners in Maharashtra state in India. Need of counselors attitude may be assessed, in that context, author has taken a research regarding counselor's attitude towards learning development. The objectives are, to find out the counselors attitude towards learners development. And to analyze the counselor attitude between Men vs women, Urban Vs Rural, Arts, commerce, science and research discipline, and counseling experience. The scope of study was only YCMOU's counselor in Maharashtra state. Survey method has to be adopted for data collection. 226 counselor of YCMOU were selected randomly as a sample for study. Own made</p>

	<p>Counselor Attitude scale were used. 30 items were in the attitude scale and out of 30 items, 13 items were positive format and 17 items were in negative format. The data has analyzed as per objective of study through Counselor attitude scale. The findings are, Counselor's attitude towards learner's development have positive attitude with favorable. Male counselor's has positive attitude more than women counselors (difference <math>M=+1.79</math>). The counselor's of research discipline has positive attitude (difference <math>M=+2.1</math>) more than serially Arts, commerce and science discipline counselors. In respective of 11 to 15 years counseling experience holder counselor's has positive attitude (difference <math>M=+3.45</math>) more than 15 and above counseling experience and 0 to below 10 years counseling experience holder have low (difference <math>M=+0.22</math>) positive attitude. The designated Professor has positive attitude (difference <math>M=+4.60</math>) more than Assistant and Associate professor. This research is most useful to Open and Distance learning education system. Counselor's attitude towards learner's development must be reliable to learner's learning for their cognitive, affective and psychomotor development.</p>
 <p style="text-align: center;"><b>Maira Khan</b> GICICTEL1715083</p>	<p style="text-align: center;"><b>Architecture Education In Asia</b></p> <p style="text-align: center;"><b>Maira Khan</b> Department Of Architecture And Design, Comsats Institute Of Information And Technology, Lahore, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>My Research on Architecture education in Asia will sure give us a chance to plan better tomorrow and talk about the Future of the Past in terms of Sustainable Development. Designing more than One MillionSquare Feet area prioritizing Passive Architecture has been key concern and main area of Focus. Area of focus will be Social Responsibility towards architecture and creating awareness about sensitivity towards Sustainable Environment. I anticipate that my Research on improving Architecture Education in Asia will enable us to create awareness in the field of Architecture and Technology and enable Architects to plan for better tomorrow.</p> <p>The title of the Project will be "Architecture Education in Asia".</p> <p>The research is originating from the indigenous context and environment.</p> <p>The area of focus will be the following issues:</p> <ul style="list-style-type: none"> <li>• The Special Issues of Asian Learners</li> <li>• The Neglects in the Current Curriculum</li> <li>• Clarification of Terms Architectural Discourse</li> <li>• Acquiring Skills Before Going Forward Towards Creativity</li> <li>• Situational Design</li> <li>• Community Design</li> <li>• Climate Responsive Design</li> <li>• Hands on Experiential Learning</li> <li>• The Studio Culture and the Design of the Teaching Studio</li> </ul> <p><b>Keywords:</b> Situational Design, Climate Responsive Design, Social responsibility, Sustainable Development</p>
<p style="text-align: center;"><b>Ariba Zainab</b> GICICTEL1715084</p>	<p style="text-align: center;"><b>Determining The Effectiveness Of Oral Communication In Compulsory English Syllabus</b></p> <p style="text-align: center;"><b>Ariba Zainab</b> Research Scholar, Department Of English Aligarh Muslim University, India</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>In today's global world, the dominance of English cannot be ignored and denied since English is the most common language spoken everywhere. High quality jobs demand good understanding ability and speaking in English. Therefore, it is important to equip students with good oral communication skills. This can only be achieved if the curriculum and syllabus expose learners to the target language i.e. English. The focus of this research is on evaluating and assessing the effectiveness of speaking component in Compulsory English syllabus at Undergraduate level in Aligarh Muslim University. The syllabus here refers to both, the syllabus documentation, that is the present syllabus, and its implementation in the classroom. Assessing the oral communication unit in the syllabus helps to find out its communicative effectiveness and reveal the strengths and weakness on the curriculum activities: content, materials, objectives, teaching and testing of the syllabi. In this study, instruments such as observation, syllabus evaluation, and examination papers were administered. The observed data was analysed using mean. This paper intends to achieve two objectives. First, from a theoretical point of view it sets out to examine the content of speaking syllabus and practices in the teaching of oral communication. Second, from an empirical perspective this study intends to provide an assessment of the question paper vis-à-vis the syllabus.</p> <p><b>Key words:</b> Compulsory English, Assessment, Oral communication, Syllabus, Evaluation, Question paper</p>
<p><b>Funsho Olatunde</b>  <b>GICICTEL1715085</b></p>	<p style="text-align: center;"><b>Gender Differentials In Perception Of Rape: Implications For Family Life In Lagos State, Nigeria</b></p> <p style="text-align: center;"><b>Funsho Olatunde</b>  <b>Department Of Arts And Social Sciences Education, Faculty Of Education,</b>  <b>University of Lagos, Nigeria</b></p> <p style="text-align: center;"><b>Bunmi Olatunde</b>  <b>Faculty of Social Sciences, University of Lagos, Akoka, Yaba, Lagos, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The goal of this study was to determine gender differentials in the perception of rape, and its implications for family life. Overall, a total of 191 people comprising of 96 males and 95 females were sampled. Quantitative data was generated from 144 respondents, while qualitative data was obtained through FGDS (focus group discussions) from 20 people. In-depth interviews were also carried out among 25 community leaders. Specifically, the study explored whether women would condemn rape more than men; whether individuals will be more critical of rape if the victim is their relative than if he/she is not their relative; and whether individuals will be less flilil of rape if the perpetrator is their relative than if he/she is not their relative. The techniques of analyses used in the study Include; percentage and frequency analysis, spearman correlation analysis, cross tabulation, Independent t-test comparison and chi-square analysis. The results show that women would condemn rape more than men. People are more critical of rape if the victim is their relative than if he/she is not their relative. However, when perpetrator of rape is a relative, people are less critical of rape than when the rapist is not a relative. Perception of rape is not significant among the rural respondents, whereas, participants in the urban area are more critical of rape. The study recommends that society be re-oriented towards</p>


	<p>positive attitude to rape survivor, especially never to blame the victim for causing the rape since the act was forcefully perpetrated by the rapist. Also, law enforcement agents including the police, community leaders and the judiciary should be trained in handling cases regarding rape to avoid biases in judgement and ensure that the perpetrator is punished for his/her action. Finally, the family should provide the much needed support especially required by the victim affected by the traumatic experience.</p> <p><b>Key words: Gender, Perception, Rape, and Family Life</b></p>
<p style="text-align: center;"><b>Jinhyo Jung</b>  <b>GICICTEL1715087</b></p>	<p style="text-align: center;"><b>A Network Analysis Of The Research Trends In Biometrics In Korea</b></p> <p style="text-align: center;"><b>Jinhyo Jung</b>  <b>Convergence Security, Chung-Ang University, Seoul, South Korea</b></p> <p style="text-align: center;"><b>Hyunjung Yang</b>  <b>Graduate School of Chung-Ang University, Seoul, Korea</b></p> <p style="text-align: center;"><b>Chang-Moo Lee</b>  <b>Professor at Chung-Ang University, Seoul, Korea</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Biometrics is a growth industry. Since the 1990s, biometrics has attracted much attention both from industry and academics. There has been a considerable amount of research on biometrics. However, most of the academic papers published in the last few decades have focused on how to make a technical advance of biometrics. There have been just a few which retain an overall and balanced view of biometrics. It is critical to examine and analyze academic papers that have to date published for effective and efficient research. To this end, the primary purpose of this article is to deliver an overview of the research trends on biometrics, which has never been elaborately examined so far, with a special focus on five categories: fingerprint recognition, iris recognition, face recognition, speaker—or speech—recognition, and vein recognition. This study is based on 956 papers about biometrics obtained from 82 academic journals through RISS—the largest Korean academic searchable database, which provides more than four million full texts; and this study spans the period from 1980 to 2015. Drawing on network analysis—keyword network, in particular—as a methodology, this thesis delves into the collected data to analyze research trends on the selected five categories. The result achieved from this thesis, with the network analysis applied, included followings: first, research trends on the fingerprint recognition—from 1990 to 2001, 2002 to 2008, and 2009 to 2015; second, the Iris recognition—from 2002 to 2008 and 2009 to 2015; third, the face recognition—from 1990 to 2001, 2002 to 2008, and 2009 to 2015; and finally, the speaker recognition including speech recognition—from 1984 to 1989, 1990 to 2001, 2002 to 2008, and 2009 to 2015. The vein recognition</p>
<p style="text-align: center;"><b>Ozoemena Njoku</b>  <b>GICICTEL1715088</b></p>	<p style="text-align: center;"><b>Cross Border Trade Arbitration &amp; Alternative Dispute Resolution (Adr) In Africa : The Interplay Of International/Regional Organisation And Technology In Dispute Resolution</b></p> <p style="text-align: center;"><b>Ozoemena Njoku</b>  <b>Department Of Political Science, Ebonyi State College Of Education, Ikwo, Abakaliki, Nigeria</b></p>



	<p style="text-align: center;"><b>Abstract</b></p> <p>The interplay of international/regional organizations and technology in dispute resolution of cross border trade and ADR cannot be overemphasized. Arbitration and ADR are very essential in resolving trade dispute on our borders. The international/regional organizations have their roles to play in resolving cross border trade dispute. Arbitration, conciliation, negotiation, mini-trial, peer review, felicitation, mediation etc are methods of dispute resolution. Cross border trading, arbitration and ADR were overemphasized by international/regional organizations as the gate way of achieving a virile economic base of African States. In the course of doing justice to the above topic, we shall look at the introduction, Africa Traditional ADR; ADR in Pre-post Colonial era, challenges confronting African Traditional ADR, Arbitration and Court Litigation; any difference, ADR under Orthodox African Traditional system. The roles of international/regional organization in the development of cross border trade, arbitration and ADR; technology; a tool not a weapon in cross border trade, arbitration and ADR in Africa; the pulse discovery frame: an instrument for arbitration, and ADR at African cross border trade, the future of arbitration and ADR in Nigeria cross border trading, recommendation and conclusion.</p>
 <p>Oscar Kekeli Kobla Agbesi GICICTEL1715089</p>	<p style="text-align: center;"><b>The Impact Of Massification On Higher Education In Africa; A Case Study Of Bunda College Of Agriculture In Malawi And University Of Cape Coast In Ghana</b></p> <p style="text-align: center;"><b>Oscar Kekeli Kobla Agbesi</b> Institute Of International Comparative Education, Faculty Of Teacher Education, Zhejiang Normal University, Jinhua Zhejiang Province, P.R China</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Due to the increase in the number of students applying for access to higher education institutions in Africa, there have been tendencies to increase the number of students being allowed into programs. This has led to increased pressure on the Universities as they have had to demonstrate academic excellence in terms of the quality of education being provided. The paper set to examine higher education literature in order to explore the impact of massification on Bunda college of Agriculture in Malawi and the University of Cape Coast in Ghana (UCC). The findings point out that there are several challenges which have risen as most universities do not have adequate resources to meet the demands brought about by the increased student numbers. However, it was also noted that there have been great strides to improve on the quality of education being offered by the use of different other forms of learning such as e-learning. <b>Key words:</b> Higher Education, Massification, Quality education, E- learning.</p>
 <p>Hamed Ghaemi</p>	<p style="text-align: center;"><b>On The Relationship Between Constructivist Classroom Environment And The Development Of Translation Competence: A Study Of Iranian Translation Studies Students</b></p> <p style="text-align: center;"><b>Hamed Ghaemi</b> Affiliation: English Department, Kashmar Higher Education Institute, Kashmar, Iran</p> <p style="text-align: center;"><b>Ali Reza Nasserian</b> Gonabad Office of Education</p>


<p><b>GICICTEL1715090</b></p>	<p style="text-align: center;"><b>Abstract</b></p> <p>Constructivism, the cognitive meaning making theory, is still of interest among academics. It plays an important role in translation competence of translation studies students. However, few studies have been conducted to reveal a significant relationship between these two. The purpose of this study is to examine the relationship between the translation competence and constructivist classroom environment. A sample of 300 translation studies students were selected randomly. Two used instruments were Constructivist Translation Classroom Environment Survey (CTLES) and Translation Competence Questionnaire (TCQ). The results showed that the higher the students of translation studies constructivist classroom environment (CCE), the higher their translation competence (TC). Accordingly, there is a significant positive relationship between the students TC and CCE.</p> <p><b>Keywords:</b> Translation competence, constructivism, strategic competence, psycho-physiological competence, extra-linguistic competence, classroom environment, translation studies</p>
<p><b>Sherrie Mae Rodriguez</b> <b>GICICTEL1715091</b></p>	<p style="text-align: center;"><b>Language Anxiety: Effects on Oral Performance of Selected Polytechnic University of the Philippines ABM Senior High School Student</b></p> <p style="text-align: center;"><b>Ramirez, Angelica B.</b> Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;"><b>Rodriguez, Sherrie Mae F.</b> Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;"><b>Sta. Rosa Kennen Ivy J.</b> Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines</p> <p>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 (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</p>

 <p style="text-align: center;"><b>Dian Riani</b> GICICTEL1715092</p>	<p><b>ideas</b></p> <p style="text-align: center;"><b>The Correlation Between First Grade Students English Score Toward Students Self- Learning Strategy To Increase Students Score In The Second Semester At Jakarta Islamic School</b></p> <p style="text-align: center;"><b>Dian Riani</b> Department Of English, Faculty Of Language And Art, State University Of Jakarta, Jakarta, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this research was to investigate the influence between first grade students' English score toward students' self-learning strategy to increase students' score in the second semester of Jakarta Islamic Senior High School. The researcher used simple random sampling technique to select the sample. The researcher gathered data by using a questionnaire to measure students' self-learning strategy and students' documentary. To analyze the data, the researcher used Pearson Product Moment Correlation. Findings of this research revealed that there is strong positive relationship between students score and students self-learning strategy in increase their score.</p> <p><b>Keyword:</b> correlation, self-learning strategy, English Score.</p>
 <p style="text-align: center;"><b>Aulia Wulandari</b> GICICTEL1715093</p>	<p style="text-align: center;"><b>Students Perception Towards The Implementation Of Peer Written Feedback In Skills Subjects At English Department, State University Of Jakarta</b></p> <p style="text-align: center;"><b>Aulia Wulandari</b> Department Of English, Faculty Of Language And Arts, State University Of Jakarta, Jakarta, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to find out students' perception towards the implementation of peer written feedback in skills subjects. To fulfil the aim of the study, quantitative descriptive was implemented in survey design. The instruments which were used to gathering the data are questionnaire and interview protocols. The questionnaires were distributed to 108 English Department students year 2013 and 2014 who are selected randomly. In addition, interview was done with the 10% of the questionnaire respondents. Based on the findings, this study reveals that there are some advantages which the students get during the implementation of peer written feedback; students have got feedback from many perspectives, easily understand why they make errors, give the possibility to learn with peers,, and being more careful while doing the task. Although, the problem might appear if there is a preference from students to only get feedback from one significant peer. However, this problem might be avoided if students give unbiased, complete, clear written feedback.</p> <p><b>Key words:</b> perception, written feedback, peer feedback, language skills and integrated language teaching</p>
<p style="text-align: center;"><b>Ricky Molina</b> GICICTEL1715094</p>	<p style="text-align: center;"><b>Effects of Exposure on Educational Materials and Facilities in Reading Comprehension and Language Anxiety of Grade 12 Senior High School Students of Polytechnic University of the Philippines</b></p> <p style="text-align: center;"><b>Ricky Molina</b> College of Education/ Department of Secondary and Elementary Education, Polytechnic University of the Philippines, Manila, Philippines</p>

	<p><b>Clemente, Bian Kay A. Miranda, Suzmitacin L. Puyong, Ronna Mae A.</b></p> <p><b>Abstract</b></p> <p>Education throughout the generation changes due to numerous factors. It includes the teacher, the students, the resources, and even the technology it follows. These technologies share a huge part in improving the quality of education, and by simply helping the students overcome the difficulties they encounter. 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 South East Asia.</p>
 <p><b>Sadiq Ismail</b> GICICTEL1715079</p>	<p><b>The Impact Of Teaching Practice On The Instructional Views Of Senior Female Students In A Teacher Education Program</b></p> <p><b>Sadiq Ismail</b> College Of Education, United Arab Emirates University, United Arab Emirates</p> <p><b>Adeeb Jarrah</b> College of Education, United Arab Emirates University, United Arab Emirates</p> <p><b>Abstract</b></p> <p>Preparing skillful, competent and motivated teachers equipped with all the fundamental pedagogical and content knowledge and language proficiency has become a challenging priority in many countries including the United Arab Emirates (UAE). The issue of training well-qualified teachers has even become more challenging with the introduction of English language in early stages and sometimes to be used as the medium of instruction for school subjects, such as mathematics and science. Children in the Emirate of Abu Dhabi in the UAE start learning English in kindergarten (KG) classes and English is the medium of instruction for mathematics and science subjects in elementary and middle school classes. The purpose of the present study is to investigate the impact of teaching practice on pre-service teachers' perceptions of their pedagogical preferences, teaching competence and motivation for choosing teaching as a future career. A five Likert scale questionnaire and a focus group interview were used to collect the required data to answer the four research questions. The questionnaire was distributed and collected from 30 senior prospective teachers in both the Elementary Education Program and the Early Childhood Education Program, while the interview was conducted with only volunteered student teachers. The study's results revealed agreement and disagreement between the two groups about their perceptions of their pedagogical preferences, teaching competence and motivation for becoming teachers. Most of the statistically significant results</p>


	<p>of all four questions were in favor of the elementary group. Overall, a considerable number of results revealed that prospective teachers view teaching practice experience to have an impact on their pedagogical preferences, teaching competence and motivation. The study concluded with a set of recommendations.</p>
<div style="text-align: center;">  <p><b>Ade Prima Rahayu</b> GICICTEL1715095</p> </div>	<p style="text-align: center;"><b>Language Attitudes and Maintenance: A Study of the Use of Bangkinang Language by Third-Year-Students and Teachers in SMAN 2 Kampar</b></p> <p style="text-align: center;"><b>Ade Prima Rahayu</b> Department of English, Faculty of Languages and Arts, State University of Jakarta, Jakarta, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The government of Indonesia has stipulated Indonesian language as a medium of instruction in school education. However, in one government school, SMAN 2 Kampar, there is a different phenomenon. The students and teachers of the school use Bangkinang language at school and in the classroom. The writer is interested in conducting a research related to the use of local languages in that school and its relation to the attitudes towards local language as well as efforts to maintain it. The writer used quantitative research and used the questionnaire as a means of data collection which was then processed using SPSS 13. Questionnaires were distributed to 160 third-year-students and teachers of SMAN 2 Kampar as respondents. The results show that third-year-students and teachers at SMAN 2 Kampar have positive attitudes on the use of Bangkinang language in school. Furthermore, the writer found some reasons why they use Bangkinang language at school and in the classroom. The students and teachers want to maintain Bangkinang language because it is one of the elements of Bangkinang culture. This is also supported by several activities held by the school, such as Bangkinang song contest, Bangkinang folklore drama contest, Bangkinang proverbs contest, live Bangkinang dance and music performance, sermons in Bangkinang language every Friday morning. These activities are considered as school efforts to help the maintenance of Bangkinang language and its culture so as not to be forgotten. Keywords: medium of instruction, local language, language attitudes, language maintenance</p>
<p style="text-align: center;"><b>Ling Feon Hong</b> GICICTEL1715098</p>	<p style="text-align: center;"><b>Exploring Malaysian students tendency to plagiarize</b></p> <p style="text-align: center;"><b>Ling Feon Hong</b> School of Business and Social Sciences, KDU College, Selangor, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The issue of plagiarism in Malaysian higher educational institutions is not new, but it is an increasing problem. This increase can be attributed to the rapid growth of information and communication technologies (ICT). Despite this, awareness on academic integrity in Malaysia is still low. For example, only two public universities have a strong and clear academic integrity code. The difficulties in identifying and reporting cases of plagiarism may stem from a lack of understanding of what plagiarism is, which may influence students' attitude towards plagiarism. Nevertheless, constructing an understanding of the factors affecting plagiarism among students tends to be more helpful to academics and administrators as helpful guidance on how to reduce plagiarism can be designed. This preliminary case study aimed to develop a better understanding of various factors associated with student plagiarism among university students. This study</p>

	<p>used qualitative interview method with 4 students studying in a franchise degree programme with a private higher education institution in Petaling Jaya, Selangor. An analysis of these interviews showed that there are both internal and external factors governing students' behaviour. Internal factors, which are within the control of students, are understanding, mea culpa, fear and confidence. External factors are institutional academic policy and procedure, activity design, teacher's role and plagiarism detection software. The finding of this study will contribute to academic communities to develop academic programmes that support students learning and allocation of institutional budget on subscription of plagiarism prevention tools.</p> <p><b>Keywords:</b> plagiarism, higher education</p>
 <p>Hytham Bany Issa GICICTEL1715100</p>	<p><b>Student-Teachers Ability To Manage Pupils Inappropriate Behavior In Primary Classrooms In The United Arab Emirates (UAE)</b></p> <p><b>Hytham Bany Issa</b> Professional Diploma In Teaching, City University College Of Ajman, Ajman</p> <p>Amer Hani Omar Al-Kassem, Associate Professor City University College of Ajman, Ajman , UAE</p> <p><b>Abstract</b></p> <p>This research investigated the ability of student-teachers in managing students' inappropriate behaviors in class. This research also studied the impact of pupils' inappropriate behavior on their academic achievement taking into account student teachers' gender, student teacher's specialty subject, and their pupils' gender. The classroom and school rules in relation to student teachers' gender, student teacher's specialty subject and their pupils' gender was also examined. The student teacher's ability to manage pupils' inappropriate behavior was investigated in relation to student teachers' gender, student teacher's specialty subject, and their pupils' gender. Finally, this research examined the impact of pupils' inappropriate behavior on student teachers' decision to continue in the teaching profession in relation to student teacher's gender, student teacher's specialty subject, and their pupil's gender. Two hundred seventy four (274) student teachers participated in the study by completing a questionnaire that was developed for the purpose of the study. Several statistical analyses were used to describe the study variables and to investigate the relationship between study predictors and outcome measures. The descriptive results revealed that the most prevailing and common behavior problems in the classrooms as reported by student teachers were "hyperactivity" and "lack of concentration". On the other hand, the least common behavior problems were "spitting on other pupils", "stealing other pupils' belonging", "using abusive and bad vocabularies", "disobey teachers' instructions", and "using physical violence". The results also revealed that the student teachers responded positively to the five statements related to classroom rules and to the five statements related to school rules. Student teachers positively responded to 27 knowledge and skill statements that can be used to manage pupils' inappropriate behavior in the classroom. Finally, student teachers, in general, reported that pupils' inappropriate behavior did not tend to impact their decision to continue in the teaching profession after graduation. Inferential statistical analyses still have to be carried out between various variables to complete the study.</p>

	<b>Key Words: UAE Student-Teachers, Behavior Problems, Primary Classrooms Students, Students with Behavior Problems</b>
 <p>Mei Chi Lee GICICTEL1715097</p>	<p><b>The Effectiveness of Practical Work in Physics to Improve Students Academic Performances</b></p> <p><b>Mei Chi Lee</b> Physics with Electronics, Faculty of Science and Natural Resources,Universiti Malaysia Sabah, Kota Kinabalu, Malaysia</p> <p><b>Fauziah Sulaiman</b> Physics with Electronic Program, Faculty of Science and Natural Resources, Universiti Malaysia Sabah, Jalan UMS, Kota Kinabalu, Sabah, Malaysia</p> <p><b>Abstract</b></p> <p>The purpose of this study is to investigate whether the use of physics practical work in secondary school can improve students' academic performances. This study was conducted in a secondary school at Semporna District in Sabah. A total of sixty-six (66) Form Four students (e.g., 16 years old) participated in this research; thirty-two (32) students were assigned to experimental group and thirty-four 34 students to control group. The experimental group was taught using practical work meanwhile the control group was taught using traditional teaching method. Overall, this study was using the quantitative method. Pre-achievement test and post-achievement test were administered before and after the treatment for both groups. Data on students' academic performances were gathered and analysed by using Statistical Package for Social Science (SPSS) Version 22.0. The Mann-Whitney U Test was used to answer two research questions. Before the treatment, students in experimental group and control group showed no significant difference in their academic performances (<math>U = 489.00</math>, <math>p &gt; 0.05</math> is not significant). However, students' academic performances have a statistical difference after the implementation of practical work (<math>U = 380.00</math>, <math>p \leq 0.05</math> is significant). In addition, gender analysis was done as well, where male students in experimental group performed better than female students (<math>U = 60.00</math>, <math>p \leq 0.05</math> is significant). Thus, it is suggested that, teachers and educators should try to conduct practical work as frequent as possible (once a week) and increase the time of practical work to enhance students' understanding towards the physics concept.</p> <p><b>Keywords: Physics practical work, traditional teaching method, academic performances, physics education</b></p>
<p><b>Fria Bintang Listiawati</b> GICICTEL1715103</p>	<p><b>SiRePy” as an Effective Method in Enriching and Mastering Vocabulary of Elementary Students</b></p> <p><b>Fria Bintang Listiawati</b> English Department, Languages And Arts Faculty,Semarang State University, Semarang, Indonesia</p> <p><b>Semarang State University</b> English Department, Languages And Arts Faculty,Semarang State University, Semarang, Indonesia</p> <p><b>Abstract</b></p> <p><b>This study aims to improve students' English proficiency. Through this learning</b></p>

	<p>strategies, the students will be easier in enriching and memorizing some vocabulary in English. This method of learning is called “SiRePy” as an Effective Method to Help Elementary Students in Enriching and Mastering Vocabulary. Researcher changed the lyrics of Indonesian regional songs with lyrics that contain the vocabulary in English as well as its meaning in the Indonesian language. This research adopted a quantitative method to investigate the students’ perspectives. The sample of the study consisted of 15 students of elementary school in Semarang. The data were collected and generated from their perspective answers on the questionnaires given. The results showed that most of the students believed that SiRePy model could help them in mastering vocabulary. Using this strategy, students could memorize vocabulary easily in of English.</p> <p><b>Keywords:</b> SiRePy, vocabulary, elementary students</p>
 <p><b>Rehab Farouk Gad</b> GICICTEL1715104</p>	<p><b>Linguistic Diversity in the Egyptian Society: A sociolinguistic Study</b></p> <p><b>Rehab Farouk Gad</b> Lecturer of Linguistics, Faculty of Arts, Mansura University, Egypt</p> <p><b>Abstract</b></p> <p>This study aims to describe the lexical changes in the speech of female Egyptian speakers. To come across these changes, one variable is tested: the level of education. Accordingly, the sample of the study is chosen from three different educational backgrounds: highly educated, poorly educated and non-educated females. The paper attempts to examine how the level of education produces patterns of linguistic diversity with specific references to lexical changes among female Egyptian speakers. Linguistic diversity has raised a considerable attention in the literature since 1960s. The correlation between it and some non-linguistic factors such as education was discussed by a group of linguists among them are Labov (1994, 2001) and Sara (2001), and Mesthrier (2001) among others. The present study is formulated within the framework of Mesthrier (2001) and it concludes that linguistic diversity in the Egyptian society, especially among female speakers, arises from the speakers’ behaviors rather than language structure as assumed by Labov (1972a). The data is analyzed quantitatively and qualitatively to determine how educational backgrounds enacts linguistic diversity.</p> <p><b>Keywords:</b> Linguistic Diversity; Social Structure; diglossic Borrowings; social change</p>
 <p><b>Dr. Krishnan Umachandran</b> GICICTEL1715105</p>	<p><b>Technology in Business education</b> (Learning Applications - Assignment Submissions in YouTube)</p> <p><b>Dr. Krishnan Umachandran</b> (General Manager -Organization. Development, NELCAST Ltd., India)</p> <p><b>Abstract</b></p> <p>Business internships offered at the collegiate level has been common and adjusted towards the identified qualifications and skills. These students experience jobs in their selected field of study where they can gain insights on job and gain valuable personal skills. Internships are the first step to helping a student’s transition from the learning phase to a job phase on the career path. Learning is an encounter with unknown and sharpening of known aspects to understand. Assignments prompt students to think more deeply about what they’re learning. To create</p>



	<p>serious learning with entertainment, YouTube is used as a tool for assignment submission. Successful online submission of assignments by students within parameters such as the time frame, calendar plan and execution of an assignment were effectively managed. Students used carefully edited sequences of screen capture to assemble the contents to show that top-rated ones devoted to individual expression or subjective opinion-making are likely to be part of Conglomerates, Control prints and Broadcast media. In addition to subject learning, an opportunity for the students group to talk about speech acts and online performance, was encouraged during discussion about how people with difficulties solved obstacles to their public presentations by expert shooting, editing and deploying other online image management techniques.</p>
 <p>Hidayah Nor, M.Pd GICICTEL1715106</p>	<p><b>Providing Web Based Learning Materials (Google Classroom) For Teaching Essay Writing Course In English Education Department Students Of Uin Antasari Banjarmasin</b></p> <p><b>Hidayah Nor, M.Pd</b> Lecturer of English Education Department at Faculty of Tarbiyah and Teachers Training UIN Antasari, Banjarmasin</p> <p><b>Husni Naparin, M.Kom</b> Ph.D Student of Faculty of Art, Computing, And Creative Industry Study Program of Artificial Intelligence, University Pendidikan Sultan Idris, Malaysia</p> <p><b>Abstract</b></p> <p>The utilization of modern technologies in classrooms such as web based learning gives learners the opportunity to learn faster with better function and with more satisfaction from their class attendance. Thus, this research focused on providing web based learning materials (Google Classroom) which is very useful for the lecturers in teaching Essay Writing course in English Education Department of UIN Antasari Banjarmasin.</p> <p>The purpose of this research was to integrate the advance of technology (Google Classroom) that can be used in teaching and learning process for conveying the Essay writing materials to the students based on the syllabi of Essay Writing course to make the learners are able to write different types of essays correctly. At the end of the course, hopefully the students understand the three elements of essays; introductory paragraph, body, and concluding paragraph. The course also acquaints students to unity, coherence, and some pre-writing techniques including outlining.</p> <p>The materials of web based learning (Google Classroom) that were provided by the researchers consist of: Definition of Essay, Comparison between Paragraph and Essay, Unity and Coherence in Essay Writing, Pre-Writing Techniques (Brainstorming, Listing, and Free-Writing/Drafting), Essay Outline: Topic and Sentence, The three parts or components of Essay (Introduction, Body, Conclusion), Introductory Paragraph, Thesis Statement (in Introduction), The body of an essay paragraph Topic Sentence and Supporting details in paragraph of an essay, Transitional words as paragraph hooks, and Conclusion. Types of Essay writing: Descriptive Essay, Narrative Essay, Expository essay (Argumentative essay), Essay Development or Process (Examples, Definition, Classification, and telling a process), Cause Effects, Comparison, and Contrast essays.</p> <p>The result of this research was to provide lecturers with interesting and effective</p>

	<p>teaching materials in enhancing the students' understanding the essay writing. The students were expected to master in writing different types of essay related to the course materials. This research also gave additional value to the effort of increasing the quality of teaching English particularly by using web based learning (Google Classroom) in Indonesia. Keywords: Web Based Learning, Google Classroom, Essay Writing course, English Education</p>
<p><b>Muhammad Lintang Islami Hakim GICICTEL1715107</b></p>	<p style="text-align: center;"><b>The Use Of Thinking Maps Strategy To Enhance Indonesian Seventh Grade Students Descriptive Writing</b></p> <p style="text-align: center;"><b>Muhammad Lintang Islami Hakim</b> Faculty of Language and Communication, University Pendidikan Sultan Idris, Tanjung Malim, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Thinking Maps is a language of eight visual patterns, each based on a fundamental thought process, designed by Dr. David N. Hyerle. In Indonesia, there are still students that are weak to do descriptive writing, in which it becomes a problem for the teacher to think a good way to teach descriptive writing skills. This study aims to conduct the use of thinking maps strategy to enhance seventh Indonesian grade students' descriptive writing. Two maps are applied in this study, they are circle map and bubble map that will be implemented by the teacher. With these maps students are expected to be able in enhancing their descriptive writing; generating their ideas, making a good writing organization and good grammatical structure. Moreover, the researcher will conduct the research in Banjarmasin, South Borneo, Indonesia to find the effects of Thinking Maps on students' descriptive writing skill. The methodology that will be applied in this research is qualitative method. The qualitative method will be used to answer the questions about the students' perception toward the use of Thinking Maps strategy in writing.</p>
<p><b>Ayu Ashari GICICTEL1715108</b></p>	<p style="text-align: center;"><b>The Impact Analysis Caused by Non-conformity of Teacher Education Background of SMAN and Equal to the Subject Taught in Makassar City</b></p> <p style="text-align: center;"><b>Ayu Ashari</b> Department of Chemistry, Faculty of Mathematics and Natural Science, LPM Penalaran UNM, State University of Makassar, Sulawesi Selatan, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Improving teacher pedagogic competence is very important in developing the quality of educators. Teacher pedagogical competence is influenced by the appropriateness of academic quality and suitability of educational background with the field being taught. This research to identify the impact of what is caused by non-conformity of teacher education background with subjects taught in SMAN and equal in Makassar City. The type of research used qualitative descriptive for analyzing, interpreting, and providing a careful description of particular individual or certain groups about the current situation but not used to make wider conclusions. Data collection is done by interview, observation and documentation. The results showed that the negative impact of mismatch teacher: 1. Lack of innovation and creativity of media use and learning methods related to teacher performance, 2. Lack of education and training (DIKLAT) for teachers related to professionalism competence; And 3. Lack of ability in managing the</p>

	<p>class seen from the aspects of activating and controlling students in learning process in the classroom. This research can be used as a reference in the formation of education policy in Indonesia.  <b>Keywords:</b> competences, learning outcomes, mismatch, performance</p>
<p style="text-align: center;"><b>Shalom Grace C. Sugano</b>  <b>GICICTEL1715109</b></p>	<p style="text-align: center;"><b>Effects of Teaching Methodologies on Student Transformation: A Meta-Analysis of Findings</b></p> <p style="text-align: center;"><b>Shalom Grace C. Sugano</b>  <b>Ph.D. Candidate, MSU-Iligan Institute of Technology Iligan City, Philippines</b></p> <p style="text-align: center;"><b>Edna B. Nabua, Ph.D.</b>  <b>Associate Professor, College of Education MSU-Iligan Institute of Technology</b></p> <p style="text-align: center;"><b>Abstract:</b></p> <p>This study aims to integrate and meta-analyze chemistry research findings conducted only in the Philippines covering the period 2005-2016. It further aims to describe and examine the effects of teaching methodologies on student transformation consisting academic performance and student characteristics in secondary chemistry teaching-learning process. A search procedure and broad literature review were executed in order to identify the potential and qualified chemistry studies from published and unpublished graduate theses, dissertations and journal articles. In order to effectively carry out the meta-analysis, several phases were included in the study; study acquisition, study coding, determination of inter-rater reliability, establishing inclusion criteria, computation of effect size including mean and interpreting the analyses. A total of 67 studies have qualified in the meta-analysis and indicated a statistically significant positive effect (Cohen's <math>d = 0.982</math>, <math>SE = 0.089</math>) of teaching interventions on student performance and characteristics. Identified teaching methods were cast into treatment categories that act as independent variable and were examined its significant effect on each of the identified dependent variables. The nine treatment categories were judged to have a positive significant effect on academic performance and the teaching method that exhibited the largest mean effect size (Cohen's <math>d = 1.783</math>, <math>CI = 1.118 - 2.449</math>) was inquiry-based learning. With respect to attitude, cooperative learning has a moderate mean effect size (Cohen's <math>d = 0.500</math>, <math>CI = 0.311 - 0.690</math>) and revealed to have a positive effect. Very few studies were collected and reviewed that focused on the effectiveness of teaching methods on learning style, motivation and self-efficacy. No studies qualified on multicultural. The main implication of this research is that it generated empirical evidence supporting the effectiveness of innovative instruction in chemistry.  <b>Keywords:</b> Effect Size, Meta-analysis, Student Transformation, Teaching Methodologies</p>
<p style="text-align: center;"><b>Nirmawala</b>  <b>GICICTEL1715110</b></p>	<p style="text-align: center;"><b>Implementation of Education Curriculum 2013 on Learning In School and Its Impact</b></p> <p style="text-align: center;"><b>Nirmawala</b>  <b>Postgraduate Master Program in Pascasarjana UNM Makassar, Indonesia</b>  <b>Geography Department UNM Makassar, Indonesia</b></p> <p style="text-align: center;"><b>Abstract:</b></p> <p>Education had a change and development that was being an inseparable unity in a dynamic world (changing-changing) from the side of modern education and the</p>

	<p>digital age. Along with the change, everything that was in it also changes slowly, as happened in education and system. In wherever the education, both developing countries and developed countries, it will always change according to the needs and demands of the times, as well as the various issues that will be faced with the change. Thus and so, curriculum changes were being considered very important, not only about the development of time only, but also education was one of the determinants of life and welfare of a quality nation. The changes and turnover of the curriculum are not merely following the global changes of time, but the curriculum that must be capable of bringing the changes in accordance with the ideology guidelines of the State. It caused to the nature of the implementation of education is a solution in every problem faced by the nation and the state. Specifically, through education of the nation and the State will be more progress. To achieve this goal, education needs to be conducted optimally in order to produce qualified graduates who get the competence of attitudes, skills and knowledge in accordance with national standards of education that have been mutually agreed upon.</p> <p><b>Keywords:</b> Education Curriculum, Application Curriculum, School Learning</p>
<p><b>Nursakinah Mat Hazir</b>  <b>GICICTEL1715111</b></p>	<p style="text-align: center;"><b>Curriculum Compacting: Differentiating Algebra Syllabus According to the Readiness Levels of Gifted Students</b></p> <p style="text-align: center;"><b>Nursakinah Mat Hazir</b>  <b>Affiliation:</b> Pusat Permatapintar Negara, Universiti Kebangsaan Malaysia, Bangi, Selangor</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Gifted learners are unique, in the way they learn i.e. in processing new information and knowledge. Because of their uniqueness, teachers need to identify their learning preferences prior to lesson planning, and differentiate their instruction accordingly with appropriate classroom strategies. This study investigated a differentiation strategy called curriculum compacting, which was applied in the teaching of Algebra among gifted students. Curriculum compacting allows learners who have the potential to pursue higher level or more advanced topics at faster rate. Of the national standard, Algebra I, II, and III are introduced to Form 1, Form 2, and Form 3 respectively. However, at Kolej PERMATApintar, Algebra I, II, and III were compacted, in accordance with the gifted students' learning preferences i.e. readiness levels, and taught to Form 1 gifted students. A total of 166 Form 1 gifted students participated in this experimental study. Test results were gathered and analyzed representing the effect of curriculum compacting on the gifted students' achievement. The findings revealed that 38.6% students had excellent understanding of the compacted Algebra syllabus (marks between 85-100), 44% achieved good understanding (marks between 65-84), 11.4% had moderate understanding (marks between 50-64), and only 6% had poor understanding (marks between 0-49). From this study, we can conclude that curriculum compacting is a beneficial differentiation technique for gifted students in the teaching and learnin of Algebra.</p>
<p><b>Handrianus Mentu</b>  <b>GICICTEL1715112</b></p>	<p style="text-align: center;"><b>Education Quality Of Elementary Schools Group I In North Insana Sub-District, North Central Of Timor, East Nusa Tenggara, Indonesia</b></p> <p style="text-align: center;"><b>Handrianus Mentu,</b>  <b>Education Quality of Elementary Schools Group I in Insana Utara Sub-District, Timor Tengah Utara Regency</b></p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>The problem statements in this research are (1) How to describe education quality, headmaster's transformational leadership, teachers competence, the role of school board, and school environment in Elementary Schools Group I in Insana Utara Sub-District Timor Tengah Utara Regency? (2) Are the headmaster's transformational leadership, teacher's competence, the role of school board, and school environment simultaneously influencing the education quality? (3) Are the headmaster's transformational leadership, teacher's competence, the role of school board and school environment partially influencing the education quality?</p> <p>The data was collected from 34 teachers as the respondents. The data were processed and analyzed through descriptive statistic and inferential statistic. The result of this study showed that the headmaster's transformational leadership, teachers competency, the role of school board, school environment and education quality classified as good category. The result of F test and T test showed that there was significant affection from the headmaster's transformational leadership, teacher's competency, the role of school board, school environment simultaneously either partially to the education quality. Besides that, the result of coefficient determination (R<sup>2</sup>) showed that the headmaster's transformational leadership, teachers competency, the role of school board, and school environment contributed 57,2% to education quality while the rest 42,8 % was contributed by the other variables excluded in this research.</p> <p>Based on the result of this research, it is recommended to the headmaster to be a model to the staffs. The teachers are recommended to master the technology device and join training and educating programming, involve the school board in school activities and be cooperating with the people. The school is able to provide a place to play and do sport for students.</p> <p><b>Key Words:</b> Education Quality, Headmaster's Transformational Leadership, Teachers Competency, The Role of School Board and School Environment</p>
<p style="text-align: center;"><b>Pius A. L Berek</b> GICICTEL1715113</p>	<p style="text-align: center;"><b>The Level Of Knowledge Of Nurses About Patient Safety In Catholic Marianum Hospital, Halilulik, East Nusa Tenggara, Indonesia</b></p> <p style="text-align: center;"><b>Pius A. L Berek</b> Nursing Academy of Belu Regency ,Nursing Acadwmy or Belu Regency, Atambua, East Nusa Tenggara, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The research is to know the level of knowledge nurses about patient safety in Catholic Marianum Hospital Halilulik of East Nusa Tenggara. The research of design is descriptive. The technique of sample collection: sampling total. The samples are 30 nurses in Catholic Marianum Hospital. The result of this study were found that all respondents (100) have good level of knowledge by the acquisition flattened 95. The suggestion: the result of this research will expand the knowledge and health of information to know more about patient safety</p> <p><b>Key Word :</b> The Level of knowledge, nurse, patient safety</p>
<p style="text-align: center;"><b>Faizah Mohamad Nor</b> GICICTEL1715114</p>	<p style="text-align: center;"><b>Malaysian ESL Teachers' Perceptions of the Pro-ELT Programme</b></p> <p style="text-align: center;"><b>Faizah Mohamad Nor</b> <b>Affiliation:</b> Language Academy, Universiti Teknologi Malaysia, Johor Bahru, Johor, Malaysia</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>This article discusses the Pro-ELT programme which addresses the needs of ESL teachers in improving the quality of their teaching. The paper describes the extent of how effective the Pro-ELT programme has been, in preparing teachers of English Language in equipping them with effective teaching skills and enhancing their mastery of the language so as to increase learners' motivation to learn the English Language and consequently facilitating learners' mastery of the language. Interviews were conducted with Malaysian school teachers who have already undergone the Pro-ELT training organized by the Ministry of Education for teachers of English. The findings indicated that the training was received well by a few respondents who found that not only had their teaching skills improved and their confidence to teach increased, but their mastery of the language had also somewhat improved and their learners reportedly enjoyed their lessons more now that their techniques of teaching had undergone improvisations. A few recommendations were given by the teachers on how the Pro-ELT programme can be made more effective in the future.</p> <p><b>Key words:</b> Pro-ELT, English Language teaching, ESL (English as a Second Language)</p>
<p><b>Adeyemo Abduljeleel</b> <b>GICICTEL1715115</b></p>	<p style="text-align: center;"><b>Integration Of Islamic Education And Sustainability Of Islamic Universities In Nigeria</b></p> <p style="text-align: center;"><b>Adeyemo Abduljeleel (No Eni)</b> <b>Ministry Of Education, Science And Technology,</b> <b>Abeokuta, Ogun State, Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Integration is an approach/process which can be used in the educational sector to create a generation of multidisciplinary knowledge. Integration is defined as a merger between two or several races (factors, sectors etc) as a union or consolidation. The Muslims are obligated to master various forms of knowledge beginning with the Islamic traditional knowledge of faith (akidah), sharia and morals (akhlak) and acquisition of western education by extension. The purpose of this paper is to explore the integration of Islamic and western knowledge as the actors and the factors for bringing about enviable educational standards and quality in Islamic Universities in Nigeria taking into account a sustainability culture. It further depicts the integration of Islamic and western education as models of effecting positive change of Muslim society towards building, engineering and advocating for progressive, peaceful and harmonious living condition within the confines of the values and virtues of religious education and western ideologies. The paper employs qualitative and analytical methodologies and identifies Islamic and western education as essential components of sustainable global and national development of the modern society. It proffers credible and workable solutions to the challenges militating against the growth and progress of Islamic universities in Nigeria. The paper finally recommends that Nigerian universities (Public/Private) through the concerted effort of Federal government, States Ministries of Education and the private bodies should collaborate to awarding more scholarships, research grants etc. for effective integration of religious and western education hence, the integration of knowledge in Islam could positively change, uplift and upgrade the standards of higher education in a multi-religious society like Nigeria.</p> <p><b>Key words:</b> Integration of Knowledge, Islamic Education, Western Education,</p>

<p>Mohammed Alqurashi GICICTEL1715116</p>	<p><b>Sustainability, Islamic Universities in Nigeria.</b></p> <p><b>An Exploratory Study to Identify Teaching Styles in Saudi Arabia Based on Three Learning Theories</b></p> <p><b>Mohammed Alqurashi</b> <b>Department of Educational Technology University of Northern Colorado</b> <b>Greeley, CO, United States</b></p> <p><b>Abstract</b></p> <p>The purpose of this quantitative study was to investigate Saudi teachers' philosophy in teaching based on three major learning theories (behaviorism, cognitivism, and constructivism). Also, it showed the different between gender (male, female), and teachers' experiences in teaching (1-5, 6-10, 11-15, 16-20, more than 20 years), and level of teaching (Elementary, Middle, and High) school in the preferred teaching philosophy. The result showed that Saudis' teacher proffered using cognitivism philosophy more than constructivism philosophy and behaviorism philosophy. Although the male teacher had preferred behaviorism school more than female teachers, the female teachers had preferred cognitivism and constructivism schools more than male teachers. Also, the teachers who had more experience preferred cognitivism and constructivism schools more than behaviorism school.</p> <p><b>Keywords:</b> teacher, learning theories, behaviorism, cognitivism, constructivism.</p>
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## Listeners

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