

CONFERENCE PROCEEDINGS



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KEYNOTE SPEAKER



Dr. Prasangani K.S.N.
Senior Lecturer, Department of English Language Teaching (DELT)
Faculty of Social Sciences & Languages, Sabaragamuwa University of Sri Lanka, Sri Lanka

Topic: -"ESL Learners in Disadvantaged Settings."



Ben Archer
GICICTEL1812051

'Embracing The Chaos': Experiences In Counselling For Tertiary Admissions In Secondary School Contexts

Ben Archer

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Abstract

Changes within student lives can have a significant impact on their ability to access tertiary education. Often, small events can have disproportionate impact on a student's ability to access tertiary education and can impact the decision as to which tertiary institution they will attend. Chaos Theory provides a framework for Career Practitioners to navigate the experiences of students as they are counselled toward further education and employment. The paper provides an overview of the Chaos Theory and how it maps the experience of a career practitioner working in a secondary school in Australia as students are counselled toward tertiary education.

Prof. Nnamdi S. Okoye
GICICTEL1812052

Refocusing Science, Technology and Mathematics (STM) Education for Sustainable Development in Africa

Prof. Nnamdi S. Okoye

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Abstract

The paper examined the issue of Refocusing Science, Technology and Mathematics (STM) Education as a vehicle for sustainable development in Africa. The present status of STM education in Africa was highlighted as a justification of the need for refocusing the present type of education being practiced in Africa. The problems confronting STM education within the African continent were x-rayed to further justify the need for refocusing. Reasons were proffered on why STM education in Africa needs refocusing, so as to bring it to greater relevance of aligning with conditions and requirements of African countries of this 21st century. Refocusing indices of STM education that will help to maintain and eventually translate STM education to important vehicle for sustainable development in Africa of this 21st century were finally highlighted.

Key Words: Refocusing, Science, Technology, Mathematics, STM Education, Sustainable Development.



Parvez Ahmed Pirzado
GICICTEL1812054

Teaching Human Rights in Schools of Pakistan: What are the possibilities?

Parvez Ahmed Pirzado

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Abstract

Pakistan ranks at the lowest end of human development in the world. As per the Human Development Index 2015, Pakistan has been placed at 147th position. The overall situation of human development in Pakistan is unsatisfactory. Although, Pakistan is signatory to a number of international human rights Conventions and thus has pledged to protect the rights of citizens, but the recent reports of Human Rights Watch, Amnesty International, Bureau of Democracy, Human Rights and Labour and Human Rights Commission of Pakistan, state the overall human rights situation in Pakistan as alarming.

As part of my Masters research, I conducted a small scale on "Teaching of Human Rights in Pakistani Schools". I would like to expand the findings of my research through doctoral studies. I would like to share my proposed research for PhD with the conference audience to generate discussion and receive feedback on

	<p>the topic. Based on learning, I will improve research methodology before the data collection planned in August 2018.</p> <p>The paper aims to present the human rights situation in Pakistan, human rights concepts in Pakistani curriculum and the need for research on the topic. The paper will also present the proposed research methodology for the doctoral studies, recommend a case for the need for human rights education in Pakistan and advocate the importance of teaching human rights at school level. The paper will raise questions for audience on proposed effective and contextualize model for the Human Rights Education for Pakistan, based on best practices in other areas of world, especially in Asia.</p>
<p style="text-align: center;">Sabah Sabbah GICICTEL1812100</p>	<p style="text-align: center;">Foreign Language Anxiety</p> <p style="text-align: center;">Sabah Sabbah Department of Teaching English as a Foreign Language, Community College of Qatar, Doha, State of Qatar</p> <p style="text-align: center;">Abstract</p> <p>It is commonly known that “Anxiety” is the most common psychological problem in the 21st century that may influence students’ receptivity to knowledge since it is a complex multidimensional phenomenon, which intertwines with other affective factors, such as attention span, self-esteem, motivation, derogatory self-related cognition, and anomie. (Horwitz, Horwitz and Cope 1991, p.27; Brown, 2001, p.150; Gardner and MacIntyre, 1993:5).</p> <p>“Foreign Language Anxiety” can take different forms (Horwitz, 2001). Transitional and nesting patterns are sorts of anxiety associated with students’ moving from a country to another to learn languages, transferring from a college to college, or class to class. Feelings of ethnicity, foreignness, inferiority, superiority, classroom climate, gender, social status, lack of adequate exposure to the target language, low achievement, and coeducation system may also cause Foreign Language Anxiety (Horwitz & Young, 1991).</p> <p>“Foreign Language Anxiety” can be motivating or debilitating. (Young 1991; Horwitz, 2001). This depends on how teachers, parents, and administrators perceive this challenge. In ESL classrooms, anxiety may result from communication apprehension, test anxiety, fear of negative evaluation, school tasks, and speaking activities (Horwitz et al, 1986).</p> <p>This presentation reports the findings of a quantitative study conducted to explore the causes of ESL Tertiary-level students’ anxiety in an Arabic context where the sample consisted of ESL college students in a foundation program. Horwitz’s battery, Foreign Language Classroom Anxiety Scale (FLCAS), was adapted to the Arabic context. Validity and reliability were established for the adapted 5-Likert questionnaire. Statistical analysis of the obtained data revealed many unanticipated findings.</p> <p>To make the presentation more academic, theoretical assumptions associated with ESL anxiety, study methodology and findings will be discussed in detail. Recommendations will be suggested. Power point slides, handouts, and discussion will be utilized.</p> <p>The presentation will benefit all stages teachers, college ESL students, students’ advisory committees, parents, councilors, and college management.</p> <p>Key words: Stress-Free Classroom, ESL Classroom Anxiety, Community College Of Qatar, Anxiety</p>
<p style="text-align: center;">Natalie Sorlovich GICICTEL1812055</p>	<p style="text-align: center;">Teaching EAPP to Students of Communication Disorders: Blended Approach through Moodle Virtual Learning Environment</p> <p style="text-align: center;">Natalie Sorlovich Division of Foreign Languages Tel Aviv University Israel</p>

Abstract

Concerns are being expressed worldwide about the rising prevalence of children and adults with communication disorders. The Department of Communication Disorders at Tel Aviv University (TAU) in collaboration with Tel Hashomer Hospital offers graduate study programs in Communication Disorders. The primary goals are to prepare specialists and to advance research in academic and clinical settings. In Israel, a multicultural and multilingual country, English represents a third language for the majority of the population. Hence, special attention is attributed to developing students' English language competence in their university studies as well as professional activities and research. Modular Object-Oriented Dynamic Learning Environment (MOODLE) is one of the most widely used Virtual Learning Environments (VLE) in Israeli universities. It provides a setting in which educators and learners create a teaching and learning environment best suited to their needs. The TAU Division of Foreign Languages offers blended courses in English for Academic and Professional Purposes (EAPP) based on the Moodle platform. The blended approach integrates traditional face-to-face learning and instruction with online learning. This presentation aims at sharing the experience of designing and teaching an Advanced EAPP course to students of Communication Disorders. According to the Common European Framework of Reference for Languages, (CEFR), this course corresponds to the Independent User B2 level in which learners are exposed to a wide body of knowledge and research in the field of communication disorders through familiarization with reports, theoretical papers and journal articles. English is taught from a broad medicine and health care viewpoint, enhancing language application through the development and integration of academic reading, listening, writing and speaking. Flexible blending through Moodle allows for the appropriate balance of blending, contributes to the promotion of students' interests, facilitates cooperation between educators and students, enhances participation in online and in-class activities and positively impacts on students' outcomes.

Key words: Moodle, English for Academic and Professional Purposes (EAPP), communication disorders, blended approach, Virtual Learning Environment (VLE)



Usman Adamu
GICICTEL1812057

Review of Challenges Facing Business Education Programme And Their Impact On Students' Academic Performance In Colleges Of Education In North-East Nigeria.

Usman Adamu


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Abstract

The paper examines the challenges faced by Business Education programme and their impact on students' academic performance in North-east colleges of education. Business Education as an educational programme is aimed at training and preparing students for jobs and for managing businesses. Importance of business education programme were outlined, challenges of Business education programme have been explained which include: funding, inadequacy of instructional facilities, challenges caused by the emergence of information and communication Technology (ICT) and the curriculum. The papers also highlight the ways in which these challenges impacted the academic performance of business education students in North-east Nigeria. Finally, the paper concluded that if these challenges have not been addressed it will lead to the collapse of the programme.

<p>Abdullateef Babatunde Yunusa GICICTEL1812058</p>	<p>The Role of Mathematics in Food Security and Poverty Reduction in Nigeria</p> <p>Abdullateef Babatunde Yunusa Mathematics Education, Federal College of Education (Technical) Potiskum, Yobe State, Potiskum, Nigeria</p> <p>Abstract</p> <p>Poverty and food security are serious threats to man's way of life, and thinking negatively. It makes a man vulnerable to many social vices. The Nigerian society cannot do without mathematics as it is evident in ordinary telling of time to calculations involving measurements. This paper conceptualizes mathematics, food security and poverty. It consider mathematics role in food security and poverty reduction in Nigeria. It also discusses obstacles in hindering mathematics from achieving food security and poverty alleviation in Nigeria. It concludes by recommending better entitlements for mathematics teachers, more time in teaching mathematics as a subject and implementation of policies of results achieved through mathematical methods among others.</p>
<p>Anthony Muriithi Ireri GICICTEL1812059</p>	<p>Academic Identity Status as a Predictor of Academic Achievement among Secondary School Students in Embu County, Kenya</p> <p>Anthony Muriithi Ireri Department of Educational Psychology, Kenyatta University, Nairobi, Kenya</p> <p>Cecilia Nyambura Mwangi Department of Educational Psychology, Kenyatta University, Nairobi, Kenya</p> <p>Elizabeth Mwaniki Department of Educational Psychology, Kenyatta University, Nairobi, Kenya</p> <p>Abstract</p> <p>Sustainable Development Goal 4 requires that secondary education should lead to relevant and effective learning outcomes. However, this is likely to be compromised in areas where increased access to school is not matched with increase in pass rates. Over the last six years (2012 to 2017), the candidature for Kenya Certificate of Secondary Education increased but the national pass rate was consistently low. Although studies have associated low pass rates with risks presented by contextual and psychological factors, Kenyan studies rarely focus on how students' academic identity predicts academic achievement. In this study, we purposed to determine whether academic identity status predicts academic achievement among secondary school students in Kenya. Specifically, the relationships among academic identity status and academic achievement were examined. Sex differences and the prediction equation were also established. Framed upon the identity status theory, the study adopted an explanatory sequential mixed methods design. The study targeted all year 2015 form three students in Embu County. Purposive, stratified proportionate, and simple random sampling procedures were used. 390 students were selected from 10 public secondary schools. Quantitative data were collected through an adapted Academic Identity Measure. To crosscheck the quantitative data, interviews were conducted with 40 participants purposively selected from those who filled the questionnaire. Academic achievement was inferred from students' examination grades. A pilot study involving 40 students established and enhanced the psychometric properties of the study instruments. Quantitative data were analysed using Pearson's Product Moment Correlation Coefficient, multiple regression, and independent samples t-test. Qualitative data were analysed thematically. A major finding was that achieved academic identity status was the only academic identity status that correlated positively and significantly with</p>


	<p>academic achievement ($r(383) = .38, p < .05$). Boys had significantly higher scores in foreclosed academic identity status ($t(383) = 2.21, p < .05$). The equation for predicting academic achievement from academic identity status was significant ($F(4, 380) = 17.02, p < .05$). Achieved academic identity status had the highest significant predictive value on academic achievement compared to the other three identity statuses. The study recommended that schools should have interventions to help students attain achieved academic identity status since it is the most facilitative identity in predicting academic achievement.</p> <p>Key Words: Academic Identity; Academic Achievement, Secondary School</p>
 <p>M. Motsoeneng GICICTEL1812060</p>	<p>Enhancing Problem-Solving Skills In Entrepreneurship Education Of Technical Vocational Education And Training College Lecturers</p> <p>M. Motsoeneng Central University Of Technology, Free State (South Africa)</p> <p>Abstract</p> <p>While it is generally acknowledged that there is lack of properly trained entrepreneurship Education (EE) lecturers in Technical Vocational Education and Training College (TVET) sector. This paper presents a case to suggest that a problem - based learning (PBL) approach practised piloted at the one of TVET in South Africa could be an effective pedagogical approach for entrepreneurship education. The study is couched in the Critical Emancipatory Research paradigm whose criteria for quality are determined on the basis of advancing the agenda for equity, social justice, freedom peace and hope. The study interrogates EE literature both locally and internationally to understand the challenges confronting EE lecturers and strategies they have employed to overcome them. The composition of participants includes among other EE lecturer, civil society, business organisations and organs of state. Using participatory action research (PAR) the participants are engaged in a series of stakeholder's forum discussion. Data is generated from these series of workshops. The findings reveal that TVET College lecturer lacks both content knowledge and pedagogy of EE. The conclusion, therefore, is in order for EE lecturer to succeed in teaching EE they need proper training.</p> <p>Keywords: Entrepreneurship Education, Technical Vocational Education and Training College, Critical Emancipatory Research, participatory action research</p>
 <p>Abubakar Adamu Ba'Aba GICICTEL1812061</p>	<p>Economic Recession And Its Implications For Technology Education In Nigeria. The Way Forward.</p> <p>Abubakar Adamu Ba'Aba Accounting Education, Federal College of Education (Technical) Potiskum, Potiskum, Nigeria</p> <p>Abstract</p> <p>Economic recession which engulfed the country in the late 2015 was an offshoot of the global economic meltdown which caught across the world since late 2008. Such periods are characterized by hyperinflation, loss of jobs and general high cost of living. Technology Education however defined refers to skill education which polishes the hands and the brains by providing skills to enable the beneficiaries earn a living in an employable area. The general effects of economic recession includes bankruptcy, and collapse of many business firms, loss of jobs, inflationary periods, lost in value of purchasing power and higher economic resources and regulations by various agents and organs of the government. The causes of economic recession include corruption and mismanagement of resources by government and her agents. Its implications to technology education were restriction in the provision vital machines, equipment and spare parts, poor</p>

	<p>maintenance culture, none provision of consumable materials, poor power supply and inadequate remuneration for workers, leading to denial of skills and frustrations. Conclusion was drawn that for Nigeria to come out of the present economic recession, the tide of corruption and corrupt practices must be stepped down and greater attention given to skill acquisition and job creation through technology education, and recommendations made that technology institutions should look inwards for local fabrication of replaceable parts and machines, source for local and cheap power supply and products made out of the consumables supplied should be sold for further provisions. Keywords: Economic, Recession, Technology, Corruption.</p>
<p>Samuel Mutua Mutweleli GICICTEL1812063</p>	<p>Sex Differences In Academic Motivation Among Students In Public Secondary Schools In Nairobi County, Kenya</p> <p>Samuel Mutua Mutweleli Department Of Educational Psychology, Kenyatta University.</p> <p>Anthony Muriithi Ireri Department Of Educational Psychology, Kenyatta University.</p> <p>Elizabeth N. Mutisya Department Of Educational Psychology, Kenyatta University.</p> <p>Abstract</p> <p>In Kenya, the distribution of secondary school students' performance in public examinations has been skewed towards the lower grades with majority of female students at the bottom. This poor performance has been majorly attributed to school environmental factors and little has been done on individual psychological factors such as academic motivation which may contribute towards differences in students' academic achievement. This study was designed to investigate sex differences in academic motivation. The self-determination theory formed the theoretical framework. The study adopted an ex post facto research design and was located in Nairobi County, Kenya. The target population was all the year 2012 form three students in public secondary schools in Nairobi County. The sample consisted of 938 form three students selected from 10 public secondary schools. Purposive, stratified and simple random sampling procedures were used in the selection of schools and participants. The Academic Motivation Scale was adapted to measure Academic Motivation. The results provided evidence that there were significant sex differences (in favour of males) with regard to academic motivation. A major implication and recommendation of the study was that, teachers, parents and all stakeholders in education should work together in creating conducive school and home environments for fostering the development academic motivation among students, regardless of the gender. The development of the domains of academic motivation found to have a positive predictive value on academic achievement should be emphasized, particularly in females. Keywords: Sex differences; Academic Motivation; Secondary Schools</p>
 <p>Assoc. Prof. Dr. Onur Köksal</p>	<p>A Study on the Development of Anxiety Scale for the Spontaneous Translation Process of Students of English Translation and Interpreting Department</p> <p>Assoc. Prof. Dr. Onur Köksal School of Foreign Languages, Selcuk University, Konya, Turkey</p> <p>Lect. Osman Özdemir School of Foreign Languages, Selcuk University, Konya, Turkey</p> <p>Abstract</p>

<p>GICICTEL1812071</p>	<p>The purpose of this study is to develop a reliable and valid measuring instrument for determining the concerns of students of the English Translation and Interpreting Department on the Spontaneous Translation process. A total of 70 students from the Translation and Interpreting Department at Selçuk University were included in the study group. In the analysis of the data, it is aimed to obtain a measurement tool which will be composed of a number of items that will be determined as a result of working with a multi-dimensional factorial structure and exploratory factor analysis. The internal consistency parameter concerning the total of the scale will be calculated at the end of the study. The correlation parameter between the total scores of the scale and the sub-factors will be used to determine whether there is a medium to high level connection. Results of fit index will be obtained by also looking at the results of confirmatory factor analysis. It is aimed to develop a scale which is thought to provide valid and reliable results by evaluating all these results.</p>
 <p>Osman Özdemir Osman GICICTEL1812072</p>	<p>A Study On The Determination Of Level Of Anxiety For Spontaneous Translation Process Of Students Of English Translation And Interpreting Department</p> <p>Lect. Osman Özdemir Osman School of Foreign Languages, Selcuk University, Konya, Turkey</p> <p>Assoc. Prof Dr. Onur Köksal School of Foreign Languages, Selcuk University, Konya, Turkey</p> <p>Abstract</p> <p>The aim of this research is to determine the level of anxiety of the students of the Department of Translation and Interpreting in the Spontaneous Translation Process. The population of this study consists of students studying in Turkey in English Translation and Interpretation Department. In the sample of the research, a total of 140 students studying in the Department of English Translation and Interpreting in Konya will be included. The measuring instrument needed to measure students' anxiety about the spontaneous translation process will be developed by researchers. The obtained data will be analyzed by frequency analysis, independent groups t-test and one-way ANOVA statistical techniques. The quantitative data obtained will be discussed and discussed in the light of relevant literature.</p> <p>Key Words: English Translation and Interpreting, Spontaneous Translation Anxiety, The Scale of Spontaneous Translation Anxiety, T-Test, One Way ANOVA</p>
<p>Imran Latif Saifi GICICTEL1812074</p>	<p>Practice Of E-Learning By Students At University Level: Future Trends Towards Globalization</p> <p>Imran Latif Saifi, PhD Scholar (Education) The Islamia University of Bahawalpur</p> <p>Dr. Nasreen Akhter, Assistant professor, Department of Education The Islamia University of Bahawalpur</p> <p>Lubna Salamat, PhD Scholar (Education) The Islamia University of Bahawalpur</p> <p>Abstract</p> <p>Learning is an active process and taken place when someone wants to learn. In modern age of science and technology, learning style is changed to e-learning. In this study, researchers had tried to explore the practice of e-learning by students</p>

	<p>at university level: future trends towards globalization. Objectives of the study were to analyze the practice of e-learning by students at university level and to explore future trends of e-learning towards globalization at university level. This research was qualitative in nature and survey method was used. Students of The University of Lahore Pakpattan were the population of the study. A convenient sample of 50 students of BS and M.Phil from Department of English and Mathematics Semester 2nd and 3rd were taken. Interview and observation sheet were used as the tool to collect qualitative data from respondents. Collected data was analyzed by using NVIVO 11. On the basis of findings, it is explored that student learn many topics related to their contents by e-learning. Students also using electronic and social media to contact students of other countries in order to share their views about their subject matters. Students think that in future they will use only e-learning method to learn and to get knowledge from all around the world and they were also motivated towards the concept of globalization by adopting e-learning method at university level.</p> <p>Key Words: E-learning, learning, university students, future trends, globalization</p>
<p>Torpev Terver Francis GICICTEL1812075</p>	<p style="text-align: center;">Lecturers Perceptions On Use Of Eletronic Devices For Implementation Of Distance Education Curriculum In Open University, Nigeria Torpev Terver Francis Department Of Educational Foundations, Faculty Of Education, Federal University Dutsinma, Katsina State Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The National open University of Nigeria is the only licensed University by the federal government of Nigeria to provide open education to those are not be able to attend conventional Universities. It has the responsibility of awarding both undergraduate and graduate degrees to deserving students after graduation. Consequently lecturers are expected to make use of various tools and material that could facilitate the processes of imparting learning experiences to the learners.. The study therefore examined the perceptions of lecturers on the use of electronic devices in the teaching and learning in the open university. The descriptive survey design was used for the study. Sample of 150 lecturers randomly selected from the total population was involved in the study. Questionnaire tagged Electronic Devices for Implementation of Open Education Curriculum (EDIOEC) was used for data collection. The instrument was found to be reliable based on the result of pilot test conducted by the researcher, as the result showed a reliability figure of 0.68. The questionnaires were personally administered on the respondents therefore enhancing prompt responses and retrieval. The data collected was analysed using chi-square at 0.05 level of significance. The study revealed that there is a significant difference in the perception of lecturers on the availability and use of electronic devices in the implementation of open education curriculum in the National Open University of Nigeria. Based on the finding, recommendation was made that electronic materials should be adequately provided for effective teaching and learning in National Open University of Nigeria for improved academic performance of learners.</p> <p>Key Words: Perception, Electronic, Devices, Distance, Education</p>
<p>Dr Ebenezer Taiwo Adu GICICTEL1812077</p>	<p style="text-align: center;">Teachers Quality And Internal Efficiency Of Colleges Of Education, In Nigeria. Dr Ebenezer Taiwo Adu School Of Education, College Of Education, Ikere Ekiti.</p> <p style="text-align: center;">Abstract</p> <p>This paper examined teachers' quality and internal efficiency of Colleges of</p>

	<p>Education, in Nigeria. It was an expo facto and descriptive design. The population for the study comprised all the 76 Colleges of Education in existence between 2010/2011 and 2014/2015 in Nigeria. The inventory titled “Teacher Variables and Internal Efficiency inventory” (TVIEI) was used to collect data for the study. The data collected were analysed using both descriptive and inferential statistics. The results showed that that there was low internally efficient in the Colleges of Education in Nigeria, there is significant relationship between teacher quality and internal efficiency and there is significant relationship between internal efficiency and teacher variables; teachers’ qualification, teacher teaching experience, teacher presentation, and teacher motivational skills. Key Notes: Internally Efficiency, Teachers’ Quality</p>
 <p>Sunday Dare GICICTEL1812078</p>	<p>A Religious Approach to Embracing LGBTI Communities at a University Campus</p> <p>Sunday Dare Educational Psychology, School of Education, College of Humanities, University of Kwazulunatal, Kwazulunatal Durban South Africa</p> <p>Abstract</p> <p>In today millennium world, university campuses are regarded as a secular space of higher learning and development for diversity of practices; whereby beliefs, cultures and values among the population are explored. This study is coined from stigmatization incidences of students due to their sexual/gender orientation among his peers, which said to distinct heterosexuals-homosexuals relationships. Therefore, this study envisage to propose “A religious approach to embracing LGBTI communities at a university campus”. This is a qualitative study that considers interpretive paradigm and focus groups discussions with participants from different religious practices; Hindus, Islam, Catholic, Baptist, Methodist and Ancestors believed organisations to get an in-depth data through team perspectives’ towards proposing a religious approach that could embracing LGBTI communities at a university campus among heterosexual peers.</p> <p>The study population size of ten (10): in categories of two groupings, ranged from 18-25 years only, which consist of heterosexuals/homosexuals at a university campus in KwaZulu-Natal metropolis. Snowballing and purposive methods of selection used, Ubuntu theory was chosen to underscore the current situational needs for a religious approach. Data will be generated through focus group discussions and meetings while data generation plan be followed. Data generated be analysed accordingly. However, trustworthiness of this study be maintained such; confirmability, transferability and dependability. Lastly, ethical issues was sought and approval granted for the study. Thus findings of this study might unveil religious approach to empower LGBTI communities and create wider space to learn in a friendly and lovely university campus atmosphere. Finally, this study envisage to contribute new knowledge and to the existing literature. Keywords: Religious approach, Embracing, LGBTI communities, University campus</p>
<p>Aviv Meltzer GICICTEL1812079</p>	<p>Eliezer Ben-Yehuda: One Man Resurrects a Dead Language</p> <p>Aviv Meltzer Department of Hebrew Language, Ben-Gurion University of the Negev, Beer Sheva, Israel</p> <p>Abstract</p> <p>In the beginning of the 20th century, there were 50,000 Jews living in Palestine who could speak Hebrew. For the next hundred years, millions of Jews</p>

	<p>immigrated to Israel. They spoke all the languages of the world except Hebrew. Today, in the 21st century, there are 7 million Jews in Israel, all of whom know Hebrew. The business of every public institution—schools, universities, health care, banks, government, the army—is conducted in Hebrew, the national language of all the Jews. This paper explores how such a language “miracle” came about.</p> <p>Key words: Hebrew, language miracle</p>
<p>Sara Fine-Meltzer GICICTEL1812080</p>	<p>How to Teach in a Non-Homogeneous Classroom: Lessons for the “Monocultural” Teacher</p> <p>Sara Fine-Meltzer English as a Foreign Language, Ben-Gurion University of the Negev, Beer Sheva, Israel</p> <p>Abstract The first question this paper deals with is the following: How will we define “multiculturalism”, as teaching to students of at least four different cultural backgrounds, none of them Western, in the same class poses problems for the teacher who comes from a distinctly Western culture. Once we can agree on a working definition, we will proceed to address the problems inherent in such a classroom. Finally, we will offer some suggestions for making it work. While the framework is teaching English as a Foreign language, the lessons are applicable to nearly every academic discipline.</p> <p>Keywords: multiculturalism, Western culture, culture clash</p>
 <p>Dr.Krupasindhu Nayak GICICTEL1812082</p>	<p>KISS: Empowerment Of Indigenous People A Case Study Of Kalinga Institute Of Social Sciences (KISS)</p> <p>Dr. Krupasindhu Nayak Department of Sociology and Education, KISS Deemed University, Bhubaneswar, Odisha, India</p> <p>Dr. Monaj Kumar Behera Department of Sociology and Education, KISS Deemed University, Bhubaneswar, Odisha, India</p> <p>Abstract In a country marked by a bowl of languages, castes, religions and ideas; cementing indigenous values while embracing modernity, is a progressive phenomenon. Within the context of the education of marginalized communities such as tribal’s, a fine balance between these two ends of the spectrum is necessary to yield results that have an impact, are sustainable, and underpin a holistic education effort. Education as a means of advancement of capacity, well-being and opportunity is uncontested, and more so among communities on the periphery. Education is both an indicator and an instrument of development, and its attainment is a major factor behind the accumulation of human capital. Marked improvements in access and to some extent in quality of primary education in tribal areas have occurred. Low literacy rates in tribal communities continue to indicate a need for overarching support that tackles issues from health to attitudes of non-tribal populations. The paper analyses the role, pattern and impact of Kalinga Institute of Social Sciences (KISS) in imparting elementary, secondary, higher and professional education free of cost. The aspects professional education, multi-lingual education, language barrier and culture components are also dealt with while analysing the model of education the organization provides. The paper also develops into the innovation in education which empowers tribal in a holistic development.</p>

	<p>Keywords: Empowerment of education Scheduled tribe, sports, change agents, child labour, women empowerment, human development index, diversity.</p>
<p>Yanuar Dwi Prastyo GICICTEL1812083</p>	<p>Lesson Study in Teacher Education: Preservice Teachers' Perceptions during School Placement Experience in Indonesia</p> <p>Yanuar Dwi Prastyo Teacher Training and Education Faculty, Universitas Bandar Lampung</p> <p>Abstract</p> <p>Lesson study in Indonesia has gradually developed and systematically established its existing culture (Suratno, 2012, p. 205). Many studies on the implementation of lesson study in Indonesia have been conducted involving inservice teachers (Apsari, Syathroh & Rizqiya, 2017; Hendayana, Imansyah, Supriatna & Nahasdi, 2014; Suratno & Iskandar, 2010), however the implementation of lesson study in initial teacher education involving preservice teachers is underdeveloped. Therefore, this research aims to explore preservice teachers' perceptions in implementing lesson study during their school placement experience. The study follows a qualitative approach involving 21 preservice teachers of Universitas Bandar Lampung during their school placement July – September 2018. The data are collected through observation notes, questionnaires, and interviews and analyzed through content analysis. The research focusses on student teachers' effort in implementing lesson study during their school placement experience, problems they face, and suggested future implementation. The results contribute to deeper understanding on the implementation of lesson study in initial teacher education, especially during preservice teachers' school placements, identification of its challenges, and recommendations for future implementation of lesson study. The results also contribute to existing literatures exploring the implementation of Lesson Study within initial teacher education.</p> <p>Keywords: Lesson study, preservice teacher, teacher education, initial teacher education, school placement.</p>
 <p>Kashif Ali Sabiri GICICTEL1812088</p>	<p>Innovate or Die! Digital Classrooms in Omani Schools – a possible reality.</p> <p>Kashif Ali Sabiri Department of Education, University of Tampere, Tampere, Finland.</p> <p>Abstract</p> <p>This article attempts to explore the inclusion of and barriers to Digital Technology in Omani Schools. The research focused the Omani schools- both government and private. To investigate the perception of Digital Technology by teachers as well as learners, literature from different sources was analyzed. The study revealed that teachers' lack of confidence coupled with lack of training demotivated them in integrating Digital technology in teaching. The study also showed that the teachers are not given enough IT training to integrate Digital Technology. Gender was an issue but not a major one as most of the researchers believe. On the other hand, poor knowledge of Digital tools for teaching at school was the major factor in keeping them back from digitizing their classes. This article includes theoretical discussions from various sources such as literature reviews and Oman government policies for digital education. The study focused Omani school teachers and students, various digital affordable tools (computer as well as mobile) and the barriers to integrating these tools into education. Demotivation of the teachers leading to the same effect for students and the lack of teacher-training and sources were the major hurdles.</p> <p>Keywords: Digital Technology, barriers, teacher's role</p>



Rıdvan Tunçel
GICICTEL1812089

Teaching Pragmatic Competence In Prep School Classes Through Task Based Activities

Rıdvan Tunçel

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Abstract

No matter how flawless a sentence grammatically is, it cannot be a complete utterance in all aspects unless it also fulfils the requirements of being contextually appropriate. Although previously being somewhat ignored, pragmatic competence (PC) has been gaining importance over the past several decades as one of the hot topics in the field of ELT to find ways to teach language effectively. However, in today's teaching understanding, rather than a more teacher-centered "focus on forms" approach, a more student-centered "focus on form" approach takes the stage. For this reason, it is becoming a must to ensure that non-natives are given the opportunities in their language learning situations through considering the invaluable contribution of PC. Thus, the teaching of PC and especially focusing on functions such as requesting, complaining, thanking and hundreds of others come forefront with the mission to provide learners with activities to raise pragmatic awareness. With this motivation, this empirical study aims to offer some awareness-raising course book supplementations within the scope of Task-Based Language Teaching to EFL university students in English Prep Classes. In an attempt to improve prep learners' communicative skills, current course-book was supported by tasks; course-book materials were either improved or completely altered with the new ones. After carrying out supplementary activities in 12 hours throughout two weeks, findings, collected via a Written Discourse Completion Test, reveal that there was a significant improvement in students' attaining the communicative goals in terms of some specifically selected functions of the study.

Key Words: Pragmatic Competence, EFL, TBLT, Functions

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One step forward... - A small scale application of Random Controlled Trails

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Abstract

(RCT's) to improve progression rates in 16-18 year old students in the UK Progression from level 2 to level 3 at many FE colleges is extremely low which, bearing in mind it is much easier and cheaper to keep a "customer" than it is to attract a new one (Brassington and Pettit, 2011), is not acceptable. In addition, governmental imposed fiscal tightening and the immense pressure this is putting on teachers/lecturers (as highlighted in the Trade Union Congress's (TUC) report New Challenges, New Changes, 2014) means that instances such as progression need to be more efficient and processes put in place that increase the number of students internally moving on from level 2 to level 3.

This study tests whether there is a more beneficial way of giving the students (and their parents) the information they need to make a more informed decision about studying at level 3 with the added benefit of improving attendance in level 2 classes. Using the TEST (Target, Explore, Solution, Trial) methodology (BIT, 2017) 4 level 2 groups were identified and interventions designed to ascertain

	<p>what, if any, effect this would have on progression. The distance travelled (intention to progress) between pre and post-test for each student was measured and interviews with students were completed. The results showed that, on this small scale, the impact that an intervention can have on a student's decisions is clear. It may be the case that "fuzzy generalisations" (Bassey, 2000) can be drawn where some of the results could be replicated in other curriculum areas/institutions.</p>
 <p>Uma Malar Maniam GICICTEL1812091</p>	<p>Walking on a Tightrope: Voices of Malaysian Higher Education Middle Leaders</p> <p style="text-align: center;">Uma Malar Maniam School of Education, University of Leeds, Leeds, United Kingdom</p> <p style="text-align: center;">Abstract</p> <p>The overwhelming sense of responsibilities and roles of middle leaders specifically heads of department are challenged and changed with globalisation in many universities including Malaysia. Middle leaders are expected to learn and balance their roles between senior management and peer academics in varying situations. They encounter challenging incidents almost daily during middle leadership. These incidents are significant 'messages' for middle leaders to understand and perform middle leadership effectively. Some leadership incidents 'make' and/or 'break' them and participants in this study perceived their leadership experiences similar to walking on a tightrope. Literature shows heads of department are categorised as 'copers', 'strugglers' and 'jugglers' (Floyd, 2011) among middle leaders in higher education environment. Literature shows how heads of departments feel ill-equipped for their role and express their concern about "the power and authority at their disposal and the difficulties of managing academics" (Middlehurst, 1993, p. 138). Although research exists on leadership in higher education, little has been written about those in departmental leadership positions such as heads of department in the Malaysian context. The researcher attempted to investigate ten heads of departments' changing and challenging roles and responsibilities through a case study. Relational leadership is a significant framework used to inter-relate middle leadership in multi-dimensional viewpoints. This study hopes to explore the perspectives and performances of university departmental leaders' leadership performance. The findings from middle leaders' self-reflections through their choice of critical incidents could shed light on how these leaders perceive and cope challenging situations and transform their experiences into an effective leadership learning journey.</p>
<p>Liera Karissa M. Banaag GICICTEL1812096</p>	<p>Using Strategic Intervention Material in Improving the Academic Performance of Students in Social Studies</p> <p style="text-align: center;">Liera Karissa M. Banaag, LPT Roosevelt College Prof. Dary E. Dacanay Department: College of Education Graduate School</p> <p style="text-align: center;">Abstract</p> <p>This study was conducted to develop Strategic Intervention Materials (SIM) in Social Studies (Araling Panlipunan) V, their selection of skills and topics based on the results of three-year Social Studies quarterly examinations scores revealing the students' least mastered skills. Specifically, the study dealt to describe the scores of the pupils in the pretest; to know the scores of the pupils in the posttest; to prove the highly significant difference between the scores of the pupils in the pretest and posttest; to know how the Strategic Intervention Material in Social Studies V developed by the researcher was evaluated by the experts on SIM. Utilizing a quasi-experimental research, the study reached three phases:</p>

	<p>Designing, Developing, and Validating, evaluating, and finalizing the SIM. The adopted modified checklist used by expert-evaluators assessed the SIM. Evaluators strongly agreed that the developed SIM followed the guidelines and criteria in constructing strategic intervention materials. The performance of the pupils on the Strategic Intervention Material based scores was described satisfactory and very satisfactory and there was highly significant difference between the pretest and posttest scores of the pupils. It was concluded that Strategic Material is useful in order to reduce the least learned topics and at the same time to improve the performance of the pupils.</p> <p>Keywords: Development, Strategic Intervention Material, Social Studies</p>
<p>Dr. R. Radhika GICICTEL1812098</p>	<p>Professional Transformation Into Educational Leadership – A Key For A Successful Organisation</p> <p>Dr. R. Radhika Associate Professor, Department of English, Kumaraguru College of Liberal Arts and Science, Coimbatore, Tamilnadu, India</p> <p>Abstract Educational leadership is a continuing operation it produces out of information, of experience and needs endurance and much time, and its leadership can be appreciated only in the course of time. There is great attention in educational leadership in the early part of the century because of the common belief that the quality of management makes a noteworthy change to educational institutions and student outcomes. It is also growing need that educational institutions require effective leaders and managers if they are to afford the greatest possible instruction for their students. Educational institutions need trained and committed instructors and they also need the leadership of highly effective heads and support from other managers. The need for effective leaders is widely recognized, but there is still a confusion as to the sort of leadership behaviours which are most likely to produce desired outcomes. Effective leaders have background knowledge which comprises understanding the type of behaviour and the reasons for it, and the educational values on which it is grounded. Such learning also necessitates leaders to investigate into the social and personal undercurrents in the organizational structure, history and politics. The theoretical keystones for the arena of educational leadership and organization, measure different guidance models, and discuss the evidence of their relative effectiveness in developing successful schools.</p> <p>Keywords: Leadership, education, instructors, learners, knowledge, organisation</p>
 <p>K A Vidyanjalie Abeygunawardena GICICTEL1812099</p>	<p>The role of teacher to address issues of disruptive behavior in learning Mathematics</p> <p>K A Vidyanjalie Abeygunawardena PhD Candidate, Faculty of Education, University of Colombo, Colombo, Sri Lanka</p> <p>Abstract Learner's classroom behaviour has become a global concern due to the intense impacts on academic performance (Anderson, 2011). Furthermore, worldwide apprehension about the lack of discipline by learners is expanding (Stewart, 2004). However, the decline in positive behaviour of learners in the mathematics classroom impacts the mathematics instruction in the inclusive classroom (Mkhize, 2002). Therefore, this study attempts to identify the role of Mathematics teacher to overcome the negative behaviour manifest by the learners during mathematics instruction. Data for the mixed research design has collected from 25 mathematics teachers and 330 learners in grade 9-11 from randomly selected</p>

	<p>two schools. The structured questionnaire was given for Mathematics teachers mainly to determine the awareness of their teaching methodology, the applicability of different teaching methods and student behaviour in the teaching-learning environment. Subsequently, learners were given a structured questionnaire to overview the perspectives of Mathematics instruction towards their learning styles. Sequentially, 24 classrooms were observed to identify how real teaching and learning proceeds in the inclusive classroom based on the comprehensive checklist developed. Later, semi-structured interviews with teachers were conducted mainly to explore the perceived differences in their Mathematics instructions and written responses to the teacher questionnaire. Focus group discussions with learners were carried out concurrently to investigate the causes of the manifested behaviour during classroom observation. Data were analysed using descriptive statistics and thematic analysis. During classroom observation, the disruptive behaviour of learners has identified and how it impacts on the existent teaching-learning environment has monitored. According to the perspectives of Mathematics teachers, the disruptive behaviour directs learners to deviate from learning mathematics which creates distractions in the teaching and learning environment in the inclusive classroom. The learners determined that Mathematics instructions have not catered to all learners in the inclusive classroom. Therefore, the applicability of innovative teaching methods is imperative to motivate the learners for the active participation in the teaching-learning process. Hence, the transformation of mathematics instructions towards the learner styles is essential to attain educational objectives by eliminating the disruptive behaviour of learners in mathematics class.</p> <p>Keywords : Classroom behavior, Mathematics teacher, learner styles, teaching methods</p>
<p>Santhanam Sundaram Ramachandran GICICTEL1812066</p>	<p style="text-align: center;">Using Storytelling and Technology to Teach Mathematics</p> <p style="text-align: center;">Santhanam Sundaram Ramachandran President, Association of International Mathematical Education and Research India</p> <p style="text-align: center;">Abstract</p> <p>In recent years technology plays an important role in the teaching and learning of all subjects and especially in mathematics also. This paper is an outcome of the interaction with a group of school children of age group 13-15 in India. Story telling is an effective method to create interest in mathematics. We think it may be suitable in lower classes only. But when technology is combined with story telling it works well for higher classes also. The following problem was taken from a common geometry book.</p> <p>AB and CD are two parallel line segments such that AC is perpendicular to both AB and CD. AD and BC cut at D. DL is drawn perpendicular to AC. Find the length DL in terms of AB and CD.</p> <p>A small situational story is scripted and conveyed to the group. They are allowed to use technology to solve the problem. After solving the problem they were asked to provide the proof.</p> <p>Keywords: Storytelling, technology, teaching mathematics</p>
<p>Patrick Dougherty GICICTEL1812067</p>	<p style="text-align: center;">Teachers Helping Teachers: Benefits Of A Volunteer Teacher Development Program In The Asian Context</p> <p style="text-align: center;">Patrick Dougherty Professor, Faculty of International Liberal Arts Director, English for Academic Purposes Program and Foreign Language Education Akita International University</p>

	<p style="text-align: center;">Abstract</p> <p>Teachers Helping Teachers (THT) is a grassroots organization founded by a local chapter of the Japanese Association for Language Teaching in 2004. THT is dedicated to the aid and assistance of fellow educators and students in and around Asia. Over the past fourteen years THT has fulfilled this mission by holding over fifty multi-day teacher training conferences and workshops with volunteer trainers and supported by local organizations and educational institutions in Bangladesh, Laos, Kyrgyzstan, Nepal, the Philippines, and Vietnam. THT's teacher-training seminars and workshops exhibit practical, student and teacher-friendly approaches to language education that are informed by current research in the field. Our volunteer teacher trainers come from Europe, North America, Australia, South American, and Asia. Our conference and workshop attendees are K – 12 teachers, university educators, and private school operators.</p> <p>The focus of this current study is to determine trainee satisfaction with the THT conference and workshops, indicate what aspects of the training might be immediately useful for the trainees in their own teaching contexts, and to offer trainee insights into improvements of the overall THT teacher training program in Bangladesh, where the THT program has been active for the longest continual period of time. The study involves post conference and workshop surveys and focus group discussions and compares findings from earlier studies conducted by the same researcher in Bangladesh. The results have indicated high satisfaction rates with the overall THT teacher development program and also offers cogent suggestions for program improvement. The findings will be useful for not only THT but for any NGO or non-profit hoping to establish a like program within their own context.</p> <p>Key Words: Teacher Training, Teacher Development, Asia</p>
 <p style="text-align: center;">Mahurni GICICTEL1812105</p>	<p style="text-align: center;">Multiple Measures Evaluation System: Improving Teaching Performance for Indonesia's Teachers through Evidences-Based Evaluation</p> <p style="text-align: center;">Mahurni Faculty of Education, Monash University, Melbourne, Australia</p> <p style="text-align: center;">Abstract</p> <p>A teacher quality is one of the most important school related factors who directly affect students' learning and achievement. It can be assumed that an underachievement of a student is one of in consequences of the unqualified teachers that a school has wherein the student is learning. To overcome this issue, one of the significant ways that is believed to enhance a teaching performance is through undertaking a rigorous evaluation system. The writer in this study addresses the administration of multiple-measure evaluation system to Indonesia's teachers at the school contexts. It is a literary study. Finding asserts that a teacher becomes more productive and show considerable improvements on the teaching performances upon they have been just evaluated. Furthermore, the they - the teachers - can obtain information based-evidences from the administered evaluation, and be given constructive feedbacks for improvements to subsequently develop new teaching skills for long-run effort.</p> <p>Key-words: Multiple-Measures, Teaching Performance, Indonesia's Teachers and Evidences-Based Evaluation</p>
<p style="text-align: center;">Anmar Albadry GICICTEL1812106</p>	<p style="text-align: center;">The Religion of the Anglo-Saxons and its Influence on Different Aspects of Life</p> <p style="text-align: center;">Anmar Albadry Department of English, Almamoon University College, Baghdad Iraq</p> <p style="text-align: center;">Abstract</p>

	<p>This research paper aims to explore the influence of the religion adapted by the old British isles inhabitants on many aspects of their life. Before discussing the religion of the Anglo-Saxons, I think it would be more convenient if we discuss the religion of the Celts and then of Romanized Britain. Long before the Roman took military interest in the British island (about 600BC.) certain Celtic tribes in two waves of invasion: the Goidels (Gaels) who went west and north toward Ireland while the second invasion the Britons who settled in the fertile mid-plains. We know almost nothing about the religion of these barbarian tribesmen except what little can be deduced from the fairy folk-lore of Celts in Christian times. The most detailed account of old Celtic religion by a contemporary was written by Julius Caesar .The Celtic religion was known as the Druidian, they practiced magic and human sacrifice .It was a form of nature-worship. The priestly leaders (Druids) acted as prophets, they supervised the offering of sacrifices, and trained new priests, and this was the only form of education at that time. It was a religion of fear and priesthood and the Roman detested this power of the priesthood.</p>
<p style="text-align: center;">Rosel Laurente GICICTEL1812107</p>	<p style="text-align: center;">Game-Based Learning As Remediation Tool For Students with Low Academic Performance</p> <p style="text-align: center;">Rosel Laurente Department of Social Studies, Roosevelt College Inc., Cainta, Rizal</p> <p style="text-align: center;">Abstract</p> <p>In pursuing for better education we were introduced to several learning theorists that learners could learn best. Constructivism, Humanism and Behaviorism were some of the few learning theories. Understanding these theories was still important; we also needed to become familiar with theories, styles, and approaches, which provided us insight on how technology, social media, and the Internet impact our learning (Wardlow, 2016). Information and technology skills to uphold media literacy and information literacy needed in learning and innovation skills like creativity, critical thinking, collaboration, communication, and problem solving (Denning, Flores, & Flores, 2011) the 21st century learners are expected to be civilized, financially and environmentally literate, and who were also globally aware on the current demands.</p> <p>The Game-based learning was the process of taking an idea and creating an activity to deliver that idea in a manner that was motivating, engaging, challenging, effective and fun, and has a measurable learning objective as a foundation (Tham & Tham, 2012). Most of the empirical researchers found that computer assisted instruction with emphasis on computer-based learning when connected to the content was a very effective instructional tool and increases motivation and achievement of the students (Tarng & Tsai, 2009; Acikalin, 2010). Although Game-Based Learning as remedial tools needed more research and scientific assessment to measure their overall effectiveness since they were still relatively new.</p> <p>We argued in this research that games were complex genre of learning environments that cannot be understood by taking only one perspective of learning. In fact, as our review shows, many of the concepts that were important in the context of games, such as motivation, have aspects relating to different theoretical foundations—cognitive, affective, motivational, and sociocultural (Plass, Homer and Kinzer, 2015). In adopting games to achieve their potential for learning, all these influences have to be taken into consideration, with specific emphases depending upon the intention and design of the learning game. The teachers will benefit from topics such as practical strategies to improve student performance in understanding Social Studies. The findings of this research will help build foundation for future explorations and research studies to improve</p>

	<p>academic performances. The purpose of this study was to determine if using Game-Based Learning as remedial tool to teach Social Studies in Grade 8 increased students' academic performance. The study will make use of Quantitative research using Quasi Experimental design. The research finding showed the used of the Game-Based Learning as remedial tools could increase students' academic performances in the subject Social Studies. In application, this research indicates that the Game-Based Learning utilized as an alternative remedial tools by the Social Studies teachers.</p>
 <p>Aditi Gupta YRSICTEL1812052</p>	<p>Boosting Psychological well-being of Adolescent: Psychoneurobic Intervention versus Mindfulness Training</p> <p>Aditi Gupta Junior Research Fellow, Defence Institute of Psychological Research, DRDO, India</p> <p>Abstract There is an estimated 1.2 billion young people aged 10-19 in the world, comprising the largest generation of adolescents in history. WHO estimates approximately one in five young people under the age of 18 experiences some form of developmental, emotional or behavioral problem. The present study investigated effectiveness of two types of intervention – Psycho-neurobics and Mindfulness meditation on the psychological well-being of high school children aged 15 to 17 in Delhi-NCR. Although, mindfulness meditation intervention have shown benefits of boosting psychological well-being, little is known about its relative efficacy compared with psycho-neurobic training, which is grounded in traditional Indian spiritual health system. The quasi-experimental group designs examined the effect of 4 months mindfulness training and psycho-neurobic training as compared to control group on pre-identified adolescent exhibiting low psychological well-being. Analysis of Variance and Pearson correlation revealed both treatment groups experienced significant increase in psychological well-being. However, significant difference emerged in improvement trajectory of different domains of psychological well-being where psycho-neurobic treatment yielded greater effectiveness in comparison to mindfulness meditations. The study empirically demonstrates psycho-neurobics as an effective intervention that can be integrated with school curriculum for at-risk adolescent in Indian subpopulation. It also directs to importance of assimilating indigenous healthcare methods along with western models for boosting psychological well-being. Keywords: Psycho-neurobics, Mindfulness, Psychological well-being, Adolescent, School-based intervention.</p>
<p>G.S.S Pranit Sai YRSICTEL1812051</p>	<p>A Visual Technique to Solve an Arithmetic Problem and its Generalization</p> <p>G.S.S Pranit Sai Sri Prakash Synergy School, Peddapuram, Andhra Pradesh, India,</p> <p>Abstract Visualization is a technique used in many branches of mathematics. Geometry without visualization cannot be understood (of course coordinate geometry gives algebraic methods of geometry problem). But visual methods are not used in schools to solve arithmetic or algebra problems. In this paper a visual method is attempted to solve an arithmetic problem. It is generalized also. A common arithmetic problem from a school text book is as follows. AB is a straight road. Two persons standing one at A and another at B move towards each other with certain constant speeds. After reaching the opposite positions they continue returning with the same speeds. In a given interval of time</p>

how many times they meet? A simple visualization technique solves the problem effectively.
Keywords: Arithmetic Problem, Visualization, Generalization.

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