Conference Proceedings

10th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali

27-28 December 2018

Conference Venue

D Varee Diva Kuta Bali, Indonesia

Email: convener@eurasiaresearch.org

https://eurasiaresearch.org
https://teraweb.org/
# Table of Content:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preface</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Keynote Description</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>List of Presenters</td>
<td>5-30</td>
</tr>
<tr>
<td>4.</td>
<td>List of Listeners</td>
<td>30-32</td>
</tr>
<tr>
<td>5.</td>
<td>Upcoming Conferences</td>
<td>32-33</td>
</tr>
</tbody>
</table>
Preface:

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 95 Participants from around 13 different countries have submitted their entries for review and presentation.

TERA has now grown to 4528 followers and 2817 members from 45 countries.

Membership in our scholarly association ADTEL is completely free of cost.

List of members: https://teraweb.org/membership/list-of-members/

Membership Application form link: https://teraweb.org/membership/

Proceedings is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: https://teraweb.org/conference/proceedings/

We hope to have an everlasting and long term friendly relation with you in the future.

In this context we would like to share our social media web links: https://www.facebook.com/adtelweb/

You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

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

Dr. Kanlaya Daraha

Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus, Pattani, Thailand

Topic: The Empowerment for the victims in the violence situation in the Deep South of Thailand

Kanlaya Daraha, Ph.D., Head of Social Work Program. The Thai Association Social Work Education (TASWE) committee, Thailand. The Head of Social Work Program. The Delegate of Social Work of Prince of Songkla University. The consultant of Child Protection Committee Pattani Province, Thailand. Department of Social Sciences Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus, Thailand.
The Effectiveness of Remedial Instruction in English at Negros Oriental State University 
Bayawan-Sta. CatalinaCampus / Effectiveness Instruction in English

Ann Beverly Verbosidad 
English and Literature Department - Senior High School Department, Bayawan National High School, Bayawan City, Philippines

Abstract 
This study aimed to determine the effectiveness of English Remedial Instruction in Negros Oriental State University Bayawan-Sta. Catalina Campus (NORSU BSC). The respondents were English Plus freshmen students. The research is descriptive and correlational in nature.
The statistical tools utilized are frequency distribution, percentage, Pearson r (Pearson product moment correlation coefficient), repeated measure design (pretest and posttest) and weighted mean.
The study revealed that majority are males with average grades in secondary school English IV whose parents have low educational background and have monthly family income within the poverty threshold. It also showed that the students obtained an average proficiency level in English language as revealed in the posttest. There was also a significant difference on the results of the pretest and the posttest to the students’ English language proficiency level and a significant relationship was found between students’ English language proficiency level and their profile in terms of secondary school English IV grade and sex. Lastly, factors specifically oral communication in English, communicating in written English, and exposure to English language had moderate influence to the students’ English language proficiency level.
Keywords: remedial instruction, English language proficiency, proficiency level

Developing a culture of science learning in rural schools in South Africa

Shaheed Hartley 
Science Learning Centre for Africa Faculty of Education, University of the Western Cape, Cape Town, South Africa

Abstract 
It is generally understood science and technology holds a myriad of employment and economic advancement pathways to future generations. It is also generally acknowledged that there is a need to improve the science and technology skills and knowledge of learners in order for them to navigate their way through the world they live in and to successfully access the opportunities available to them. It is therefore important for learners to be given a solid base in science so that they can make informed decisions about their future based on scientific understanding and awareness of the potential that science holds in shaping that future. Hopefully this knowledge and awareness will encourage them to select science subjects and continue into science-based careers. As the technology in the modern world develops and advances a greater demand is created for an appropriately skilled human resource base to best serve and interact with the available science and technology as well as to improve and create innovations of current and new technology. There have been reports of a general downward trend of learner participation in science subjects and a number of international reports have highlighted various governments’ concern about the low uptake of science subjects. In developing countries the challenge is even greater to ensure interest and enthusiasm for the learning of science at school level with the number of learners taking up science and mathematics decreasing on an annual basis. International tests like TIMMS and PISA continually point to a trend of poor achievement in science and mathematics and highlight the challenges faced by developing countries. The PISA test (2012) also identifies successes of countries utilizing science-related extracurricular activities to communicate and improve learners’ participation, achievement and enjoyment of science. It is therefore imperative that the communication of science and all the potential it holds for future generations be done in a manner that would draw young learners to science and to sustain their interest and involvement in school science but also in
activities beyond the school curriculum. The challenge to science practitioners, researchers and other stakeholders is to ensure that appropriate knowledge, skills and opportunities are conveyed to learners in meaningful way that would allow them to comprehend, apply and interact within the science and technology field and to add to the science research pipeline towards higher degrees. This paper reports on the use of science activities as a vehicle for communicating science to learners. It will review the application and the effects of these science activities in various contexts and highlight the author’s experience in South Africa.

Keywords: science activities, science communication, teaching and learning, evaluation

A Professional Development Programme for Science Educators in Rural South Africa: An Evaluation through the Perceptions and Narratives of Teachers

Melissa Quinn
Science Learning Centre for Africa, Faculty of Education, University of the Western Cape, Cape Town, South Africa

Abstract
The study is an evaluation of professional development programmes for science educators in rural Eastern Cape, South Africa. Voluminous programmes, interventions and strategies have been introduced in schools with little or no pre- or post-evaluation being implemented. Programmes should have a needs assessment analysis as a baseline before being implemented. This is not the case however, for many programmes that is being presented to educators. For this reason many initiatives that are implemented have little or no impact and educators are either not interested or they are wary about participating in professional development programmes. Educators are expected to produce results in their schools and to be able to do this their skill sets have to be up to date. Effective professional development programmes can assist educators to acquire these set skills in their field of teaching and can be an influential tool in improving the way the learners think and learn. This study investigated whether the teachers who are on the programmes have benefitted and to what extent they have benefitted in a professional capacity. It examined teachers’ perceptions towards this professional development programme. Programme evaluation which is the conceptual framework for theory-driven evaluation underpinned the study. A population of 26 science educators teaching in rural areas in the Eastern Cape were sampled and 6 educators were randomly selected from that sample to obtain detailed narratives of their experiences on the programme. The research design was an evaluation study with a mixed method approach. The instruments for data collection were a questionnaire and interviews. The study is imperative because it explored the attitudes of the educators towards these various programmes, the importance of effective interventions and the outcomes that came from participation.

Keywords: Evaluation, professional development, science education, perceptions, narratives

Using Video-Based Noticing to Develop Pre-Service Teachers S.T.E.M. Conception In a Teacher Education Course

Oi-Lam Ng
Curriculum and Instruction, Faculty of Education, Chinese University of Hong Kong, Hong Kong, SAR

Abstract
Surrounding the local and global emphasis on improving Science, Technology, Engineering, and Mathematics (STEM) education (HKCDC, 2015), educators with strong pedagogical content knowledge in STEM are vital. Connected, yet often overlooked, is the need for STEM teacher education training to equip teacher candidates with the necessary technological skills, pedagogical content knowledge, and STEM conceptualization. This study contributes to existing literature by engaging pre-service teachers in a series of video-based noticing activities in STEM teacher education. The term ‘teacher noticing’ has been generally agreed upon to be a set of inter-related processes, such as attending, interpreting and deciding (Mason, 2002; Star & Strickland, 2008; Jacob, Lamb, & Philipp, 2010; Choy,
Building on recent studies in teacher noticing, this study recognises the value of investigating what pre-service teachers attend to, how they interpret the events they noticed, and what they decide to do upon it in the context of STEM teacher education. In particular, this study adopts the use of videos to examine pre-service teachers’ noticing about various aspects of STEM teaching and learning during the course of their studies in a teacher education course with blended learning activities related to STEM education. The method of video-based noticing has been widely undertaken in the last two decades to help pre- and in-service teachers visualise complex classroom situations and to interpret classroom events (Sherin & van Es, 2005). By watching video recorded classroom episodes, teachers can relate to their past or future teaching. With respect to implementing new teaching methods or technologies, the use of videos provides an effective means to foster observations, discussions and reflections (Bencze, Hewitt & Pedretti, 2009). Thus, this study aims to explore the impact of teachers’ video-based noticing on what pre-service teachers find significant, the interpretations and pedagogical considerations they make, and their STEM conception.

Mary Jane Cinco
ERCICRTEL1902060

College Students Attitudes Towards the Behavior of Help-seeking: A Psychological Perspective

Mary Jane Cinco
Psychology, Samar State University, Philippines

Abstract
Many universities provide mental health services for students. However, a significant gap has been observed between available resources and service utilization. This study aimed at examining the relationship between attitudes towards seeking professional psychological help and help-seeking behavior using Azjen’s Theory of Planned Behavior. Close to 500 college students responded to two questionnaires: Attitudes Toward Seeking Psychological Help-Shortened Form (ASPH-SF) and the General Help-Seeking Questionnaire (GHSQ).

Results overwhelmingly showed that college students have average attitudes towards seeking professional psychological help and would hardly seek professional help, preferring to seek help from family members. However, these variables showed strong significant relationship at.01 level of significance. On the basis of the results, it is recommended that another study be done with a heterogeneous sample using the same variables or adding other variables to reveal more of the help-seeking process. Further, a psychoeducational intervention on the importance of the psychological help-seeking process and the benefits of utilizing available source of help was also recommended.

Keywords: Help-seeking attitudes, Psychological help-seeking behavior, College students

Melbin Thomas
ERCICRTEL1902061

Trauma Theory in Ilibagiza's Left to Tell

Melbin Thomas
Department of English, Mahatma Gandhi University, Kerala, Idukki, India

Abstract
The project –titled ‘Feminism in Shashi Deshpande’s novel The Binding Vine. The project consists of four chapters including the introduction and conclusion. The introductory chapter deals with the author Shashi Deshpande. The second chapter deals with the theory of Feminism and the third chapter named feminism in the Binding vine. The concluding chapter sums up the various arguments in the previous chapters and this chapter gives a short summary about the project.

I Made Utama
Department of Agriculture Engineering, Faculty of Agricultural Technology, University of Udayana, Bali, Indonesia

Abstract

Blended-Flipped Learning and Students Learning Outcome Achievement
Blended learning has developed in Udayana University, and Moodle is used as the learning platform for the online activities. Postharvest Engineering is one of the courses for a bachelor degree at the faculty of agricultural technology was designed as a model of blended and flipped learning to gain more effective strategy in achieving student learning outcomes of the course. Lesson plans for sixteen week of learning were developed for online and face to face activities. The loading time of learning was three credit semester unit or equal to 510 min (3 x 170 min) per week. The 150 min (3 x 50 min) was used for class activities, and 170 min was provided for practical-laboratory work or field study of which was depended on the unit learning outcomes. The rest of time for about 290 – 360 min was allocated for online activities. Student regular online activities were self-learning and assessment; others were depending on the unit learning outcomes, such as short-long essay assignment, uploading reports of problem-based learning and laboratory practical works. The class activities are mostly student discussion and presentation as well as Q/A to allow the student to show up their knowledge construction. It was found that the perception of students toward the learning were very positive. The grade achievement of student learning outcomes were 63% “A” grade, 31% “B” grade, no student received “C” and “D” grade, and only one student got “E” grade. The student who received “E” grade was due to their lack of online and class activities.

Keywords: Blended learning, flipped learning, postharvest engineering

Learning Walks-A Powerful Reflective Tool

Puspharani Govindarajah
Pualu Indah Secondary School, University of Selangor, Selangor, Malaysia

Abstract
Learning walks (Lws) are defined as ongoing structured classroom visits by administrators/Senior Leadership Team (SLT) and teaching staff/middle leader (ML) intended to gather data about teaching and learning through observations, interaction and feedback with students and teachers which is then shared with the teaching staff. It is designed as a tool to help support professional learning for educators by encouraging coaching and collegial conversations. This paper presents modified learning walks also referred to as data walks (Bloom 2007) and walkthroughs (Skretta 2007), how it is used effectively in the classroom through structured implementation. Based on the data collected in a period of time, this paper presents the effectiveness of using the learning walk method in schools. It also illustrates on which areas that need improvement and development. Finally, this analysis is used to suggest ways in which learning walk can be used to enhance its effectiveness in classrooms. The idea behind learning walk is that first hand classroom observations can paint a picture to inform improvement efforts. Lws will focus on tailor made training given.

Keywords: Learning walks, ongoing structured classroom visits, observations, tailor made training shared, coaching, collegial conversation

Walking on a Tightrope: Voices of Malaysian Higher Education Middle Leaders

Uma Malar Maniam
School of Education, University of Leeds, Leeds, United Kingdom

Abstract
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 show how heads of departments feel ill-equipped for
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ma. Carmela Mores</td>
<td>Numbers and Letters: Problem-solving and Comprehension Skills</td>
<td>Department of English, College of Education, Rizal Technological University, Manila, Philippines</td>
</tr>
<tr>
<td>Merriam S. Silin</td>
<td>Children With Autism In Inclusion: A Case Study Analysis</td>
<td>Polytechnic, University, Philippines</td>
</tr>
</tbody>
</table>

**Abstract**

Ma. Carmela Mores

Mathematics and Literature work in partnership to provide an accurate answer. Through the help of Schoenfeld’s (2013) four categories, there are already existing studies that had proven the vivid connection of these two subject matters. Hence, this dissertation further determined the factors that acted as the contributors in the success of students’ problem-solving attempts. The researchers used descriptive method of research, which includes the instruments used in the study. In the end, this study puts forward recommendations, which are based on fact-finding with accurate interpretation of findings. For the accomplishment of this study, Senior High School students of Rizal Technological University, particularly Science, Technology, Engineering and Mathematics academic track of year 2017-2018 were chosen as respondents, as these classes are both having English and Mathematics related subjects. According to the results, the students appeared to be aware of the use of their comprehension skills upon solving math problems. Based on the analysis, self-discipline and prior knowledge are the most factors that are believed to be great contributors in students’ problem-solving attempts. This study suggests innovative strategies and competencies in teaching the two subject matters by making intervention programs and related activities happen.

Merriam S. Silin

Inclusion is a process that commits to provide children with special needs with the best education possible in a regular classroom. As inclusion has been around for many years, and with the number growing every year, it has become essential to look critically on the effects of inclusion to children with special needs particularly to children with autism (CWAs) in terms of academic performance, classroom behavior and social skills. A qualitative case study design was used which involves observation, in-depth individual interview, and biographical methods such as life history, narratives, records, and analysis of documents. Accordingly, CWAs as effects on their academic performance can tell the big ideas/concepts implied in the story read, can take note on the significant details of the story and poem read, understand the meaning and purpose of something, and decide based on their reasoning. Furthermore, the CWAs are able to investigate and observe things around them and answer the questions of the teacher during recitations and discussions. In terms of classroom behavior of CWAs, inclusion enable them to obey when asked to do something, show interest in attending class regularly but appear tired, sad and afraid at times. With regard to their social skills, CWAs are able to cooperate during class, interact in social activities and gatherings, join group/peer work and activities, comply
with the teacher and classmates’ requests, help other students, listen attentively to their classmates and to the teacher although there are times wherein they wait for others to talk to them. Because of these results, it is recommended that the school should develop a more comprehensive and attainable inclusive program philosophy, goals, vision and mission to ensure quality inclusion program for children with autism.

Utilizing Conference Classroom Based Toward Students Speaking Improvement

Gusti Milla Quaidy
English Education Departement, Tarbiyah and Teaching Training Faculty, IAIN Bukittinggi, Bukittinggi, Indonesia

Abstract
Since 21st century, utilizing English as Foreign Language (EFL) in daily activity is really necessary. It occurs because English has been a Lingua Franca in almost every countries in the world where all of foreign language learners are not only asked to be able in comprehending the structure but they are also asked to be competent in using English in oral communication. Unfortunately, there are various university students who are still afraid of communicating by using English. The problem appeared because the university students do not often use English in classroom while learning English or the lecturers seldom give them a task or activite which can invite the students interactive. Therefore, this study deals based on the problem appeared in the classroom to solve the obstacle during learning English for the university students by giving suggested teaching techniques to the lecturer in enhancing university students’ speaking improvement in English Class.

Study of Academic Achievement in Mathematics in Relation to Brain Hemispheric Dominance

Parvinder Singh
S.G.G.S. Khalsa College, Mahilpur, India

Abstract
The purpose of this study was to determine if there exist any relationship between hemispheric dominance and academic achievement in mathematics of the students of XI and XII class and to find the level of brain hemispheric dominance of the boys and girls. Study reveals that there is no significant relationship between academic achievement in mathematics and hemispheric dominance but boys and girl students differ significantly from their level of brain dominance.

The Effect of The Use Of ICT-Based Interactive Game on Achievement Motivation and English Achievement of 4th Grade Elementary School Students in Cluster V Of Sukasada District In Academic Year 2016/2017

Yudyantara Risadi
English Education Department, University of Education Ganesha, Denpasar

Abstract
This study aimed at investigating the effect of ICT-based interactive game on students’ achievement motivation, English achievement, and simultaneously on students’ achievement motivation and English achievement. This experimental study employed 228 4th grade elementary school students as the population in cluster V of Sukasada District, Buleleng Regency in academic year 2016/2017 wherein 48 students involving 24 students from SD Negeri 4 Panji as control group and 24 students from SD Negeri 2 Panji as experimental group. They were chosen as the sample through cluster random sampling. The data were collected through achievement motivation questionnaire and post-test. Those data were analyzed by using one-way ANOVA and MANOVA assisted by SPSS 22.0. The findings show that (1) students who are taught by ICT-based interactive game achieve better achievement motivation than those
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Institution</th>
<th>Abstract</th>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th ICRTEL 2018 – International Conference on Research in Teaching, Education &amp; Learning, 27-28 Dec, Bali D Varee Diva Kuta Bali, Indonesia</td>
<td>Zulqifli Alqadri</td>
<td>Department of Science Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia</td>
<td>Inclusive education: Description of science learning system in a student with special needs. This descriptive study aims to describe the science learning system in an inclusive student. Data were obtained by observation, interview, and documentation. Observation and documentation specifically focused on a junior high school student with special needs in Bandung, Indonesia as the subject of study. He is diagnosed with moderate-type autism and ADHD. The interview was conducted with the science teacher, a helper and an orthopedagogue. There were three reviews in this study about science learning system, i.e. preparation, learning process, and evaluation of inclusive student. In the preparation review, it was described that students with special needs can participate into the regular class if they have IQ above 70. Then in the learning process, learning objectives of science subject adjusted to the student’s abilities. Moreover they will assisted by a helper and periodically assessed by psychologist and an orthopedagogue. Meanwhile in the evaluation review, the exam questions are created by collaboration between science teacher, helper and the orthopedagogue. The maximum number of questions are 10 and must contain many illustrations and colors while the question level at C1 (remember).</td>
<td>Key Words: Inclusive Education, Science, Special Needs</td>
</tr>
<tr>
<td>The Benefit of Reading The Guardian Online to Increase English Vocabulary Amount</td>
<td>Andi Putrado</td>
<td>English Education, Department, Faculty of Psychology and Social Culture, Universitas Islam Indonesia, Yogyakarta, Indonesia</td>
<td>The 21st Century demands people to become modern in term of knowing information. Internet made the information spread easily in global. The news website has been the best platform to gain information. One news website that will be discussed is The Guardian. This research will examine the benefits of reading The Guardian in term of learning English vocabulary. The aim of this research is to find out whether or not reading The Guardian will increase learners’ vocabularies and what kind of learners’ levels that suitable to read The Guardian. This paper is a qualitative research which will use as pre-test and post-test method and use Myvocabulary website to observe the effect of reading The Guardian. The sample will be taken from four participants. The conclusion this research gives new media to practice and improve English vocabulary which teachers may want to utilize.</td>
<td>Keywords: The guardian, English Vocabulary, Reading, and Myvocabulary Website.</td>
</tr>
<tr>
<td>High Quality Project-Based Learning: Promoting 21st Century Skills through The Picha Project</td>
<td>Intan Syafinaz Rozee</td>
<td>Center of Liberal Arts and Languages, INTI International University, Negeri Sembilan, Malaysia</td>
<td>The concept of high quality project-based learning (HQPBL) has been widely used and recognized as a significant instructional approach that enables students to develop the 21st century skills. HQPBL allows deeper learning outcomes, such as critical thinking, problem solving, communication, collaboration, and creativity. This paper aims to explore the impact of HQPBL on students’ learning outcomes in the context of the Picha Project. The Picha Project is a hands-on, project-based learning approach that integrates real-world problems and challenges, encouraging students to apply their knowledge and skills to solve complex issues. Through the implementation of HQPBL in the Picha Project, this study seeks to identify the advantages and challenges faced by both teachers and students, and to advocate for the integration of HQPBL into the educational curriculum to foster 21st century skills.</td>
<td></td>
</tr>
<tr>
<td>Authors</td>
<td>Title</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intan Syafinaz Rozee</td>
<td>Solving, communication, collaboration, and self-management to prepare students for educational and future career success (Latham, Lenz &amp; Ark, 2016). Therefore, an employer-relations project was designed and carried out for a group of Diploma in Business students with a Malaysian social enterprise team, The Picha Project, to expose students with hands-on experiences on real world entrepreneurial struggles. This research uses a mixed method evidence of students’ experiences, such as questionnaire, journal entries and focus group discussion. The results suggest that the project-based learning through The Picha Project gives positive impact to students learning, especially in promoting the 21st century skills. Therefore, this paper will be useful for instructors to implement project-based learning in classrooms and a few recommendations are also presented based on the research findings. Keywords 21st century skills, competencies, students’ experiences, learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hulya Sezer</td>
<td>The Effects of Using Drama Tasks in Foreign Language Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubab Tahir</td>
<td>Green Organizational Culture: A Review of Literature and Future Research Agenda</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
disclosure of corporate reports, and misleading communication modes to intentionally portray false environment-friendly claims of poor environmental performance to maintain positive social image by deceiving stakeholders. These symbolic strategic practices have stark difference with the real environmental impact. Human resource managers and employees play significant role in developing and implementing such environment-friendly organizational culture. A strategic vision reflecting environmental consciousness and a guiding philosophy of earning profits through people by minimizing environmental degradation fosters green culture in organizations. Therefore, human resource function can facilitate by designing systems to build green organizational culture in organizations.

In this research paper the pre-existing literature on green organizational culture in organizations is be reviewed, since in the last decade many researches were conducted on this issue. For this archival research a systematic review of literature is done by citing online databases. This review will give a holistic view of existing literature to the future researchers and will help them to identify research gap. Moreover, it will help practitioners and decision makers in knowing the advantages and disadvantages of green culture in organizations, so that they will understand whole impact of opting it.

Keywords: Green Organizational Culture, Sustainability culture, Triple Bottom Line (TBL), Pro-environmental/environment-friendly organizational culture, eco-friendly organizational culture.

<table>
<thead>
<tr>
<th>Yasemin Acikgoz</th>
<th>The Impact of Learners Breadth of Vocabulary Knowledge on their Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERCICRTEL1902097</td>
<td>English Language Teaching, Faculty of Education, Anadolu University, Eskisehit, Turkey</td>
</tr>
</tbody>
</table>

Abstract

Reading comprehension is very significant in language learning process. Reading is realized for many reasons such as getting information, learning a new skill or reading just for pleasure; however, the main aim is to get an understanding of what the reading text is trying to convey since reading is of great significance. As reading comprehension is a learned skill that is dependent upon some external factors, to get into the heart of the problem, first of all some factors should be examined. Among these factors, the most observable one is knowledge of vocabulary. Vocabulary is what the learners most complain about reading texts because it is closely related to reading comprehension. At this juncture, it can be said that despite the indispensable role of vocabulary knowledge in reading comprehension, it is essential to look into the depth of it in detail to understand how strong predicator the breadth of vocabulary knowledge in reading comprehension is.

The purpose of this study was to investigate the relationship between the breadth of vocabulary knowledge and reading comprehension and to figure out to what extent the vocabulary knowledge effects the comprehension during the reading process.

The research questions driving this study were:
1. Does vocabulary knowledge lead to a gain in scores on the RCT (Reading Comprehension Test)?
2. What are the EFL students’ perspectives on vocabulary breadth of knowledge, and how do these affect their reading comprehension?

This study aims to investigate the scores of participants on the breadth of vocabulary knowledge test (VKT) and a reading comprehension test (RCT) if vocabulary knowledge has an effect on reading comprehension or not. It was conducted with 40 students at prep school by employing quantitative and qualitative research methods. In this study three instruments were employed including i) reading comprehension test (RCT), ii) breadth of vocabulary knowledge test (VKT), and iii) interview.

When the interviews and RCT and VKT results were analysed, the findings showed that vocabulary knowledge affects the scores in reading comprehension to a great extent. Also students’ perceptions on vocabulary breadth of knowledge are that their reading comprehension is much dependent on their vocabulary knowledge.

Misspelled Words and Grammatical Errors in Advertisements: Its Impact to English
Danilo Tabalan
ERCICRTEL1902102

Education and Business Sector

Danilo Tabalan
Department of Languages and Social Sciences, Center for General Education, AMA International University - Bahrain, Bahrain

Abstract
The most common mistakes in a written piece of work is spelling and grammatical errors. These errors committed by English learners when repeated cause major problem for them through all their educational stages and after they leave school, joining higher education or fields of work. Unfortunately, spelling seems to cause a lot of confusion for all learners of English. And surprisingly, the most common words are persistently misspelled. In business, wrong spelling and grammatical errors could mean loss of money and loss of clients. This is true when errors are glaring in their campaign materials like advertisements. The descriptive-evaluative research design was used to evaluate the impact of the misspelled words and grammatical errors in advertisements to the English education and business sectors. The teachers and the business owners were used as respondents of the study. Their responses were solicited by the use of structured interview. The results revealed that the teacher and the business respondents had very similar perceptions on the errors and impact of these errors to both the English education and the business sectors. It is then recommended that the educational institutions, the business sectors and the government should take serious concern on these plagues of misspelled words and grammatical errors in advertisements.

Key words: misspelled words, grammatical errors, impact

Lina Calucag
ERCICRTEL1902103

Study Habits of Senior High School Science Technology Engineering and Mathematics Students

Lina Calucag
Department of Math & Science, College of Engineering, AMA International University - Bahrain, Bahrain

Abstract
A descriptive-comparative research design was used to determine and utilize the comparison among the study habits of Science Technology Engineering and Mathematics students in terms of environment, time management, test taking preparation, note taking skills, reading, writing skills and mathematics skills. The 300 senior high school students under the track of Science Technology Engineering and Mathematics were subjected to determine if time management, study environment, test taking or preparation, note taking skills, reading skills, writing skills and math skills may affect their study habits. Using a parametric statistical test, particularly the t-test, results showed that there is significant difference on the time management, study environment, test taking preparation, note taking skills and writing skills of the Science Technology Engineering and Mathematics Students when grouped according to sex. On the other hand, there is significant difference on the time management, study environment, test taking or preparation, note taking skills, reading skills, writing skills and math skills of the Science Technology Engineering and Mathematics Students when grouped according to school graduated from.

Keywords: study habits, academic performance, Science Technology Engineering and Mathematics

Vi Lam Ngan Tran
ERCICRTEL1902104

The Implementation of Teacher Feedback and Student Self-Assessment in an EFL Writing Class

Vi Lam Ngan Tran
Faculty of English Linguistics and Literature, Ho Chi Minh University of Social Sciences and Humanities – Vietnam National University, Ho Chi Minh, Vietnam

Abstract
In the era of internationalization, English writing skills play a crucial role in academic and
working lives; therefore, the importance of teaching composition to learners of English has burgeoned. Scholars have conducted studies on assessment of English writing competence with a view to paving the way for changes in the teaching and learning of English writing. Over the past decades, there has been a gradual shift from summative assessment towards formative assessment in English as a Foreign Language (EFL) writing classrooms. Teacher feedback and student self-assessment, albeit found to be interrelated for a better English writing education by international scholars, have not seemingly received adequate attention in the Vietnamese context. This paper briefly reports partial findings of an action research which explores the implementation of teacher feedback and student self-assessment in a Vietnamese EFL writing class. The paper thus specifically aims to (i) investigate the advantages and disadvantages in the implementation of teacher feedback and student self-assessment, and (ii) present possible suggestions to better implement teacher feedback and student self-assessment. As part of a qualitative study, the paper highlights major findings from semi-structured interviews with twelve high school students and the researcher’s journals. The findings confirm that the implementation of teacher feedback and student self-assessment was original, formative and comprehensible; and that despite the complexity in the implementation, teacher feedback and student self-assessment should be employed concurrently on the proviso that training and teacher-student conferences are present. The paper hopes to set the stage for radical changes in the teaching and learning of EFL writing in Vietnam; further investigation is indubitably warranted.

Keywords: English writing skills, Teacher feedback, Student self-assessment, High school students

Sivalingam Nalliah
ERCICRTEL1902105

Motivating Medical Students to Publish Scholarly Research Work on Ethics and Clinical Research

Sivalingam Nalliah
Dept of Obstetrics and Gynecology, International Medical University Malaysia, 70300 Seremban, Malaysia

Abstract

Introduction
Medical students go through a rigorous instruction five year course to become competent professionals. The core curriculum exposes them to basic sciences in the pre-clinical years and then they follow a 3 year clinical experience based learning. Apart from core subjects they are also taught soft skills and elements of bioethics and clinical research methods. Often these peripherally taught subjects do not appeal to them.

Method
All medical student are taught basic bioethics and clinical research methods. The aim of this review is to motivate student to complete the learning in bioethics and clinical research methods by develop research proposal, understand the need for obtaining ethics approval and assist them to publish their scholarly works in peer reviewed journals.

Results and Discussion
The author will draw on published articles by medical students to show case how successful students are in learning clinical research methods, obtaining grants and understand additional subjects like systematic research and meta-analysis by sharing contents of some publications. Specific task achievement of these variables will be discussed.

Key words: Medical student, scholarly writing, clinical research, ethics

Mahtab Pouratashi
ERCICRTEL1902107

Higher Education and Students’ Self-Directed Learning Skills

Mahtab Pouratashi
Assistant Professor, Institute for Research & Planning in Higher Education, Tehran, Iran

Abstract
Today, success is not guaranteed only by having a set of knowledge and skills, but only by the ability of individuals to learn from conditions and by new learning. Therefore, in order to
succeed, it is necessary that educational centers make students lifelong learners, instead of only transferring them a set of knowledge and information. This is especially important for universities and higher education institutes, due to the nature of higher education. Based on this, the present study examines the role of higher education in developing self-directed learning skills of students. Self-directed learning is a process in which students with or without the help of others identify learning needs, set goals, identify resources, implement necessary plans, and evaluate learning outcomes. The learning environment for achieving goals should be able to create a suitable and qualified environment in order to develop and enhance learner skills, and develop programs that enable students to become self-directed and lifelong learners. In this regard, the role of professors is significant in enhancing the ability of students to achieve self-directed learning skills.

Keywords: higher education, student, life-long learning, self-directed learning

Iram Bibi
ERCICRTEL1902110

Academic Procrastination and Task Aversiveness: The Case of University Students of Pakistan

Iram Bibi
Department of Computer Science, Comsats University, Islamabad, Pakistan

Abstract

Academic procrastination is the widespread phenomenon among students. The deferment or delays of time bond task have negative impact on productivity and wellbeing. Task characteristic have an effect on the performance and quality of task. Students prefer to perform pleasurable tasks and show resentment toward unpleasant or boring tasks. A sample of 400 university students (male=171; female=229) was selected to investigate the academic procrastination prevalence level, most procrastinated academic tasks and to examine the academic task aversiveness characteristics which compel students to postponed specific tasks for extended time period and sometime fails to even complete. The results indicated that 94% of the students reported academic procrastination at different level, of which approximately 48% of the students reported frequent academic procrastination. The academic activity or task with the highest level of procrastination was writing term paper/project (32.2%). The length of task has a strong association with writing a term paper or project procrastination, while boredom, frustration and resentment are strongly associated with procrastination while preparing for exams. In addition, apathy and lack of autonomy are strong predictors for higher procrastination while completing weekly assignments. Moreover, 83% of the students realized that academic procrastination reduces work quality and 39% admit that academic procrastination increase with time.

Index Terms— Academic Procrastination, Boredom, Task Aversiveness, Resentment

Hye-Suk Ha
ERCICRTEL1902111

The Relationship Between High School Students Career Beliefs and Intention to Drop Out of School: The Mediating Effects of Grit

Hye-Suk Ha
Department of Youth Education, Korea National Open University, Seoul, Korea

Abstract

The purpose of this study is to understand the relationship between high school students’ career belief and intention to drop out of school, as well as verify the mediating effect of grit. Data collection was made with the cooperation of 5 high schools - 4 academic schools and 1 specialized school located in the urban-rural multifunctional complex city in Gyeonggi-do to retrieve the responses from a total of 686 students; 41 outliers were excluded to have the answers from 645 students for the final analysis. The statistical processing was made using SPSS 18, with the study results summarizing as follows:

In the mean of major variables by the descriptive statistic, career belief variable was 3.41(SD=0.40), grit variable 3.19(SD=0.47), the intensity of thought in the intention to drop out of school 2.25(SD=1.08), and concreteness of thought 1.68(SD=0.73) by order. As a result of analyzing the correlation among career belief, grit, and intention to drop out of school, career belief had a significant negative correlation in both ‘intensity of thought’ (r=-.155, p<.001)
and ‘concreteness of thought’ ($r= -.153, p<.001$) in regards to stopping studying. The same resulted in grit, showing a significant negative correlation in both ‘intensity of thought’ ($r= -.214, p<.001$) and ‘concreteness of thought’ ($r= -.163, p<.001$). In contrast, career belief and grit showed significant positive correlations ($r= .449, p<.001$). With the above results, career belief and grit were shown to have a negative correlation to the intention to drop out of school, with career belief and grit having a positive correlation.

Next, to verify the relative influence of grit and career belief on the intention to drop out of school, a hierarchical regression analysis was conducted by setting grit and career belief as independent variables. As a result of the regression coefficient significance, the intention to drop out of school was verified to be lower as grit rose in the first stage, while the intention to drop out of school was assessed to be lower as career belief rose in the second stage. Also, in the comparison of the beta value of standardization coefficient, grit ($\beta= -.17, p<.001$) was shown to have a greater negative impact on the intention to drop out of school than career belief ($\beta= -.09, p<.05$).

Lastly, as a result of analyzing the mediating effect of grit in the relationship between high school students' career belief and intention to drop out of school using Baron & Kenny(1986)'s mediator regression verification and Sobel test, the direct negative effect of career belief on the intention to drop out of school was statistically significant ($\beta= -.165, p<.001$), and the indirect negative effect of career belief on the intention to drop out of school through grit was also statistically significant ($\beta= -.091, p<.05$). Therefore, grit, the mediating variable in the influencing relationship between career belief and intention to drop out of school was verified to have a partial mediating effect ($z= -3.76807932, p<.05$).

To put together the results, high schools students' intention to drop out of school was lowered as their career belief rose higher, with grit having the same effect in lowering the intention to drop out of school, clarifying that career belief and grit are necessary factors to be developed to help students not to drop out of the school.

These are the results that back up the preceding studies that have dealt with career belief or grit; intention to drop out of school or other similar variables. I suggested that through the results, it is necessary to distinguish students with a potential to drop out of the school, develop and support plans to raise student grit level and positively change their career belief; and also to diversify the direction of the subjects in the academic suspension prevention policy.

Meanwhile, this study only focused on academic and specialized high schools in small and intermediate-sized cities in Gyeonggi-do, having a limit in the generalization of the study results; a long-term tracking research is suggested to be in need as a follow-up research.

**Indonesian Culture Based Character Education**

**Tomi Kurniawan**
Postgraduate University of Semarang, Postgraduate University of Semarang, Semarang, Indonesia

**Abstract**

The purpose of the preparation of this paper is to find out the causes of the fading of the character of Indonesian culture as well as to regenerate the character of the nation's people based on Indonesian culture.

Character refers to a characteristic, a person's or group's typical behavior, moral strength, or reputation. Character consists of behaviors obtained from formal learning outcomes or from a cultural environment.

There are several factors that are considered to cause the fading of Indonesian cultural character, namely because of the influence of the social environment, educational factors that do not emphasize cultural values, the existence of indifference to local culture, namely improper use of technology, the feeling of shame when using local culture. This preventive method can be done through informal education in the family and community environment, as well as through formal education, namely school. In an informal and formal environment, Indonesian cultural values will be embedded, such as manners in terms of speech, dress, and so forth. Dealing with problems starting with the fading of cultural characters can
Also be done by means of socialization. Culture-based characters can be planted or developed anywhere.

**Keyword:** Indonesian culture, character education

### Role of Multicultural Counselors in Justice Social Education to meet elderly rights

**Belardo Farjantoki**  
Postgraduate Guidance and Counseling, Semarang State University, Semarang, Indonesia

**Abstract**

Elderly is one phase where every human being will experience it. This situation will be seen when it reaches the age of over 60 years and above. By looking at these conditions can be determined that the existence of problems experienced by the elderly, especially related to the reduction of physical efficiency for optimization in activities. Besides that, with this situation raises a lack of acceptance in the community, so that the elderly will feel that the price is valued as properly as humans in the previous phase. These conditions will be very much needed with the existence of social justice. With the existence of social justice, the elderly will get distribution and justice which will make it better to get recognition rights. Therefore the counselor as someone who can provide social justice to the elderly in a special population scope has the duty to provide justice education and an important role in creating a person who has the capacity and can fulfill their rights in recognition in the family and community environment.

**Keywords:** Multicultural Counselors, Social Justice Education, Elderly

### Multicultural counseling in school to overcome youth moral degradation in the disruption Era

**Fikie Saputra**  
Postgraduate Guidance and Counseling, Semarang State University, Semarang City, Indonesia

**Abstract**

Today's world civilization has undergone a very rapid change, from the industrial era 1.0 where humans use natural energy without machinery, pollution and without courses until now entering the industrial revolution called the industrial era 4.0 (four points zero) commonly called era disruption, everything becomes mechanical, pollution and special skills. With these developments, the human mindset will follow this pattern of development, from the way of life to the process of seeking life. It should be with the industrial era that is increasingly advanced to change the human mindset to be useful in that era, but not the current conditions. At the level of adolescents who are still at school age, there are many negative things that emerge, teenagers are currently promoting food, fashion, and fun. The waning of respect for the older is also a threat, which will erode the culture of the Indonesian state. With this moral degradation, intervention is needed to improve the morale of adolescents, through multicultural counseling is expected to contribute to overcoming the moral degradation of adolescents in the era of disruption.

**Keywords:** Multicultural Counseling, Moral Degradation, Adolescence, Disruption

### Internalizing indigenous values in the practice of multicultural Counseling in Schools

**Nedi Kurnaedi**  
Postgraduate Guidance and Counseling, Semarang State University, Semarang City, Indonesia

**Abstract**

The times that have entered the era of industrial revolution 4.0 encourage every individual to be able to develop and adapt well to the challenges and demands that exist. To deal with these challenges and demands, innovation is needed, as disruption is an innovation. These challenges and demands are also felt by professionals who are struggling in the field of education, especially guidance and counseling. So to answer these challenges counselors as implementers of guidance and counseling are required to be able to innovate in providing assistance to counselees in need, from various aspects of service both personal, social, learning and career. One of the things that must be done by the counselor is to continue to innovate to provide...
assistance in accordance with the needs of the counselee, so that effective and efficient assistance is created. Basically, the counselor must be sensitive and responsive to the diversity of cultures and the existence of cultural differences between one group of clients with another group of clients, and between the counselor himself and his client. Keyword: Indigineous, School Counseling, Counselor

Acculturation Process of Culture in Multicultural Counseling

Uswatun Chasanah
Postgraduate Guidance and Counseling, Semarang State University, Semarang, Indonesia

Abstract
Cultural diversity in the community creates natural interactions within it due to the convergence of various cultures, both in the form of individuals and groups by bringing different and specific cultural behaviors. Not much different from multicultural counseling activities, because between counselors and clients sometimes have different cultures. In the process of acculturation in multicultural counseling the counselor experiences the process of acculturation, because a counselor in providing services must truly understand the culture of the client. With a counselor able to master the counselor’s competencies, namely knowledge, awareness and skills, the counselor will be able to help clients solve problems through cultural values that are trusted by clients without having to eliminate or change the culture of the counselor. Keyword: Acculturation, Multiculture Counseling

Employability Over Disability: A Literature Review on Technical-Vocational Education and Training for Filipino Students with Disabilities

Royce Salva
College of Education, University of the Philippines-Diliman, Cavite, Philippines

ABSTRACT
Certainly, technical-vocational education and training (TVET) promotes an everlasting growth that created a difference in the lives of youth with exceptional needs. However, scarcity in researches and curricular programs focusing on this transition option continues to be seen as a gap in the realm of special education. Thus, this review of related literature was produced to determine how TVET and the presently available instructional evaluation tools could provide better opportunities to persons with disabilities in the labor market. It utilized a qualitative approach to evaluate common and contrasting arguments. Moreover, comprehensive assessment of data was done to identify consistencies and contradictions, which could be used to formulate a better framework for future researchers. Findings of this review include multiplicity of word meanings linked to transition, which also explained a list of existing TVET programs that offer students an equal access to discrimination-free employment and workplace. Trainer and trainee competencies were also presented through figures that showed four levels of varying standards that are monitored through evaluation models, which TVET-focused organizations and government agencies provided to measure the development of trainees in the program. Keywords: transition, TVET, instructional evaluation, special education, labor market

The Influence of Vocabulary Mastery to Speaking Skill Using Picture

Ravita Deasy Rahmawati
Pendidikan Dasar (Elementary Education), Universitas Negeri Semarang, Semarang, Indonesia

Abstract
The observations found in grade IV elementary school, Semarang City, illustrated that the level of mastery of vocabulary students were low. From 20 students, 10 students did not reach KKM (75). This paper aims to know how big influence of vocabulary mastery to speaking skill using series picture at fourth grade of public elementary school in Gugus Srikantri, Semarang City,
Ravita Deasy Rahmawati  
ERCICRTEL1902126

Indonesia. This methodology used quantitative approach with non-experimental causal relationship design. Fourth grade students from public elementary school of GugusSrikandi in Semarang City as population. This research used 50 students from all schools randomly and proportionally taken. Researcher used test and non-test (performance) instruments. The activity to take data during Indonesian Lesson. The students saw picture series. Then, they told it verbally. Assessment used test and rubric. Data analysis used correlation analysis and simple regression. The results showed that vocabulary mastery and speaking skills at fourth grade of public elementary school mostly in enough category. In addition, this media (series picture) increased students’ motivation to speaking.  
Keywords – vocabulary mastery; speaking skill; picture series

Wiji Wahyu Setyorini  
ERCICRTEL1902127

Multicultural Competency in the Practice of Indigenous Counseling in Indonesia  
Wiji Wahyu Setyorini  
Postgraduate Guidance and Counseling, Semarang State University, Semarang, Indonesia

Abstract

Multicultural issues are still an interesting discussion at the moment especially in the field of guidance and counseling. Indonesia as a country that is rich in ethnicity and culture makes this country unable to be separated from problems related to multiculturalism. Generally counselors as professionals in the implementation of counseling are considered capable of facilitating the resolution of client problems from diverse cultures. In fact there are still many criticisms of the counselor, especially concerning multicultural issues. This criticism leads to counselors who are considered lacking in attention, sensitivity, and a high altruistic spirit towards the client's culture. This article focuses on the study of the competencies of multicultural counselors in indigenous counseling praxis in Indonesia. It is hoped that through this article study the counselors especially those in Indonesia understand and master multicultural competencies and can work to meet the expectations of clients from diverse cultures.  
Keywords: multicultural competencies, indigenous counseling, Indonesian culture

Wiji Wahyu Setyorini  
ERCICRTEL1902127

Implementation of Open Class at Flipped Classroom Based on Information Technology in Islamic Studies Subject Pharmacy Department UII  
Shubhi Mahmashony Harimurti  
Department of Pharmacy, Faculty of Mathematics and Natural Sciences, Universitas Islam Indonesia, Jogjakarta, Indonesia

Abstract

Islamic Studies (PAI) is a main university subject which is also taught at Pharmacy Department. The teaching problem so far is that students when taking lectures are considered not so ready to receive material. They go into class as if they are just carrying out a formality. The worst thing is just being present so that attendance calculations can qualify for the Final Semester Examination (UAS). This condition must be changed immediately. The implementation of the Flipped Classroom method aims to make students already have the material to be delivered in class before the lecture begins. Students are expected to be better prepared to follow the learning process. Flipped Classroom innovation is used by optimize the Information Technology (IT). Some applications likesocial media Youtube and Google Classroom are maximized. The rise of social media among students must be bridged not banned. Youtube is one of the social media favored by students. This learning program also emphasizes student activity. The main purpose of the implementation of this learning is to analyze the most appropriate teaching methods by promoting Student Centered Learning (SCL). Open Class is one of the methodologies that are adopted in this learning. The findings
obtained from this model of learning are that students are far more ready to receive lecture material. Because it has been studied before. One way to measure program achievement is to look at student reflective videos related to the themes discussed in class. The researcher can conclude that the application of Open Class can help improve the quality of learning.

**Keywords:** Flipped Classroom, Information Technology, Islamic Studies, Open Class

### The Effectiveness of CTL Model Based From Bruneras Theory

**Adib Hermawan**

Manajemen Bencana, Fakultas Keamanan Nasional, Universitas Pertahanan, Bogor, Indonesia

**Abstract**

This study was intended to know the effectiveness of CTL model based from bruner’s theory towards mathematics subject learning achievement of the 4th grade students of Elementary Schools (SD) Cluster Pangeran Diponegoro, Gajah Subdistrict, Demak. To achieve this objective, this research used quasi experimental research with the type of nonequivalent control group design. The subjects of this study were the 4th grade students of SD Cluster Pangeran Diponegoro, Gajah Subdistrict, Demak. They were sampled by using cluster random sampling. As the data were collected, they were analyzed by using one tailed proportion test, namely z test, t test, gain test and N-gain. The results showed that the mathematics learning achievement of the 4th grade students of SD Cluster Pangeran Diponegoro, Gajah Subdistrict, Demak who achieved the treatment of CTL model based from bruner’s theory achieved the passing grade (KKM) score, and CTL model based from bruner’s theory than GI. It was showed by the comparison of $t_{count} = 2.620 > t_{table} = 2.042$ which meant that $H_a$ was rejected, while $H_o$ was accepted.

**Keywords:** Effectiveness, CTL, GI, Bruner Theory, Mathematic, Education, Elementary School, Contextual Teaching

### Active learning to promote student engagement in undergraduate level

**Dr. Hasibur Naher**

Department of Mathematics and Natural Sciences, BRAC University, Dhaka, Bangladesh

**Abstract**

In active learning students have opportunities to engage in class as asking question, critical thinking, problem solving, peer sharing while receiving feedback is also part of learning. We have analyzed survey as five-point scale of some questionnaires of 160 undergraduate students of BRAC University who are studying in CSE and EEE and in fifth and sixth semesters. The result of survey shows that students love active learning than passive in mathematics at undergraduate level.

**Keywords:** Active learning; mathematics; education system; teaching methods.

### Student mobility and English as an academic lingua franca in Asia

**Jane Jackson**

Department of English, Faculty of Arts, The Chinese University of Hong Kong, Hong Kong, SAR

**Abstract**

Internationalization imperatives are changing the landscape of higher education in Asia. In addition to providing mobility opportunities for both educators and students, in this vast region, more and more institutions are increasing the number of English-medium courses to attract non-local students and further diversify their campuses. To better understand the transition issues facing inbound international exchange students, a mixed-method study was conducted at a bilingual (Chinese-English) university in Hong Kong that annually hosts 1,000+ semester and year-long international exchange students from different parts of the world. This research centered on the experiences of 74 inbound semester-long international exchange students.
students who enrolled in English-medium courses; all were L2 speakers of English from Asian or European countries who did not know a Chinese language. Pre- and post-semester questionnaire surveys were administered to the full cohort and semi-structured interviews were carried out with a sampling of participants (N = 28). The quantitative data was processed with the help of SPSS (descriptive statistics) and the qualitative data was inputted into an NVivo 11 Pro database and subjected to open, thematic coding. A triangulation of the mixed-method data drew attention to individual and environmental elements that appeared to facilitate or hinder the academic integration of the participants. The findings underscored the need for: 1) pedagogical interventions to better support the learning and engagement of newcomers (e.g., more in-depth orientations, English for Academic Purposes modules, eLearning workshops, social activities that purposefully integrate local and international students in and out of class) as well as 2) intercultural communication courses for all students, both domestic and non-local. (This project was supported by a Teaching Development and Language Enhancement Grant (TDLEG) from CUHK.)

Key words: internationalization, English as a lingua franca, academic mobility, needs analysis, English-medium courses

<table>
<thead>
<tr>
<th>Turkish university students’ perception of learning a foreign language on mobile applications.</th>
<th>Turkish university students’ perception of learning a foreign language on mobile applications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irfan Kuran</td>
<td>Irfan Kuran</td>
</tr>
<tr>
<td>ERCICRTEL1902133</td>
<td>ERCICRTEL1902133</td>
</tr>
<tr>
<td>Department of Foreign Language Education, English Language Teaching Programme, Faculty of Education, Kocaeli University, Kocaeli, Turkey</td>
<td>Department of Foreign Language Education, English Language Teaching Programme, Faculty of Education, Kocaeli University, Kocaeli, Turkey</td>
</tr>
</tbody>
</table>

**Abstract**

In a rapidly globalizing world of economy and communications it is even more important and rewarding to learn and speak at least one foreign language for personal and professional reasons. In order to achieve this goal, people today seem to depend mostly on mobile resources beside conventional language courses. Mobile language learning applications are abundant and seem to be easily accessible. But are they as easily accessible, promising and effective as they are supposed to be? This study looks into the case of mobile language learning among Turkish university students in an attempt to shed light on the degree of their awareness, frequency and extent to which they use them. Through the use of a questionnaire and open ended survey questions about the nature this awareness, it explores the undergraduate students’ perception of such tools at a foreign language education programme in a Turkish university. It provides a clear perspective for researchers and mobile application designers about how familiar these students are with mobile language learning and recommends a few considerations and developments so that such sophisticated methods will prove to be more effective for their counterparts in similar foreign language learning environments.

Key words: foreign language education, mobile learning, mobile phone language learning applications.

<table>
<thead>
<tr>
<th>UNDERSTANDING OF PRESERVICE AND INSERVICE TEACHERS ABOUT POST-METHOD PEDAGOGY</th>
<th>UNDERSTANDING OF PRESERVICE AND INSERVICE TEACHERS ABOUT POST-METHOD PEDAGOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Görsev Sönmez Boran</td>
<td>Görsev Sönmez Boran</td>
</tr>
<tr>
<td>Hasan Kalyoncu University, Turkey</td>
<td>Hasan Kalyoncu University, Turkey</td>
</tr>
<tr>
<td>Serkan Gürkan</td>
<td>Serkan Gürkan</td>
</tr>
<tr>
<td>Kocaeli University, Turkey</td>
<td>Kocaeli University, Turkey</td>
</tr>
</tbody>
</table>

**Abstract**

Since the English have become the language of the world, the methods for teaching it have become a widely discussed concept. Since the second half of the twentieth century, a number of methods have been put forward related to teaching English to Foreign Learners (EFL). However, throughout the time using only one method became insufficient for language teachers. Although the founders of each method claimed that their method was better than the previous ones, teachers found each of them unsatisfying. Thus, a new method was developed by...
Kumaravadivelu (1994), named as “the post-method”. This method gives teacher a full autonomy to create their way of teaching by benefiting from existing methods, and their previous experiences. This study aimed to discuss the development of methods, the occurrence of the post-method, how teachers and classroom environment should be according to post-method, and what could be done related to the post-method pedagogy.

Keywords: Post-Method, pedagogy, teacher education, pre-service teaching, in-service teaching.

Introduction

John Adams’ prediction about English’s being “the language of the world” (Adams, 1852) became true in the second half of the previous age. As a result of this, the language has had a key role in different areas, which results in English Language Teaching’s (ELT) development in the last century. The development in ELT has caused that studies about how to teach languages has drawn attention. Consequently, the studies about language teaching has led new methods, such as audio-lingual method, content-based teaching and communicative teaching, to occur. Bell (2007) states that a great number of teachers believe that methods are the vital aspects of the language teaching process. This belief can be said to be affected by the fact that different methods have been developed about language teaching since the beginning of the formal language education in the world (Tığlı, 2014). The methods have some common ground in terms of theory and practice although, the founder of each method claimed the new method would be better than the previous one (Kumaravadivelu ,2006: p. 163). However, it is not possible to say that one of these methods is the optimal one for ELT. Over the years, because of many different problems about methods such as being misguided (Stern, 1983, p. 251), being just a label without substance, and not being helpful (Allright, 1991, p. 1), discontent about implementing the methods in classrooms has occurred. Consequently, practitioners and scholars started to think that there is not one and only method that is the best one for teaching English in the last decade of 20th Century (Brown, 2002). The problems about quality, unsuccessful language learning outcomes and validity made language teachers and scholars search for new alternatives. Morgan, Swaffer, Arens (1982), Thomas (1991), Kumaravadivelu (1994) and Nunan (2003) revealed that teachers do not use and get stick to only one method in the classroom. Instead, they are likely to implement “delineated task-hierarchy, a weighed sequence of activities”, and this is not related to methods (Kumaravadivelu, 2003a, p. 29-30). In other words, teachers have tendency to count on their intuitive abilities, judgements and ideas more than methods’ techniques or activities (Widdowson, 1990; Richards and Rodgers, 2001; Clark, 1994).

Therefore, as a solution to the problem to understand what language teachers do in classroom, post-method pedagogy theory was suggested as an alternative to the traditional language teaching methods. Nunan (2003) defined the concept of method as a set of guidelines that explains how the language should be taught. However, post-method includes teaching procedures which teachers shape in the classroom by selecting their experiences and some strategies as baseline (Kumaravadivelu, 1994, p.29). It is not possible to say that post-method suggests that none of methods can be applied. In fact, it values the language teachers’ efforts and wills to adjust any existing method depending on the subject and context they are teaching (Richards and Rodgers, 2001), and this encourages teacher autonomy and democracy in the classroom.

The concept of post-method has been divided into three dimensional systems that include pedagogic parameters (Kumaravadivelu, 2001). These parameters are ‘pedagogy of particularity’; ‘pedagogy of practicality’; and ‘pedagogy of possibility’. The parameter of particularity requires the language pedagogy used to be sensitive to a particular group of teachers to follow particular objectives teaching in a particular institutional context in a particular sociocultural environment, to a particular group of learners (Kumaravadivelu, 2003, pp. 33-34); while the parameter of practicality refers to the relationship between theory and the practice of classroom teaching. This parameter aims to create a teacher-generated theory of practice, since no theory of practice can be useful and usable unless it is generated through practice (Kumaravadivelu, 2001). The third parameter, the parameter of possibility, is based
on the educational philosophy of the Brazilian critical pedagogists, Paulo Freire. Freire claims that any pedagogy is related to power and dominance. Also, he emphasizes respecting learners’ and teachers’ subject-positions such as social class, race, gender, and ethnicity. He argues that these distinctions should be respected in the process of education as well and their impact on education should always be considered.

Kumaravadivelu (2001) claimed that these parameters enable teachers to overcome the limitations and problems faced. Also, these three pedagogic parameters are interacted with each other continuously. Depending on these pedagogical parameters, the roles of language learners, teachers and teacher educators are reshaped through the post method. The post-method learner is an autonomous learner who can manage his/ her own learning (Holec, 1988) through a group of affective, cognitive and metacognitive techniques provided by their teachers, and this leads to successful learning. When it comes to the post-method teacher, it can be said that these teachers are autonomous as well. Teachers should be competent and confident to create and implement their particular theory of practice which is suitable for a particular educational context and its sociopolitical conditions. Finally, teacher education programs should give importance to teachers’ voices and their visions should be cared in order to help them improve their own capacities to create own theories of practices. Hence, teacher educators who train prospective, post-method teachers are believed to help prospective teachers think critically. By doing this, the educators help them relate their personal knowledge to the professional knowledge they are being exposed to. Also, educators can be said to help prospective, post-method teachers acquire basic skills in classroom discourse analysis which will lead them synthesize pedagogic principles from their classroom practice.

The post-method pedagogy can be said to challenge both the concept of method, and offer great chance for teachers and learners to have autonomy in language classrooms. Namely, “post-method pedagogy recognizes teachers’ prior knowledge as well as their potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula and textbooks” (Kumaravadivelu, 2006, p. 178). Also, post-method consists some frameworks such as Stern’s three dimensioned framework and Kumaravadivelu’s macro-strategic framework, which provide teachers with important guiding principles, and teachers can base their teaching on these principles to be aware of their teaching process and be able to justify it (Can, 2009).

In the field of English Language Teaching, this particular topic has been researched widely internationally (Bell, 2003; Chen, 2014; Delport, 2010; Hazratzad and Gheitanchian, 2009, Huq, 2015; Saengboon, 2013; Scholl, 2017). The Turkish researchers have worked on this subject as well (Arıkan, 2006; Can, 2009; Dağkıran, 2015; Tekin, 2013; Tığlı, 2014; Tosun, 2009). All these studies generally focused on the perceptions of EFL teachers and pre-service teachers’ perspectives of conventional methods and post-method pedagogy, and implications of post-method pedagogy for language teacher education and professional development of language teachers.

Arıkan (2006), Can (2009), Tosun (2009), Chen (2014) discussed the possible implications of post-method pedagogy for language teacher education. Can (2009) put forward the fact that the post-method is necessary for teacher development in that it involves teachers improving their own practice for a particular classroom. In addition, Tosun (2009) claimed that “unlike the method condition, post-method condition is not trying to create a new waving for a current subject as language teaching, instead, it is a mimesis of what is waving on the globe for the time being”. On the other hand, Chen (2014) mentioned that teachers should create more learning opportunities for the students, and they are supposed to minimize perceptual misunderstandings by communicating more and clarifying the misunderstanding concepts. Chen (2014) also suggested that teachers are suggested to encourage students before an activity, give them more autonomy while doing an activity, and praise them after activities have ended.

In addition to the studies mentioned above, Dağkıran (2015) revealed that Turkish EFL teachers do not have negative thoughts related to the post-method condition. They seem to be open to changes with regard to altering the current methods in line with the needs of the students. On the other hand, Hazratzad and Gheitanchian (2009) found out that EFL teachers have different attitudes towards dominant teaching methods. However, a significant
relationship between the teachers’ attitudes towards post-method and their students’ achievement was not found. Hazratzad and Gheitanchian (2009) added that “pre-service teachers have to be provided with the skills and techniques needed to understand contemporary educational developments as well as to gain extensive linguistic and cultural knowledge so that they may build up the confidence for successful delivery of communication-oriented language classes”. Moreover, Tığlı (2014) revealed that third- and fourth-year ELT students in Turkey have negative perceptions towards the earlier methods of teaching English and they preferred Communicative Approaches. When it comes to these students’ perceptions about the post-method, it was found out that Turkish ELT students still have tendency towards the recent methods, and they were “unwilling to abandon the guidance that these ELT methods provided them”.

The above-mentioned studies show that the common view about EFL teaching method is that there is no single and ideal method for teaching English and the methods can change according to the local needs. The teachers are resourceful enough to produce their own strategies, since methods can change according to the needs of the students and the environment. Thus, it can be said that teachers should make use of a combination of methods, be sensitive to societal, political, economic and educational issues, raise cultural awareness in their classrooms.

Regarding what has been discussed in the literature so far, some suggestions can be put forward. Firstly, curriculum designers may give more emphasis on post-method pedagogy while making decisions on educational programs. They may go for more context-specific pedagogies that take into account societal, political, economic and educational issues, and raise cultural awareness in their classrooms. When it comes to what teachers can do, it can be suggested that they may take advantage of post-method pedagogy to evaluate and design their own teaching pedagogies once again. Reevaluation of existing methods and adapting them with a more context specific form that takes into account of learners’ needs more might give more efficient and successful learning outcomes. Also, ELT students may make use of these suggestions, since they are the prospective teachers. By considering what method(s) they may use in the future, they may be motivated. They might check on their perspectives of conventional methods, and by doing this they might avoid pedagogical dilemmas.

References
The Effectiveness of Nested Model Worksheet to Train or Nest Thinking Skill and Social Skill to Science Learning Acid Base Concept in Junior High School

Sri Indayani
Postgraduate of Natural Sains Education in UniversitasNegeri, Surabaya

Suyono
Postgraduate of Natural Sains Education in UniversitasNegeri, Surabaya

SifakIndana
Postgraduate of Natural Sains Education in UniversitasNegeri, Surabaya

Abstract
This study aims to determine the effectiveness of nested model worksheet to train or nest thinking skill and social skill to science learning in junior high school. This type of research is ADDIE model development with research design using One-shot Case Study. Subjects in this study are nested models worksheet which is tested in grade VII students at SMP Negeri 2 PunggingMojokertoJawaTimur as many as 32 students. Technique of data analysis is use decriptif analysis with three data that is percentase on the answer of thinking skill and social skill from the nested model worksheet and score for understanding students’ concept obtained of students’ answer after working on conceptual evaluation test. The percentage of correct answer to thinking skill activities was 76, 29% with good categories. The percentage of correct answer to social skill activities was 76, 75% with a good category. Average average evaluation results of students’ conceptual understanding of 75,53 namely understanding the complete concept. Based on the result of the study, it was obtained data that the nested model worksheet was declared effective to train students’ thinking skill and social skill, so this nested model worksheet were suitable for use in learning.

Keywords: worksheet nested model, thinking skill, and social skill.

The effect of assessment for learning in improving Non-Native adults performance in Malay language

Punitha Vathi Muniandy
University Malaya Centre for Continuing Education, University of Malaya, Kuala Lumpur, Malaysia

Abstract
Assessment for learning is one of the teaching and learning process that has been adopted to improve and accelerate learners’ ability in their learning process especially involving Modern Foreign Language. However, the learning process becomes more productive when Assessment for learning is implemented in an informal approach for non-native adults. Therefore, the study focuses on the implementation of an informal assessment for learning in a Malay
language course that is being taught as modern foreign language among non-native adult learners in a higher learning institution. Malay as a modern foreign language is still new at piloting stage in Malaysia. As a result, it would be useful to adopt assessment for learning informally for non-native adults acquiring the proficiency in an intense period. So, action research methodology has been undertaken as it also equally features of informal Assessment for learning and in parallel to accelerating adult learners’ proficiency especially at beginners’ level. Moreover, action research methodology is used to study the effectiveness of the Assessment for learning applied in the Malay language course. The data were collected and analyzed by means of feedback, observation and continuous assessments. The research study involved 30 non-native adult learners in a higher learning institution from January 2014 until December 2017. The main findings of this research revealed how informal assessment for learning assists non-native adult learners achievements and also benefits language instructors to adopt and apply such teaching and learning process model when conducting modern foreign language Malay course in future.

Key words: assessment for learning, informal approach, Malay language, non-native adults, modern foreign language

Tongle Sun
ERCICRTEL1902059

The language and intercultural learning of second language sojourners in an international exchange program

Tongle Sun
Department of English, The Chinese University of Hong Kong, Hong Kong, SAR

Abstract

The internationalization of higher education has prompted an increasing number of university students to venture abroad to gain some international educational experience, in the hope of acquiring skills that are deemed essential for 21st century graduates (e.g., second language proficiency, intercultural competence, global-mindedness). To foster a deeper understanding of the second language and intercultural learning experience of short-term study abroad students, a mixed-method, longitudinal study was conducted with outbound Chinese exchange students from a bilingual (Chinese-English) Hong Kong university who participated in a semester-long international exchange program in an English-speaking country. Case participants were Chinese STEM (science, technology, engineering, and mathematics) students who were in their third year of a four-year undergraduate program. The participants completed questionnaire surveys and semi-structured interviews at different stages of the study abroad journey (i.e., before the sojourn, sojourn, immediate after the sojourn, and six months after the sojourn). Sojourn email prompts and multimodal data (e.g., images) were also collected as an important source for triangulation. NVivo 11, a qualitative software tool, was employed to assist data processing and analysis. Basic descriptive analysis was performed with the quantitative data while in-depth qualitative data were subjected to open, thematic coding. This presentation centers on findings from the pre-sojourn and the post-sojourn phases, underscoring the individual differences (e.g., language/intercultural attitudes, agency) and the external factors (e.g., host receptivity, access) that appeared to influence the sojourners’ language/intercultural learning and lead to variations in their developmental trajectories. Findings of the study have implications for pedagogical interventions and study abroad programming throughout a study abroad cycle.

Key words: second language sojourners, language and intercultural learning, Chinese exchange students, study abroad

Kevin Ramsden
ERCICRTEL1902066

Readers 4 Readers: A Community Engagement Initiative in the Department of Global Studies at KUFS

Kevin Ramsden
Department of Global Studies, Kyoto University of Foreign Studies, Kyoto, Japan

Abstract

For those in the developed world, there has never been a more important time to address the
problems of the vast majority of the world’s population who have yet to reap the benefits of the great economic and technological changes seen in recent decades. At institutions of higher education, such as Kyoto University of Foreign Studies, I feel there should be a greater impetus on forging tangible connections between the content learned both in the classroom and independently, and that of the real world. Students who are willing, should be encouraged to work with others to extend their understanding of, and interest in, issues they have studied, and involve themselves in voluntary community engagement projects that would have an impact on the lives of others, both at the local and global level. In this poster presentation, I will outline how we have enhanced opportunities for ‘socially responsible learning’ at our university by initiating a sponsored reading project called Readers4Readers. This project encourages participating students to read beyond their regular English language course goals, and, through their personal efforts and a sense of ‘altruistic motivation’, contribute to the educational development and assistance of schools and community centers in rural Cambodia. It is the presenter’s belief that exercises in empathy such as this can easily become platforms for further action and the building of bridges towards both personal and institutional collaborations, and sustainable international community engagement initiatives.

<table>
<thead>
<tr>
<th>Takako Ramsden</th>
<th>An Empirical Study of L2 Learners’ Responses to the Paraphrasing Translation (PT) Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERCICRTEL1902067</td>
<td></td>
</tr>
<tr>
<td>Department of British and American Studies, Kyoto University of Foreign Studies, Kyoto, Japan</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>Translation has long been underestimated, or even rejected, as an effective tool in the language learning/teaching world, regardless of the reality that a great number of SL/FL learners have always relied on their L1 to some extent. Translation, along with paraphrasing, is also recognized as a communication skill in the CEFR (2001), largely due to its efficiency as a mediating agent. In this paper, the author will provide evidence for the positive impact of translation through the results of an empirical study conducted to investigate the effectiveness of the use of Paraphrasing Translation (PT) on the development of L2 learners’ productive competence. This study, using PT, literally a combination of paraphrasing and translation, was conducted through provision of a workshop and translation tests to 87 Japanese high school students. Following the experiment, the data and results from the questionnaires and tests employed were analyzed from both the learners’ actual achievement scores and their sense of achievement and perception of PT and translation. Most of the participants reacted very positively in both regards, leading the author to conclude that the findings from the study suggest that translation should certainly be reevaluated as an important component of SLA and SL/FL teaching and learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ruth Wong</th>
<th>What Do They Actually Need? An Investigation of Learning Motivation of The Underprivileged Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERCICRTEL1902069</td>
<td></td>
</tr>
<tr>
<td>Department of English Language Education, The Education University to Hong Kong, Hong Kong</td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>Motivation plays an indispensable role in education because it directs students’ behavior toward goals; enhances cognitive processing which leads to effort and persistence in learning activities; and determines what learning behaviors should be enforced and brings learning outcomes. To the underprivileged teens, what is the meaning of learning? Why do they need to receive education? What drives them to learn? This paper aims to investigate the learning motivation of this group of adolescent and shed lights on classroom practices. Motivation plays an indispensable role in education because it directs students’ behavior toward goals; enhances cognitive processing which leads to effort and persistence in learning activities; and determines what learning behaviors should be enforced and brings learning outcomes.</td>
</tr>
<tr>
<td>Outcomes. To the underprivileged students, what is the meaning of learning? Why do they need to receive education? What drives them to learn? To answer these questions, this paper has established a framework of learning motivation to profile the learning motivation of the underprivileged students. Based on the proposed framework, a questionnaire has been developed. Over 2800 adolescents responded to the questionnaire. This study has found that teachers and parents played the most significant factors in motivating students to learn. With the found results, implications on classroom practices and education policy are discussed. Key words: Motivation, adolescent, learning, behavioural problems</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **Active Learning Through Video Production in Language Classes: Intercultural Peer Evaluation**  
Kayoko Shiomi  
Department of Business Administration, Ritsumeikan University, Ibaraki City, Osaka, Japan  
Abstract  
Student-centered active learning encourages students to utilize the language knowledge and skills they have acquired. This poster presentation illustrates how students put English into action through the production of a video that introduces their daily life and their culture. Students in the Business Department at Ritsumeikan University in Japan made English videos in pairs or groups and introduced their campus lives and daily activities, as well as popular Japanese food, famous sightseeing spots, and some examples of Japanese culture. In the production of their videos, they first brainstormed ideas and drew storyboards. After they organized the contents and wrote scripts, they filmed the videos on sites they chose on and off campus. After the videos were filmed, students presented them in class and later shared them with students overseas. Based on the contents and clarity of the language and visual images they projected, their video presentations were evaluated by the teacher and students in class as well as students who were studying Japanese at Columbia University in New York. Peer evaluation of their work helped students to reflect on their work and to learn what needs to be improved in their English video presentations. A task-based activity such as video production and peer evaluation enabled students to become actively involved in the process of putting their ideas into action, developing their English communication skills, and sharing their experience with students beyond the classroom. Key words: Active learning, task-based learning, video production, peer evaluation |
| **Relationship between Multiple Intelligence and Teacher Competency of Secondary School Teachers**  
Dr. Manjita Sahay  
Department of Education, Faculty of Education, Aryabhatta Knowledge University, Bihar, India  
Abstract  
Multiple Intelligence is the theory propounded by Howard Gardner in his famous book “Frames of Mind”. According to him each and every individual possess different intelligence that reflects different ways of interacting in the world. This intelligence can be Linguistic, Logical/mathematical, Musical, Interpersonal, Intra-Personal, Bodily-Kinaesthetic and Naturalistic. Each and every human being has basically these seven types of intelligence in different amount. As each individual has its own rainbow set of knowledge thus require different methods of teaching and learning. Teaching and Evaluating them in the same way is like comparing an actor to a cricket player and saying that former is not a good cricketer and then latter is not a good actor. The objective of the study was to find out the relationship between Multiple Intelligence, Self-Esteem and Teacher Competency of Secondary School Teachers. The methodology used was the survey method with a self-constructed and standardised validated Test. The tests were 1) The Multiple Intelligence Test a standardised test by Howard Gardner. 2) Teacher Effectiveness Scale- constructed by Researcher. 3) Self-Esteem Test-A Standardized Test of Self-Esteem by M.J. Sorensen. These Tests were
administered to 500 randomly selected Secondary School Teachers working in Schools of Patna, Bihar, India. The data were analysed by employing Mean, Standard Deviation, t-test, and Product moment Coefficient of Correlation, ANOVA, Regression, and Chi-Square Test & Mann Whitney Test. The findings of the study were: 1) There is no significant difference between Male and Female Secondary School Teachers in their Teacher Competency but there is significant difference between Male and Female Teachers in their Multiple Intelligence. 2) There is no significant difference between Govt. and Pvt. Secondary School Teachers in their Multiple Intelligence but there is significant difference between Govt. &Pvt. Secondary School Teachers in their Teacher Competency as well as Self-Esteem. 3) There is a significant positive relationship between Multiple Intelligence and Teacher Competency of Secondary School Teachers. 4) There is a significant positive relationship between Multiple Intelligence and Self-Esteem of Secondary School Teachers. 5) There is a significant positive relationship between Teacher Competency and Self-Esteem of Secondary School Teachers.

Keita Shinogaya
ERCICRTEL1902085

How The Gap Between Perceived Goals in English Class of Elementary School and Junior High School affect Students Motivation and Beliefs about Learning?

Keita Shinogaya
College of Economics, Nihon University, Tokyo, Japan

Abstract

This study examined effect of gaps between elementary school and junior high school students' motivation and beliefs about learning in EFL with longitudinal data. Self-report questionnaire was conducted in 2017 (Time 1) and in 2018 (Time 2). 345 students in Japanese public elementary school and junior high school (5th grade to 7th grade) responded to the items about perceived goal in classroom instruction, beliefs about learning, and their motivations in 5 point scale. The result revealed some interaction between time and grade. The result showed that scores of perceived “enjoy” goal (e.g., “In this class, enjoying with English is important.”), “repetition” goal (e.g., “In this class, teachers put importance on repeating English phrases.”) and “understanding other culture” goal (e.g., In this class, teacher focus on understanding other culture.) decreased after entering junior high school, while these perceived goals did not decrease in elementary school. On the other hand, “knowledge and skills” goal (e.g., “In this class, getting English skills is important.”) did not show any change after students enter junior high school. In addition, intrinsic motivation and non-cognitive belief (e.g., In English learning, rote memorizing is effective) decreased after they enter junior high school, while extrinsic motivation increased. Cognitive belief (e.g., In English learning, understanding relations among each fact is important) did not change after shifting to junior high school. Multiple regression analysis revealed that change of perceived goal showed significant influence on change of students’ motivations and beliefs. In concrete, “knowledge and skills” goal positively affected both cognitive belief and non-cognitive belief. The findings of this study suggest that it is necessary to consider the gap between the styles of English lesson in elementary school and in junior high school.
Key words: EFL, perceived goals in class, motivation, beliefs about learning, school gap

Law Protection Toward Musicians Copyright in Indonesia

Yazid Shidqi Faisal
Magister of Notarial, Faculty of law, University of Airlangga, Surabaya, Indonesia

Adam Setiawan
Master of Notary, Airlangga University, Surabaya, Indonesia

Abstract

Indonesian musicians felt that the government did not support and unprotect the musicians’ rights. A lot of cases of the indonesian musicians’ work could not obtain law protection in accordance with copyright and royalty. No special regulation for music was one of the reasons that the musicians got no government’s support and appreciation, whereas in fact other countries had their special regulation. Our research was aimed to analyse the regulation for indonesian musicians’ copyright.

The research used the normative yuridical analysis method with the conceptual approach and statute approach. The research used the material of primary law consisting of legislation, official documentation, treatise of passing legislation and verdicts. The secondary material consisted of all publications of law, excluding legal documents, text books, law dictionaries, law journals, and comments of verdicts. The research concluded that in Indonesia, the basic law of copyright was still unclear because there was no special regulation which regulated music industries in Indonesia.

Key words: Law Protection, Music Industries, Musicians.

Laughter and Learning

Alan Mulvey
Department of International English, Kyoto Tachibana University, Kyoto, Japan

Abstract

In overview, this article examines the role of laughter in efficacy in learning by discussing its physiological and psychological effects on student ability to learn and its intrinsic and extrinsic psychological motivations in the process of learning. Peer-reviewed literature is surveyed as an underpinning of a pedagogy of laughter for enabling students with instructional manner and teaching method towards an efficient cycle of learning, and for measuring and improving it.

Why laughter? “There is no greater weapon in a director’s arsenal than a strategically placed song” (Will Ferrell, Jack Black, Oscars, 2004). It’s funny, maybe a bit painful, as you have this earnest planning and execution affected powerfully in mood by something seemingly tacked-on. However, it is integral to the situation whose efficacy it either creates or destroys. For learning and teaching, laughter is that “strategically placed song”, a catalyst integral to effectiveness in the learning cycle. Gelotology, from the Greek γέλωςgelos, is “the study of laughter and its physiological and psychological effects on the body. Its proponents often advocate induction of laughter on therapeutic grounds.” Laughter is a language; it is as fundamental as a gesture; it comes before words. Black and Yacoob (1995) codified laughter as a distinct universal expression having a universal meaning. In the relationship between instructor humor and students’ second language learning, Ziyaeemehr et al. (2014) state, “Humor is an integral component of any language and therefore has an impact on the way languages are acquired/learned.” Lowman (1995) describes two relationships as the most important in higher education learning — the engagement of the student in the learning process and the teacher-student connection. Berk (1998) says that humor benefits both of these. Strean, in Evolving towards Laughter and Learning (2008) builds on this to say that a sense of satisfaction in the student and the bond between student and teacher both benefit from humor. Laughter also plays a role in satisfaction and bonding of students with each other. This article is presented in 5 sections. (A) In preparedness for learning there are physiological and psychological issues mediated by laughter. (B) In the classroom, where the lesson is
executed, problems are compounded. Here, the role of laughter is discussed in terms of teaching method and manner and the engagement of the student. (C) A pedagogy of laughter bonding teachers and students is described in terms of creating an environment and state of mind students need, and maintaining and enhancing it. (D) A third important relationship in the classroom is discussed as students support each other’s intrinsic motivation. The discussion touches on implications for teacher self-efficacy and ways of transforming the lesson. (E) Ways of measuring and improving efficacy of laughter in learning are discussed.

### The Effect of Collateral benefit of Hypermedia learning on students’ self Concept, Interest and self efficacy in Science Learning

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suprapmanto J</td>
<td>ERCICRTEL1902132</td>
</tr>
<tr>
<td>Suprapmanto J</td>
<td>ERCICRTEL1902132</td>
</tr>
</tbody>
</table>

The aims of this study is to investigate the effect of collateral benefits from Hypermedia learning on students’ self-concept, interest and self-efficacy in Sciences learning. This study used 100 relevant articles in the 10 best journals indexed by Scopus. This study used a meta-analysis to investigate the effect of collateral benefits from hypermedia learning on students’ self-concept, interest and self-efficacy in Sciences learning. The results of this study are that hypermedia learning is not fully influential with the concept of understanding, student interest and student self-efficacy. The various factors and conditions must be met for the successful use of hypermedia learning.

Keywords: Hypermedia learning, Student's self-concept, Student interest, self-efficacy, Science Learning

### Compared to education spaces health normal and special schools

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goharshad Pourbafrani</td>
<td>ERCICRTEL1902135</td>
</tr>
</tbody>
</table>

The aim of the present research was compared to education spaces health normal and special schools in Tehran in 1389. In these study methods, was the descriptive design of the survey? The population consisted of all special schools and normal in Tehran were Sampling Multi-stage cluster sample commensurate fits in Tehran in five regions (Regions 6,5,4,2,19) and was done randomly from each region a special school and one normal school. The instrument used in this research was a researcher-made questionnaire with 40 closed question and observation form (191 statement) Monitoring valid according to advisor and counselor masters observation scholar number of schools respectively. Data analysis comprised of both descriptive and in ferential statistics.

The results showed comparing school environment by physical factors (light, temperature, sound, color), health facilities and buffet, health workshops and laboratory, Principles in safety significant difference in the sample chi-square test there and according to X2 surface of the sidewalk, areas located away from the bluster, there elevators, Classes and passageways light, taking the position window, type heating device, sound transmission class sports schools places, Robustness of emergency escape routes, deployment of young children on the ground floor, range relief vehicles, principles of safety in special schools exceptional cases hygiene & safety is observed more than normal schools. Consider mesh windows and dass light from ordinary in the buffet and laboratory, numbers of floors, designed to shield the window, inclination yard safety and health principles are more respected Normal schools.

Summary The results conducted education space health maximum special schools, more schools are observing normal.

Keywords: education space Health, physical factors, principles of safety, health facilities.
Amhu Gurung
ERCICRTEL1902138
ICT Based English Language Class: A Paradigm for Language Learning
Amhu Gurung
Department of English, Saraswoti Multiple Campus, Kathmandu, Nepal

Abstract
The research paper aims to explore the modes of using ICT in English language classroom along with its significance, since ICT has multiplied teaching learning resources. In general, ICT refers to technologies that provide access to information through telecommunications which includes the Internet, wireless networks, cell phones, and broadcasting technologies. It has modernized human communication by accessing the language exposure in wide range. The development of technologies has broadened resources for English language learning and redefined the methodological application in English Language Teaching. This research paper concentrates on the significant integration of ICT in teaching and learning process in the context of Nepal, since it is a paradigm to adopt and authenticate language learning. So, this qualitative research paper will include 50 students and 20 teachers as research participants from Kathmandu, Nepal where the use of technology has become common. The participants will be provided a questionnaire and later the data will be analyzed. Thus, this paper will discuss about how ICT learning has helped the institutions, teachers and students to figure out and critically review the significance of modern technology in order to avail the objectives in language education.

Key words: paradigm, Language learning, ICT, methodologies of ELT

Kaung Myat San
ERCICRTEL1902139
The Cognitive Thinking Skills Demanded by the Instructions in the Coursebook global Level 1 (A2)
Kaung Myat San
National Centre for English Language, University of Yangon, Yangon, Myanmar

Abstract
Nowadays, teachers and educators are responsible to integrate 21st century skills including critical thinking into lessons to help students survive in the challenging world. Course books used in classrooms play crucial role to help students. The present study aimed to motivate teachers in Myanmar to know the coverage of thinking skills that instructions in coursebook developed and to incorporate more thinking skill practice into their lessons. The present study investigated the levels of thinking skill those instructions in the coursebook global Level 1(A2) called for. Therefore, the instructions given in the coursebook were gathered, analysed and categorized in conformity with the cognitive process dimension in Bloom’s Revised Taxonomy (2001). The results of the study revealed that, 68.29 % of instructions in the coursebook global Level 1(A2) called for lower level thinking whereas 31.71% of them demanded higher level thinking skills. 28.22% of the 776 instructions emphasized the cognitive level of applying while 23.46%, 17.5%, 16.49%,9.28% and 5.03% of the instructions demanded the thinking skill level of understanding, evaluating, remembering, analyzing and creating respectively. The study highlighted that teachers in ELT context as well as teachers of all respective disciplines and educators in Myanmar to pose questions or give instructions, provoking critical thought to promote students’ thinking skills in any teaching context to nurture students to be able to cope with the challenges in the real world.

Key words: thinking skills, Bloom’s Revised Taxonomy (2001), coursebook global Level 1(A2)

LISTENERS

IsniPujirana Andi
Department of physics education, Faculty of Natural science and Education, Makassar state University, Makassar, Indonesia
ERCICRTEL1902054

Joan Atkinson
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Varee Diva Kuta Bali, Indonesia</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

**District Superintendent Office, Department of Defense Education Activities, Tokyo, Japan**

**ERCICRTEL1902057**

Herdy Soepono
SPS Teratai 10, Social Education, Yogyakarta, Indonesia

**ERCICRTEL1902073**

Parmin
Education, SMA Plus Negeri 17 Palembang, Palembang, Indonesia

**ERCICRTEL1902075**

Sakif Al Ehsan Khan
Department of Public Administration, University of Dhaka, Dhaka, Bangladesh

**ERCICRTEL1902083**

Ayu Muzdaliva
Department of PAUD, Faculty of Science Education, Universitas Negeri Gorontalo, Gorontalo, Indonesia

**ERCICRTEL1902084**

Donnie Weda Dharmawan
Department of Primary Education, Green School, Indonesia

**ERCICRTEL1902087**

Anene Chukwuma Stanley
National Examinations Council, Nigeria

**ERCICRTEL1902090**

Ibharim Deen Komara
Health and Safety Science and Humanity, Institute of Public Administration and Management University of Sierra Leone

**ERCICRTEL1902091**

Fatmata Kargbo
Health and Safety Science and Humanity, Institute of Public Administration and Management University of Sierra Leone

**ERCICRTEL1902092**

Isatu Mansaray
Health and Safety Science and Humanity, Institute of Public Administration and Management University of Sierra Leone

**ERCICRTEL1902093**

Mariatu Turay
Health and Safety Science and Humanity, Institute of Public Administration and Management University of Sierra Leone

**ERCICRTEL1902094**

Alimu Sesay
Health and Safety Science and Humanity, Institute of Public Administration and Management University of Sierra Leone

**ERCICRTEL1902095**

Zainab Koroma
Health and Safety Science and Humanity, Institute of Public Administration and Management University of Sierra Leone

**ERCICRTEL1902096**

Ugbodu Harrison Chidi
Examinations Development, National Examinations Council, Nigeria

**ERCICRTEL1902098**

Agiobiwgu Emmanuel Onyemachi
Examinations Development, National Examinations Council Enugu, National Examinations Council Enugu, Nigeria

**ERCICRTEL1902099**

Anene Henry Junior
Examination Development, National Examinations Council Enugu, Nigeria

**ERCICRTEL1902100**

Yana Meriska Br Tarigan
Civil Engineering, GadjahMada University, Sleman, Yogyakarta  
ERCICRTEL1902115
Mohammad Bani Hamad  
Math Department, Ministry of Education, Jordan  
ERCICRTEL1902119
Osman Sesay  
Health and Safety, Institute of Petroleum and Management, Crown College, Freetown, Sierra Leone  
ERCICRTEL1902120
Roserie Martha Kamara  
Health and Safety, Institute of Petroleum and Management, Crown College, Freetown, Sierra Leone  
ERCICRTEL1902121
Duwai Adams Philip  
Health and Safety, Institute of Petroleum and Management, Crown College, Freetown, Sierra Leone  
ERCICRTEL1902122
Isata Zainab Kamara  
Health and Safety, Institute of Petroleum and Management, Crown College, Freetown, Sierra Leone  
ERCICRTEL1902123
Peter Simpson  
Department of British and American Language and Culture, College of Global and Regional Culture, Okinawa International University, Ginowan City, Okinawa, Japan  
ERCICRTEL1902079
Fajar Nugraha  
Master of Notary, Airlangga University, Surabaya, Indonesia  
ERCICRTEL1902112
Ahmad Dai Zidan  
Department of English, Islamic State of Alauddin Makassar University, Makassar, Indonesia  
ERCICRTEL1902137

**Upcoming Conferences**

[https://eurasiaresearch.org/tera](https://eurasiaresearch.org/tera)

- **ICRTEL 2019** – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai
- **2nd ICRTEL 2019** – International Conference on Research in Teaching, Education & Learning, 05-06 Feb, Bangkok
- **3rd ICRTEL 2019** – International Conference on Research in Teaching, Education & Learning, 13-14 March, Singapore
- **4th ICRTEL 2019** – International Conference on Research in Teaching, Education & Learning, 09-10 April, London
- **5th ICRTEL 2019** – International Conference on Research in Teaching, Education & Learning, 01-02 May, Rome
➢ 6th ICTEL 2019 – International Conference on Teaching, Education & Learning, 03-04 June, Prague
➢ 7th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Malaysia
➢ 8th ICTEL 2019 – International Conference on Teaching, Education & Learning, 24-25 June, Lisbon
➢ 9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore
➢ 10th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Bali
➢ 11th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Budapest