



List of Applicants

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Education & Learning, 24-25 Dec, Dubai**

24-25 December 2018

Conference Venue

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Preface:

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KEYNOTE SPEKAER



Arshad I Ashraf

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Arshad is a passionate, determined and uncompromising educational professional with a successful career in teaching, educational leadership, and transformation. His experience encompasses leadership and transformation roles in schools as well as broader roles leading learning and teaching initiatives at regional, national and international levels. Arshad holds MSc in Education from the University of Oxford, where he had a particular focus on improving learning and teaching within schools and has over 25 years of experience and success in all aspects of teaching, management and successful design and delivery of educational improvement. As a forward-thinking former Headmaster of a school which is in the top 100 schools in the world (Cambridge University list); School Governor, Ofsted Inspector (UK Dept. of Education), Arshad is an educational consultant and advisor who displays vision and enthusiasm in leading strategic developments in education. He has been involved in teacher training for over 5 years, as well as being a mentor for PGCE students and senior school leadership. He has developed and managed both large teams and budgets on time and mission-critical projects. Arshad has also managed Learning Enhancement Programmes, in academic and vocational settings, from conception to delivery and has worked as a consultant to school leadership teams, and as a senior leader.

<p>Taiwo Omomia ERCICRTEL1808051</p>	<p>Enhancing Academic Achievement of Female and Male Mathematics Students Using Vicarious Reinforcement and Contingency Contracting Techniques in Junior Secondary Schools in Lagos State, Nigeria</p> <p>Taiwo Omomia Department of Educational Foundations, School of Technical Education, Yaba College of Technology, Yaba Lagos, Nigeria</p> <p>Abstract</p> <p>Mathematics is one of the subjects required for further studies in the field of Science and Social Sciences in all higher institutions in Nigeria. Poor academic achievement in Mathematics may lead to truancy, dropping out of school, examination malpractice, frustration, unemployment, maladjustment and other ills. Impulsivity is one of the factors responsible for poor academic achievement in Mathematics in that it could affect students' concentration in the class. Impulsive students often have difficulty with multiple academic tasks such as mental reasoning, which involves the recall of sequential steps in solving a problem. They are disorganized and distractible and not able to channel needed amount of efforts into a meaningful academic task. In Nigeria, female children have been given the orientation that their male counterparts are more superior and can accomplish more difficult tasks in all ramifications. With this erroneous orientation, female students have always lived with the belief that they cannot perform credibly in Mathematics. The study therefore examined how to enhance the academic achievement of one hundred and twenty female and male impulsive Mathematics students using Vicarious Reinforcement (VIRE) and Contingency Contracting (CONCO) techniques. They were purposively sampled using a randomized process from three Junior Secondary Schools. The study utilized quasi- experimental design, made use of the Impulsivity Assessment Scale for Students (IMASS) and validated achievement test in Mathematics. The analysis of covariance (ANCOVA) and the student t-test were used to determine if there were any differential effects. The results showed that both female and male participants in the treatment groups performed better than their counterparts in the control and there is no significant difference in the academic achievement of female and male students exposed to VIRE and CONCO. As a result of these findings, it is recommended that mathematics teachers, educational administrators counselling and educational psychologists should utilize the two techniques to enhance academic achievement of impulsive female and male mathematics students.</p>
<p>Joseph Andortan ERCICRTEL1808054</p>	<p>Mathematics Education for Sustainable Development: A Critical Assessment of the Nigerian Experiment</p> <p>Joseph Andortan Department of Mathematics, Faculty of Sciences, Federal College of Education, Obudu, in Affiliation with University of Calabar, Obudu, Nigeria</p> <p>Abstract</p> <p>This paper seeks to investigate and thoroughly examine Mathematics education for sustainable development using the ambit of the Nigerian educational system. The obvious importance of mathematics education in facilitating development scientifically and technologically are quite glaring. Hence, the paper is focussed on Mathematics education and sustainable development, shortage of Mathematics teachers at all levels of the Nigerian Educational system. It was revealed that the shortage of Mathematics teachers is due to poor condition of teachers in Nigeria. Students are not attracted to the study of Mathematics rather to more lucrative professions. Shortage of Mathematics teachers leads to poor performance of students and lack of professionalism in science and</p>

	<p>technology which results in low level of technological and sustainable development of the nation. The paper, recommended that for sustainable development to be enhanced through Mathematics education, the salaries and conditions of service for Mathematics teachers should be improved upon as is done in some African and Advanced Countries, urgent arrangement be made to retain our unemployed graduates especially those of the social sciences to convert them to mathematics teachers, students studying or wishing to study Mathematical sciences should be awarded automatic scholarship to study in any university of their choice by government, proactive measures should be taken by government to employ specialised teachers to teach Mathematics from the primary school to the university level with adequate remuneration, textbooks and instructional materials should be provided free of charge in other to enhance effective teaching and learning of Mathematics education in all levels of the educational system by government and other agencies.</p> <p>Keywords: Mathematics education, Sustainable development, Critical assessment, Nigeria's experiment.</p>
<p>Pius Igarumun ERCICRTEL1808055</p>	<p>Conflicts and crises in Nigerian Tertiary Institutions: Implications to National Development</p> <p>Pius Igarumun Department of Political Science, Faculty of Arts and Social Sciences, Federal College of Education, Obudu in Affiliation with the University of Calabar, Obudu, Nigeria</p> <p>ABSTRACT</p> <p>Tertiary institutions by UNESCO definition refers to educational frameworks or organizations set aside outside the primary and secondary educations for the acquisition of skills and knowledge that are subjective to productivity of any given society. They serve as an industry where raw materials are translated to enviable goods. The undercover are discovered. Tertiary institutions face numerous and often incompatible demand by different members and groups within them. They are therefore in continual spate of internal conflicts and crises that if neglected can lead to a failure to achieve its goals of seeking and disseminating knowledge and more importantly of remodeling the society. This paper discusses the concept of conflicts and crises, types of conflicts and crises in Nigerian tertiary institutions, causes and effects of conflicts and crises in Nigerian tertiary institutions, conflicts and crises management and prevention. The paper concluded that tertiary institutions in Nigeria contain an intricate network of members who have divergent interests, values, goals and aspirations, and that administrators of tertiary institutions should focus on managing its disruptive effects rather than encouraging it for selfish reasons.</p> <p>Keywords: Conflicts, crises, Nigerian tertiary institutions, national development.</p>
<p>Merik Akkaya Onal ERCICRTEL1808058</p>	<p>A Comparison of Adverb Placement of Turkish Elementary, Pre-Intermediate and Intermediate Level EFL Learners in Their Receptive and Productive Tasks</p> <p>Merik Akkaya Onal School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p>Abstract</p> <p>This cross-sectional study investigated the use of English adverbs by elementary, pre-intermediate and intermediate level Turkish EFL students at Anadolu University. Specifically, it explored a) whether the accuracy of adverb placement by the students varied with respect to the types of tasks that the participants carried out, b) whether the accuracy of adverb positioning varied with respect to the proficiency levels, and c) whether problematic structures in adverb placement differ regarding language proficiency. The data were collected</p>

	<p>through two task types: a grammaticality judgment task (GJT) and a written production task. The results of these tasks revealed that the accuracy of adverb placement by students varies with respect to the types of tasks and their proficiency levels. The analysis of the data has shown that Turkish L2 learners of English demonstrate development differences both in their grammaticality judgment and production tasks, and this may be related to Full Access/Full Transfer Hypothesis as at the beginning of the acquisition, the learners have resort to their L1 more because it forms the basis for them until they have full access to UG.</p> <p><i>Key words:</i> Adverb placement, adverbials, L1 interference, Full Access/Full Transfer</p>
<p>Dr. Sheikh Tariq Mehmood ERCICRTEL1808059</p>	<p>Distance Education: Conceptual Awareness of Research Students about Plagiarism</p> <p>Dr. Sheikh Tariq Mehmood Additional Director, Directorate of Distance Education, International Islamic University, Islamabad, Pakistan</p> <p>Abstract</p> <p>The intent of the present study was to find out the awareness of research students about the concept of plagiarism and to suggest possible ways to avoid it; a descriptive survey study was conducted. The objective of the study was to examine the researchers' knowledge about concept of plagiarism, knowledge about specific terminologies, types of plagiarism, and consequences of plagiarism. Study was delimited to Ph. D, M. Phil and M. A. level research students of Faculty of Education at AIOU Islamabad. A sample of one hundred students was selected through random sampling technique, five point Likert type rating scale was used to collect the data. Data were analyzed and interpreted in simple percentage. It was found that most of the students had misconception of plagiarism; most of them were unaware about the specific terminologies and types of plagiarism. Majority of the students was unaware about the consequences of plagiarism. On the basis of findings it was concluded that they were not properly taught about the concept of plagiarism during their course work in research and it had implications on the quality of research. The major recommendations were to add sufficient material regarding plagiarism in research courses and students may be informed about the HEC polices about plagiarism.</p> <p><i>Key Words:</i> <i>Plagiarism, Research Students, Open Distance Learning</i></p>
 <p>Haruna Alkasim Kiyawa ERCICRTEL1808062</p>	<p>Exploring the Benefits and Significance of Reading Hausa Popular Romance Genre: A Thematic Analysis</p> <p>Haruna Alkasim Kiyawa School of Languages, Jigawa State College of Education, Gumel, Nigeria</p> <p>Abstract</p> <p>This paper investigates the women readers of Hausa romance novels produce in northern Nigeria of West Africa. The fact the genre has been neglected, underestimated and faced a lot of criticism and accusation from popular romance scholars, literary stakeholders, social critics feminist literary scholars around the globe. Therefore, little research on the benefits and significance has not been carried out so far. Moreover, the study employed a qualitative approach using a purposive sampling strategy of selecting 8 women readers. The objectives of the study were (a) to identify the benefits of readership of the genre (b) to examine the significance of the genre in the heart of its readers particularly women. Data was collected through face to face interviews with selected readers who agreed to participate in the study. The interviews sessions took</p>

	<p>approximately 30-40 minutes for each participant were audiotaped and transcribed verbatim. The results revealed that romance genre readership played a vital roles in addressing gender issues and the transformation of their female identity, entertainment, social status, lifestyle choices, personal freedom and cultural consumption in the global contemporary societies. <i>Keywords:</i> Hausa popular romance genre, Women readers, Face to face interviews, Thematic analysis, Nigeria.</p>
 <p>Kweku Esia-Donkoh ERCICRTEL1808064</p>	<p>Student's Demographic Variables and their Learning Style Preferences: The Case of Colleges of Education in the Central-Western Zone of Ghana</p> <p>Kweku Esia-Donkoh Department of Basic Education, University of Education, Winneba, Ghana</p> <p>Abstract</p> <p>The study investigated the learning style preferences of students of public Colleges of Education (CoEs) in the Central-Western Zone of Ghana, the differences in their learning style preferences based on their sex, level of study and college setting, and the influence of students' demographic variables on their learning style preferences. The study adopted the cross-sectional survey design. Purposive and random sampling techniques were used to sample 1,396 students from five public CoEs. Frequencies with percentages, independent samples t-test, and regression and ANOVA were used to analyse the data. Generally, a combination of visual, auditory and kinaesthetic learning styles were preferred by the students. Statistically significant differences in the learning style preferences of the students in terms of their sex and setting of college were observed. However, there were no statistically significant differences in the students' learning style preferences based on their level of study. Again, a statistically significant positive influence of students' demographic variables on their learning style preferences was established even though the influence was very small. It was concluded that most of the students prefer the use of more than one learning style, and so tutors must comprehend differentiated learning of their students and adopt different teaching and assessment techniques to suit the needs of the students. It was recommended among others that tutors should encourage students to adopt multiple learning styles and effective study habits to enhance their academic endeavours.</p> <p>Key words: learning style, preference, gender, nature of college, level of study</p>
<p>Magaji Bala Maijambo ERCICRTEL1808065</p>	<p>The Role of Nigerian Academic in Domesticating An International English Literacy Teaching Model</p> <p>Magaji Bala Maijambo Department of English Language and Literary Studies, Jigawa State College of Education Gumel, Nigeria</p> <p>Abstract</p> <p>The subscription of Nigeria to MDGs with the aim of providing qualitative education at basic education level by government made international interventions in all parts of Nigeria vibrant. Such intervention is usually technical which tends to provide teachers with internationally tested model that will enhance their service delivery and bring about improvement in teaching and learning. This paper therefore, is an exploratory that dwel on the critical role of home academics in adapting an international model of teaching to suit local linguistic and cultural settings of the host country.</p> <p><i>Keywords:</i> MDGs; English Language Teaching; Nigeria</p>
	<p>Teachers Adoption of Educational Technology for Effective Service Delivery in Nigerian Secondary Schools</p>



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Abstract

Educational Technology has been proved to bring improvement into teaching-learning process, yet it has remained underutilized in many classrooms. In some cases, teachers have not really learnt how to use these technologies in spite of their availability while some have not been able to adopt the technology into their teaching. It is, however, believed that incorporating technology into the classroom would be a panacea to effective service delivery by teachers. The extent to which educational technology, particularly, ICT has been adopted in Nigeria secondary schools and its resultant effect on service delivery remains to be ascertained. This study, therefore, sought to examine secondary school teachers' adoption of ICT. The theoretical framework for the study is the Technology Acceptance Model (TAM) and the quantitative analysis of data collected from a questionnaire based survey of 260 secondary school teachers consisting of 122 male and 138 female teachers. The teachers were selected from 26 Basic schools in Kwara State, Nigeria. Based on the statistical and descriptive analysis of the survey data, teachers' awareness of ICT, their attitude towards Technology, their perceptions of the usefulness of ICT are high, but their perceived ease-of-use of ICT tools, especially computers, and their level of adoption are generally low. The Pearson Product Moment Correlation analysis of these variables also shows that all these factors significantly influence the teachers' service delivery. It was recommended among others that teachers should be trained and retrained in ICT use. The governments should provide enabling environment for teachers to adopt and integrate ICT in schools so that they can be more productive.

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Impact of Teaching Through activities on drop out Children - Schools are not created by doors, windows or walls, It is created by thoughts, ideas and vision

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1. **Kinesthetic intelligences:-**
 - 1- *Visual action intelligence:-* It includes activity by the child to watch learn and act.
 - 2- *Hand - mind linking intelligences:-* This intelligence help the child think and act by using hand movements.
 - 3- *Judging action intelligence:-* It It includes intelligence where the child articulate thoughts to choose the action
 - 4- *Logical action intelligence:-* It includes intelligence where a child understand the action and act.
 - 5- *Application bodily learning intelligence:-* In includes intelligence where a child learn by action
 - 6- *Positioning target intelligences:* It includes intelligence where a child position the thought to target objects.
- 2- **Linguistic intelligences**
 - 1- *Word application intelligence:-* It includes intelligences where a child think, select and apply vocabulary.
 - 2- *Vocabulary intelligence:-* It includes intelligences where a child select the right word to situation .
 - 3- *Mind verbal application intelligence:-*It includes intelligences where a child coordinate with thoughts and conversation.
 - 4- *logical lingual reasoning intelligence:-* It includes intelligences where a child coordinate with thought, words, logic and reasoning.

	<p>5- <i>language Assemble intelligences</i>:- It includes intelligences where a child assemble right words to form language. 6- <i>Letters Assemble application intelligence</i>:- It includes intelligences where a child Assemble letters to action words. For eg; Walking, running.</p>
 <p>Kashif Ali Sabiri ERCICRTEL1808070</p>	<p>Innovate or Die! Digital Classrooms in Omani Schools - a possible reality</p> <p>Kashif Ali Sabiri Education, University of Tampere, Tampere, Finland</p> <p>Abstract</p> <p>This article attempts to explore the inclusion of and barriers to Digital Technology in Omani Schools. The research focused the Omani schools- both government and private. To investigate the perception of Digital Technology by teachers as well as learners, literature from different sources was analyzed. The study revealed that teachers' lack of confidence coupled with lack of training demotivated them in integrating Digital technology in teaching. The study also showed that the teachers are not given enough IT training to integrate Digital Technology. Gender was an issue but not a major one as most of the researchers believe. On the other hand, poor knowledge of Digital tools for teaching at school was the major factor in keeping them back from digitizing their classes. This article includes theoretical discussions from various sources such as literature reviews and Oman government policies for digital education. The study focused Omani school teachers and students, various digital affordable tools (computer as well as mobile) and the barriers to integrating these tools into education. Demotivation of the teachers leading to the same effect for students and the lack of teacher-training and sources were the major hurdles.</p> <p>Keywords: Digital Technology, barriers, teacher's role</p>
<p>Ugochukwu Matthew Okwudili ERCICRTEL1808071</p>	<p>Multimedia Data Mining in Digital Libraries Internet of Things: A Modern Paradigm To Nigeria Educational Restructuring</p> <p>Ugochukwu Matthew Okwudili Computer Science, HussainiAdamu Federal Polytechnic, Kazaure, Jigawa State, Nigeria</p> <p>Abstract</p> <p>Digital library retrieves, collects, stores and preserves the digital information of ages as required for human intellectual and capital development. The goal of Sustainable Millennium Development Goal 4 (SMDG4) is to make sure that every child has access to quality and affordable education and learning. To achieve this, educational institutions, information and knowledge givers are faced with numerous challenges of carrying everyone on the same page. Media and Data mining must play its roles in disseminating useful information. Data Mining is an emerging technology that envisages pattern, process and various methods of accessing information in large databases. For this purpose, there is need to convert different formats of information such as text, images, video, audio, etc into a form that could enable access to be very possible and timely. The data mining techniques are popular while conversion of the multimedia files in the libraries is necessarily. This paper attempted to define the term data mining in relation to its usage in driving restructuring in line with Nigeria government agenda for national development.</p> <p>It also covered different data mining features and standards. The paper explained why it is necessary to implement data mining in Nigerian Libraries with the help of internet repositories. The paper further looked into the stages of the data mining development life cycle, emphasizing the need to develop multimedia data mining techniques as standards in the libraries for conversion of multimedia information for global and timely access.</p>

<p>Ruqiya Khanum ERCICRTEL1808073</p>	<p>Keywords: Multimedia, Data Mining, Digital Libraries, Internet of Things (IOT) Education Pedegogy</p> <p>Ruqiya Khanum Bachelor of computer science, Seshadripuram college Tumkur, Karnataka, India</p> <p>Abstract</p> <p>Education is a process of facilitating learning or acquisition of knowledge, skill, value, believes and habitats. Education frequently take place under the guidance of learned teacher, but learners may also educate of themselves. Education can take place in formal or informal setting and any experiences that has formative effects on the way one thinks, fells or acts may be considered educational the methodology of teaching is called pedagogy.</p> <p>Pedagogy is the correction that deals with the theory of practice. Pedagogy informs teacher actions, judgements and teaching strategies by taking into consideration theory of learning, understanding of studentneeds, and the circumstantial and interests of individual students. Pedagogy includes how the teacher involves with the students and the social intellectual environment the teacher seeks to establish his (or) her aim may include promoting liberal education (the general development of human potential) to the narrow specialization of occasional education (the imparting and acquisition of specific skills).</p> <p>The educational philosophy and pedagogy are highlighted the correlation between personal development and the resulting benefits to the society referring to the teaching process. Herbant suggests five steps as crucial components. Specifically, these five steps containpreparation, presentation, association, generalization and application. Herbant suggests that pedagogy relates to having assumptions as an educator and a specific set of abilities with a deliberate end goal in mind.</p> <p>Keywords Monolingual, Decontextualized, Metagoal, Psychological, Cognitively</p>
 <p>Afshan Huma ERCICRTEL1808074</p>	<p>Need of Skill Based Technical and Vocational Education at Mainstream Secondary Schools</p> <p>Afshan Huma Department of Educational Planning Policy Studies and Leadership, Allama Iqbal Open University, Pakistan</p> <p>ABSTRACT</p> <p>This research study is based on Dewey’s philosophy of “learning by doing” and aims to help achieving the goals of ‘human capital development’ by assimilating the knowledge and skills with the ongoing dynamic economic development in Pakistan. Exploring the needs of local area we intended to identify and propose multi-skill and life skills training according to the need of the urban and rural communities to be incorporated in the secondary school curriculum. In Pakistan, The recent census report (2017) of Bureau of statistics Pakistan shows that the age group between 10-14 years comprises 13% of the total population; as per vision 2025 we need to focus on the development of human capital to make our country grow into a stronger economy. The education statistics report published by AEPAM (2016) shows a high dropout, the gross enrolment in primary schools is 74%; out of these only 66% enrolled students survive up to grade 5, and out of that 82% enroll in middle school from which 92% enroll at secondary school level. Hence only 37% of the students, who enrolled in primary school, are retained up to secondary school level (Government of Pakistan, 2017). The study is being conducted currently in qualitative mode. It is an exploratory research to answer two major questions:</p>

	<p>a. Which are the required skill-set for major trades, crafts, industries and fields of work in different parts of Punjab?</p> <p>b. How to include the identified skill set preparation within secondary schools curriculum?</p> <p>We are hoping to finish the analysis and share findings by the end of October. Therefore this study shall provide the latest set of information and knowledge if presented in the upcoming conference.</p>
 <p>Marwa Medhat ERCICRTEL1808078</p>	<p>Understanding Arab Generation Z Students: How Can We improve Methods of Teaching Translation in College Classrooms</p> <p>Marwa Medhat Faculty of Al-Asun & Mass Communication, Misr International University, Cairo, Egypt</p> <p>Abstract</p> <p>Each generation has its own unique characteristics that define them from previous generations, educators should understand these characteristics in order to provide a better education experience for students. Generation Z is defined as those born between 1995 and 2010. Generation Z students have been sitting in the college classrooms for a few years now, yet few to little research has been done in order to understand Arab Generation Z students in the college classroom. The aim of this research is to help understand this new generation and provide a better understanding of what these students expect in their higher education classroom.</p> <p>After observing these students in the classroom and experimenting different teaching techniques, the author of this research hopes to highlight the unique characteristics of this Generation Z students, suggest new techniques for teaching translation to these students and finally how can this generation's fond of technology be used in order to improve their college learning experience.</p> <p>Keywords: Generation Z, Arab Students, Teaching Techniques, Technology, Translation</p>
<p>Amani Alsaqqaf ERCICRTEL1808079</p>	<p>Theoretical Framework for Virtual Field Trip Games</p> <p>Amani Alsaqqaf Department of Computer Science, Durham University, Durham, UK</p> <p>Abstract</p> <p>Video games retain distinguished features that provide innovative medium of learning and training in the 21st century. Meanwhile, educational field trips, which deliver learning by first-hand experience outside the restrictions of classrooms' walls, reduced for many reasons such as the limitation in time and expenses. Despite this, field trip experience are essential in different subjects of study such as geology, zoology, science, and civil engineering. The aim of this research is providing theoretical framework that facilitate game designers' work in designing virtual field trip games as an alternative option of actual field trips. The theoretical framework links game elements to required pedagogical aspects (experiential learning theory, field-based learning, and task-based learning) to enhance learning in the game environment. A prototype game is currently developing based on the proposed framework to create game of virtual field trip to Bali island to learn about volcanos (how they are formed, types, and surviving). A pre- and post- tests will be used to evaluate this theoretical framework by measuring learning outcomes.</p> <p>Keywords Game-based learning, Virtual field trip, Game design</p>
	<p>Examination of the Middle Class Families School Choices in the Context of Neoliberal Education Policies</p>



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Abstract

The purpose of the present study was to examine the reasons of school choices of middle-class families and their children within the context of the neoliberal education policies in Turkish education system. The study adopts a qualitative descriptive research approach. The data were collected via semi-structured interviews. The first study group consisted of 22 parents (13 public and 9 private schools). The second study group consisted of 30 students (16 public and 14 private school students) who were middle class, had high enough exit-exam score to be able to choose science high schools in Gaziantep province in the academic year of 2016-2017. The data were analyzed using the descriptive and content analysis techniques. The findings indicated that academic, economic, environmental, personal, social and cultural, religious, politic factors and physical conditions affected middle class parents and students school choices. The multi-factorial features demonstrate that middle-school parents and students are rather cautious and thorough in school selection. An important inference from the findings is that middle-class tends to see education as a regenerative tool serving to hold on to their social status and existence.

Keywords: school choice, neoliberal policies, parents, middle-class



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The Effect of Online Interactionist Dynamic Assessment (DA) on the Speaking
Development of EFL Learners

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Abstract

Rooted in Vygotsky's idea on Socio-Cultural Theory (SCT), Dynamic Assessment (DA) employs mediation to activate learner's Zone of Proximal Development (ZPD). This study reports an investigation of the effect of online interactionist DA on Iranian EFL learners' speaking development. Participants of the study included two groups of EFL learners ($N=30$) who enrolled in conversation classes at a private institute in Iran. Beside their conversation classes, the members of the experimental group were provided with additional online individual mediation via the social network *Telegram* while the control group was only provided with non-dynamic instruction during their regular speaking classes. Cambridge Young Learner's English (YLE, 2014) test was used to homogenize learners. Also, Oral Proficiency Interview (OPI) test was used as the pre-test and post-tests of the study. Five post-tests were administered after each treatment session through individual interviews and were rated based on the analytic scale of ACTFL Oral Production Interview (OPI) Scale. Via paired-samples and independent-sample *t*-tests, the scores of pre-tests and post-tests of both groups were compared within and across the groups. *T*-test results indicated that learners in the DA group significantly outperformed the non-DA group on speaking post-tests. This finding implied that online interactionist mediation was an effective technique for speaking development of Iranian EFL learners. Moreover, the results of semi-structured interviews with learners showed that learners had a positive attitude towards online DA and were really motivated in participating in mediation sessions. They also stated that the presence of the teacher as a mediator was very helpful and they were more interested in the teacher's behavior in comparison to non-DA classes. These findings are discussed and

	<p>implications for language teachers and learners are offered. Keywords: Dynamic Assessment (DA), Zone of Proximal Development (ZPD), Mediation, English as a Foreign Language (EFL).</p>
<p>Mehmet Fatih Ozmantar ERCICRTEL1808083</p>	<p>On What Sources Do Mathematics Teacher Educators Rely in Coming to Know Effective Mathematics Teaching?</p> <p style="text-align: center;">Mehmet Fatih Ozmantar Department of Mathematics and Science Education, University of Gaziantep, Gaziantep, Turkey</p> <p style="text-align: center;">Abstract</p> <p>This presentation focuses on the knowledge sources of mathematics teacher educators (MTE) in coming to know ‘effective’ mathematics teaching. With this study, it is aimed to gain insights into MTEs rationales behind their practices and understandings of ‘effective’ mathematics teacher preparation approaches. The study adopts a qualitative descriptive research approach and data were collected via a questionnaire with several open-ended items. The target population of the study was all MTEs working in mathematics education departments across Turkish universities and who were actively involved in mathematics teacher preparation programs. In total, 522 academics were identified as working in state funded as well as private universities. The questionnaire was sent to all 522 MTEs via e-mail, explaining the purpose of the study and requesting them to provide as much details as they can for each of the items. 281 MTEs returned with their answers, which constituted a participation rate of 54% for all the MTEs.</p> <p>The participants’ answers were analysed via content analysis technique by both of the researchers of this presentation. Findings indicate 10 main categories of knowledge sources on which MTEs base their understanding of effective mathematics teaching. The citation percentages across the main categories are as follows: reading the relevant literature (76%), experience (52%), academic activities (21%), educational background (20%), observations (14%), official curricula documents (10%), interaction with the academics (9%), interaction with in/pre-service teachers (8%), scientific knowledge via research (6%) and role models (5%). The findings will be discussed with regard to the MTEs’ preparation period for the profession as well as the necessity, relevance and contribution of the different sources in both coming to know the effective mathematics teaching and influence of those ‘knowings’ on the practice of MTEs.</p>
<p>Olawale Durotoye ERCICRTEL1808084</p>	<p>Negative Impact of Child Labor on Educational Development In Aramoko, Ekiti State, Nigeria</p> <p style="text-align: center;">Olawale Durotoye Public Administration, Enugu State University of Science and Technology, Enugu State, Enugu, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This research study examined the prevalence of child labour and educational development. The study was carried out in Aramoko, Ekiti State in Nigeria. The structured and unstructured questionnaires were used to elicit information from the respondents. The sample for the study comprised of 120 subjects which were drawn from different communities in Aramoko town. The researcher presented the data and the hypotheses were analyzed using the Chi (X²) Square statistical techniques. The findings from the study revealed that the incidence of child labour is high in Aramoko, and thus, called for serious attention. It was also found that polygamy, single parenthood and child hawking contributed to high cases of child labour which have negative effect on the academic development or</p>

	<p>educational development of the child. However, it was submitted that the government and law enforcement agencies can reduce child labour rate through adherence to the “child right act”. There is no generally accepted definition for the term ‘Child Labour’. But it could simply be referred to as the abuse of a child by his parents or guardian or any other adult. Edu and Edu (1990), describe child abuse as a willful maltreatment of a child below eighteen years of age into street sales. Such treatment according to them can include acts of commission (abuse) and omission (neglect). A narrow definition of child hawking is united to life threatening, physical violence including severe beating, rape (sexually harassed) which are inflicted on the children by the adult member of the community.</p> <p>KEYWORDS: CHILD, LABOUR, EDUCATION, DEVELOPMENT, NIGERIA</p>
 <p>Dr. Fatima H. Bailey ERCICRTEL1808087</p>	<p>Reflexive and Reflective Teaching Practices; Impetuses Towards Implementing Culturally Relevant and Responsive Pedagogy</p> <p>Dr. Fatima H. Bailey Assistant Professor, College of Education, Zayed University, Dubai, UAE</p> <p>Abstract</p> <p>Teaching in the 21st century requires a new way of thinking, funding knowledge and facilitating critical learning experiences. It calls for teachers to innovate, be inclusive, develop their pedagogies and implement strategies that provide quality learning opportunities for children who may be culturally, intellectually, physically, and linguistically different. A recurrent question and theme in schools today is how can teachers best support learners with whom they have little in common. Reflexive and reflective teaching are contemporary practices associated with teachers reflecting, developing adaptive capacities and skills to support learners. These practices prompt teachers to consider obstacles, reconsider their approaches and remove barriers so that learning can happen. Through these practices teachers can move towards intentional efforts to become culturally competent or deliver content to cross-cultural students in ways that engage them in learning. However, there has been little research into how these habits of mind and practices might evolve and lend themselves to culturally relevant and responsive pedagogy. This research attempts to address this issue and present salient recommendations for future consideration.</p>
<p>Abayomi Tunde Odebunmi ERCICRTEL1808089</p>	<p>The Determinants of Opportunity Identification By Entrepreneurs In South-Western Nigeria</p> <p>Abayomi Tunde Odebunmi Department of Business Administration, Faculty of Business Sciences, Osun State Polytechnic, Iree, Nigeria</p> <p>ABSTRACT</p> <p>This study focused on examination of the determinants of opportunity identification by entrepreneurs in South-western Nigeria. The study determined whether cognitive ability enhances opportunity identification by entrepreneurs in south-western Nigeria. It also examined the effect of academic education on opportunity identification by entrepreneurs in South-Western Nigeria. And also ascertained if profit making motive enhances opportunity identification by entrepreneurs in South-Western Nigeria. The study was carried out using a quantitative methodology through administrative of a structured questionnaire. The data gathered was analyzed using descriptive and inferential statistic such as percentages, one sample Chi-square test at 0.05 level of significance, with the aid of statistics package for social science (SPSS) version 20. The study was conducted in the six states of south-western Nigeria that is Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti. At P-value 0.000 the null hypothesis was rejected which</p>

	<p>means all the variables are significant. The results show that cognitive ability, academic education and profit making motive enhances opportunity identification and the also the practice of entrepreneurship. Keywords: opportunity identification, entrepreneurial opportunity, entrepreneurial alertness.</p>
 <p>Boulesnane Sabrina ERCICRTEL1808093</p>	<p>The evolution of ICT uses and practices: the case of learning environments</p> <p>Boulesnane Sabrina Iaelyon School of Management, Magellan, University of Lyon, UJML3, Lyon, France</p> <p>Abstract In all business sectors, knowledge is considered as the most important strategic lever. Pedagogical practices are changed with web technologies that disrupts learning paradigm. New Technologies, such as MOOCs, serious games and e-learning platforms, are transforming the "traditional" approaches designing educational systems. According to technological, human and functional factors, we try to focus on the uses and practices of ICT in educational environments. The purpose of our paper is to highlight the evolution of ICT introduction in learning environment and to understand the evolution of actors' role. Keywords: Learning environment; Information and Communication Technologies (ICT); Information System (IS); Web 2.0; Learning environment.</p>
<p>Dr. Sidra Rizwan ERCICRTEL1808096</p>	<p>Teaching of English in Adult Literacy Program</p> <p>Dr. Sidra Rizwan Secondary teacher Education Department, Faculty of Education, Allama Iqbal Open University, Islamabad, Pakistan</p> <p>Abstract This article focuses on education as the basic right of every human being with this realization AllamaIqbal Open University in Pakistan initiated an Adult Learning program for its grade one to four employees who didn't have the opportunity in life to attend school till certification level. The AllamaIqbal Open University in one of its kind institution in the country with a mission to provide education to the masses at the doorstep, but the need for educating its own uneducated employees was never realized till very recently. An Adult Literacy Centre was launched by the department of Distance and Non- formal Education which initially offered literacy level 1 program to 30 university employees who enrolled as students. The salient feature of this program which made it different from any other adult literacy program was that the team for teaching English comprised of three Ph.D teachers from the Faculty of Education who taught English for one hour daily, four days a week with an aim to enable the students to read and write alphabets, read with the help of phonics, read and write simple sentences and use daily life vocabulary words. The entry level of students in English was determined through a pre test (verbal and written) in which alphabets and picture recognition was given, majority of the students scored very low on the pre test as English is taught as a second/foreign language in the country. The teaching period was three months starting from 15th August 2017 to 15th November 2017 during which the teachers taught English through phonics along with enabling the students to write their names, write three letter words, simple sentences, vocabulary building, picture recognition and reading beginners' reader. Post test (verbal and written) was conducted at the end of three months and a marked difference was found between the scores of pre and post tests of the final 16 students who remained till the end of the program as the rest dropped out. The findings showed that the students who were regular in the class performed better in English as compared to those who were often absent.</p>


	<p>High level of intrinsic motivation of the students helped them to score better than those whose motivation level was relatively low. Reinforcement also played a positive role in securing good grades. At the end of level 1 program a graduation ceremony for the students was organized, certificates were given to all the students who qualified for the next level along with medals to the position holders. Overall the teaching of English in the Adult literacy program at AllamaIqbal Open University was successful as it achieved its pre defined objectives.</p> <p>Key words: Adult literacy, AllamaIqbal Open University, teaching of English</p>
<p>Samina Naseem ERCICRTEL1808098</p>	<p>Teacher educators knowledge about differentiated instruction versus actual practices: A critical case study</p> <p>Samina Naseem Faculty of Education, Fatima Jinnah Women University, Rawalpindi, Pakistan</p> <p>Abstract</p> <p>This paper is a part of larger critical institutional case study and answers the following research question; How do teacher educators perceive differentiated instruction(DI) in their classrooms?Using explanatory sequential mixed methods within this single embedded case study (Yin, 2009), both quantitative and qualitative data were collected. However, this paper specifically focuses on the findings of the quantitative data. The respondents of this study were pre-service teachers and teacher educators of Bachelor of Education (Honors) Elementary Program.Only those teacher educators were selected who had taught B.Ed classes during the previous two semesters in the Department of Education. To collect data, “<i>the Differentiation Practices Questionnaire for Classroom (DPQ)</i>” was adapted from the Hobson (2008) study with her permission. Major findings of quantitative data show that teacher educators are more familiar in general category and content, process differentiation. Teacher educators are somewhat familiar in some items of product differentiation and differentiation in instructional/management strategies. The second section is about practices shows that teacher educators have frequently practiced DI in general category, content and process differentiations. Teacher educators neither understood nor practiced learning profile. Findings also show that teacher educators also did not practice some items of product differentiation for example assignment that differ based on individual readiness, learning profile, or interest, use different quality rubric for assessment of products. Curriculum compacting, learning contract and interest center are the items least practiced by teacher educators. It is therefore recommended that teacher education programs must organize professional development for teacher educators to teach and to sustain teaching practices such as DI.</p> <p>Key words: Teacher educators, differentiated instruction, critical case study</p>
 <p>Pius A L Berek ERCICRTEL1808101</p>	<p>Relationship between Gender and Age with Adolescent Level of Knowledge about Hiv / Aids At Sman 3 Atambua,East Nusa Tenggara</p> <p>Pius A L Berek Nursing Program, University of Timor, Atambua, Indonesia</p> <p>Abstract</p> <p>Adolescence is a time when individuals are at the highest social mobility. This high social mobility will open up opportunities for him to be exposed to various social, cultural as well as physical and psychological changes. As a result, these adolescents have high susceptibility to the transmission of various types of diseases, especially HIV / AIDS. Lately there is a tendency to increase cases of HIV / AIDS. This study aim to identify the relationship between sex and age with the level of adolescent knowledge about HIV / AIDS in Atambua East Nusa</p>

	<p>Tenggara. The method of analysis is based on the type of data that is gender characteristics and age as independent variables and level of knowledge as dependent variables. Furthermore, the analysis uses two stages of univariate analysis and bivariate analysis. The results of the bivariate analysis using <i>chi square</i> note there is no relationship between age and level of knowledge of adolescents with HIV / AIDS ($p = 0.591$ at alpha 0.05) but there is a significant relationship between sex with adolescent knowledge level about HIV / AIDS with $p = 0.010$ at alpha 0.05. Increasing counseling in adolescents, especially adolescent boys through peer groups involving the school becomes an important thing to consider prior to the age of adolescents is the most valuable asset of the nation.</p> <p>Keywords: HIV / AIDS, gender, age, level of knowledge</p>
<p>Bayan Alhashmi ERCICRTEL1808102</p>	<p>The Effect of Differentiated Instruction In Light of the Ehrman& Leaver Construct on Grammar Learning</p> <p>Bayan Alhashmi English Language Institute, University of Jeddah, Jeddah, Saudi Arabia</p> <p>Abstract</p> <p>This study sought to explore the effect of Differentiated Instruction, in light of learners' cognitive profiles, on female English as a Foreign Language (EFL) foundation year students' learning of grammar at King Abdul-Aziz University in 2017-2018. Following a pretest-intervention-posttest experimental design, the first part of the study aimed at exploring the phenomenon from a positivist point of view. The second, on the other hand, attempted to grasp the way learners perceive Differentiated Instruction through short one-to-one interviews of the participants. The quantitative results revealed that although the application of Differentiated Instruction made a significant difference between the pretest and posttest results of students in the experimental group, the difference in performance between these students and their counterparts in the control group was not statistically significant. The qualitative results, on the other hand, revealed that learners perceive the application of Differentiated Instruction in a positive manner. Three themes were found to be recurrent in their responses: the increased motivation, appropriateness of access, and autonomy. Based on these findings, a few implications and recommendations were drawn.</p> <p>Keywords: differentiated instruction, Ehrman& Leaver Construct, English as a Foreign Language (EFL), explicit and implicit teaching, grammar learning</p>
 <p>Jamel Charaoui ERCICRTEL1808104</p>	<p>Hofstede's Theory And The Inappropriacy of Uniform Teaching Methods And Techniques Worldwide. The Middle East as Example</p> <p>Jamel Charaoui English Language Institute, University of Jeddah, Jeddah, Saudi Arabia</p> <p>Abstract</p> <p>According to Hofstede's Theory, individuals as well as social groups in any country or region are rigidly categorised in terms of social and cultural dimensions such as individualism (the degree of interdependence between members of society), masculinity (the masculine spirit that motivates people to achieve more and more success), uncertainty avoidance (the feeling of being threatened by unknown situations), power distance (the social power is distributed unequally between social classes), and indulgence (the extent to which people are capable of controlling their desires and impulses). Given that, Key qualities, like self-confidence, partnership, collaboration, and autonomy that represent the learner's assets to behave as a proper partner in the teaching and learning tasks. Therefore, the learner's academic achievements depend very much on the way he or she is placed in their cultures. In other words, learners in</p>

	<p>different countries seem to respond differently to the teaching techniques and methods;not every learner is expected to be responsive, motivated, and productive to those techniques and methods in the same way. That is,the learners' relationships with one another and with their teacher do culturally vary. Therefore, the teaching methods and techniques need to be designed locallyand may be regionally. To investigate those cultural differences that affect the performance of the EFL learner, I have compared the scores of five countries in terms of Hofstede's theory; Malaysia, Iraq, Egypt, Morocco, and Canada in those cultural dimensions.The differences found imply that teaching methods and techniques already knowdo not work with all learners. It has been found that there are regional relative similarities between countries like Iraq, Egypt, and Morocco in terms of the learner's response to the teaching methods and techniques. Canada and Malaysia, on the other hand, are different from each other as well as from the group Middle Eastern countries mentioned above. Thecultural differences found vary per dimension and per country. It can therefore be concluded that the teaching methods and techniques need to be approached as culture-specific concepts and can only be uniform with time if a school subject is designed to address that what can be shared between humans is natural and what cannot be is man-made.</p> <p>Key items: teaching methods and techniques, local, regional, not universal, Hofstede's theory, learner's responsiveness and productivity, human, man-made</p>
<p>Sultan Alanazi ERCICRTEL1808105</p>	<p>The Effectiveness of Using Learning Songs in acquiring English Vocabulary among the Fourth Graders</p> <p>Sultan Alanazi King Saud University, Riyadh, Saudi Arabia</p> <p>Abstract</p> <p>This study was aimed at examining the effectiveness of using learning songs in teaching English vocabulary to the fourth graders. A semi-experimental method was used here. An experimental group (n=23) was taught using singing method, and a control group (n=23) was taught using a traditional method. Pre-and post-achievement tests were administered. Results indicated that there were no statistically significant differences between both groups on the pre-test, whereas there were statistically significant differences on the post-test at the 0.01 level in favour of the experimental group. Recommendations focused on the importance of using learning songs in teaching English vocabulary at the elementary stage.</p> <p>Keywords:teaching strategies – active learning – learning songs</p>
<p>Asli Kimav ERCICRTEL1808107</p>	<p>Teachers Views on Communicative Approach in an Intensive English Program</p> <p>Asli Kimav School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p>Abstract</p> <p>Although the communicative approach in English teaching is adopted by most linguists, experts and teachers, teachers may occasionally tend to exploit traditional approaches for different reasons, such as their own learning preferences, the methods they were exposed to or the dynamics of their classes. Similarly, traditional approaches and communicative approach can be used together. Although there is research on both approaches in the literature, little is known regarding the foreign language teaching approaches used by teachers at the higher education level. Based on this gap, this study aims to investigate whether teachers' teaching approach differs according to proficiency levelof students and teachers' own educational level. A total of 139 English instructors working in the Department of Foreign Languages at Anadolu University School of Foreign Languages in 2015-2016 Academic Year Fall Semester form the</p>

	<p>sample of the research. The data was collected through a questionnaire and analyzed quantitatively. The results show that the communicative approach is adopted at all proficiency levels in line with the needs of the students and the requirements of the program. Participants also see learning English from a more communicative framework. However, no significant relationship is found between the educational level of the participants and their preferred teaching approach.</p> <p>Keywrds: Communicative Approach, teaching English, higher education, EFL</p>
<p>Figen Tezdiker ERCICRTEL1808108</p>	<p>How to Facilitate the Interaction between the Students and Reading Texts in Reading Skills Classes</p> <p>Figen Tezdiker School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p>Abstract</p> <p>This paper presents a study conducted to suggest some ways of determining problems that students may come across in reading classes and to find ways of improving and facilitating the interaction between the students and reading texts by suggesting some activities. Pre-intermediate level students and a course teacher participated in the study. An observation checklist and a self-check exercise were used to reveal the problems related to reading skills the students encounter in reading classes. Basic principles of teaching reading, informal assessment procedures to identify common reading problems, some contrasts between new views of reading and current practises in assessing reading skills and some suggested activities are also discussed. The results are shown to give an insight to the teachers to employ to increase and maintain reading comprehension in reading classes.</p>
<p>Ramadan Shalbag ERCICRTEL1808113</p>	<p>Close analysis on using Facebook in teaching English as a foreign language for middle school</p> <p>Ramadan Shalbag Department of English, Faculty of Education, University of Almergib, Khoms, Libya</p> <p>Abstract</p> <p>Many students need all the help and support they can get in order to improve their foreign language. As we know learning English as a foreign language should not be restricted only in classrooms. Learners should be exposed to the target language hereafter (TL) day and night. Thus, Facebook hereafter (FB) can be a significant tool to practice English outside classes.</p> <p>The paper was conducted in Libya, an Arabic speaking country located in the North Africa. Although some areas of the country is now not stable and most of the country institutions were influenced negatively, most teachers struggle to keep education go on by using the tools available.</p> <p>The researcher noticed that some teachers create groups on the social media from different cities; such as, Khoms ,Misurata ,Benghazi, Ejdabia ,Tripoli and use it in communications and share view points about teaching and learning process. They also help their students to solve the exercises in their activity book.</p>
<p>Zubeyde Zeynep Ozen ERCICRTEL1808114</p>	<p>A qualitative analysis of how the mothers of the preschool children draw their family and describe their responsibilities at home</p> <p>Zubeyde Zeynep Ozen Faculty of Education, Hacettepe University, Ankara, Turkey</p> <p>Abstract</p> <p>There are great numbers of studies in the literature supporting the environment</p>

	<p>of children and their learning has a strong connection with each other. The studies indicate that the favorable family environment have a positive correlation with children's development levels so their positive learning process in future. It is observed that if there are not enough stimuli in the environment the children's development and learning are affected negatively. Because home environment offer children a field that they can act freely, it supports their development in every area. Home environment which were designed to support children's development is considered a significant opportunity for improving their creativity and physical development. This study aims to find out the mother of the preschool children's opinion about their family and their responsibilities at home. In order to achieve this goal interviews were done with mothers and they were asked to draw their home environment. The analysis of collected data was made with content analysis method and in the process of analysis inductive approach was used.</p>
<p>Muneerah Al-Subaiei ERCICRTEL1808115</p>	<p>Investigating the Role of Peer-Assessment in Speaking Classes: Evidence from Saudi EFL Students</p> <p>Muneerah Al-Subaiei English Language Institute, King Abdul Aziz University, Jeddah, Kingdom of Saudi Arabia</p> <p>Abstract</p> <p>This research is devoted to investigating the role of peer-assessment in English speaking classes among Saudi female students who are in their foundation year at King Abdul-Aziz University. Moreover, the study explores participants' views towards their peer-assessment experience. To this end, quasi-experimental design with a control group and an experimental group was followed. Also, participants' perceptions of peer-assessment were collected through a questionnaire and one-to-one interviews. The findings revealed that peer-assessment significantly improved the students' performance in the experimental group compared to the control group. Additionally, the results present that students generally had positive perspectives on PA. However, some issues regarding the process of PA and its use need to be considered. The research concludes by providing some implications and recommendations for further research.</p> <p>Keywords: Peer-assessment, English speaking skill, English as a foreign language (EFL), Saudi Arabia.</p>
 <p>Shazia Paras Shaikh ERCICRTEL1808116</p>	<p>Student Perception Towards Online Assessment in Pakistan</p> <p>Shazia Paras Shaikh Department of Computer Science, University of Sindh, Jamshoro, Pakistan</p> <p>Abstract</p> <p>In recent years, online assessment is being adopted by all over the world to save time for the paper work and to protect the green environment. Conventional testing methods can be oral or written but online assessment is wonderful practice to follow; which can reduce the administrative work which includes preparation of list, grading and selecting the toppers. The application of online assessment is very uncommon in Pakistan; hence very limited studies are present in the literature. The current paper focuses on student perception towards online assessment in Pakistan. One hundred (100) students from 4 year Bachelor program of department of Civil Engineering of Sir Syed University of Engineering and Technology, Karachi performed online assessment as their compulsory exam with the help of online platform Google forms. The study proves that most of the students don't like the system due to variation of test result and fear of the strict marking.</p>

<p>Jayashree Patnaik ERCICRTEL1808117</p>	<p>Keywords: Online testing system, google forms, Pakistan.</p> <p>Discourse Analysis As A Pedagogical Tool For The Communicative Competence Of English Language Learners</p> <p>Jayashree Patnaik Department of English, P.N. Autonomous College, Khordha, Odisha, India</p> <p>ABSTRACT</p> <p>Key words: Illocutionary, Perlocutionary, Cooperative and Politeness principles. Chomsky's notion (1965) of limiting linguistic competence to grammaticality of language is rectified later on; and Dell Hymes (1972) who extended the term to communicative competence explained that language is a way of making meaning, and meaning lies not only in the structure of the sentence, but also in the context in which the language is used. Canale and Swain (1980) developed communicative competence to include four components named, grammatical, discourse, socio-linguistic, strategic competences. In the present research paper, it is hypothesized that the repeated practice of Discourse Analysis of texts improves the communicative competence of a language learner. D.A. of English texts, helps the learners acquire both BICS (Basic Interpersonal Communicative Skill) and CALP (Cognitive Academic Language Proficiency), the two different dimensions of language founded by Jim Cummins. The learners, on the whole develop their discourse, socio-linguistic and grammatical competences, the three important components of communicative competence, as the strategic competence is needed more for the ESL learners. D.A. works at patterns of language across the text. It examines the relationship between language and the socio-cultural context. In D.A., there is a move from the narrative and structures of speech to the linguistic, cognitive, historical, social, rhetorical, psychological reasons for the forms and functions of the textual discourse. There are many ways of doing D.A., like narrative analysis, conversation analysis, analysis of structures of expression. D.A. is done mainly selecting small portions from the texts (narrative extracts, pieces of conversation and expression). Here, in the present research project, some of the textual extracts are taken from selected novels for D.A. to prove how the different bases and modes of D.A. applied help a learner of English language learn better. Practice of the D.A. being linked to pragmatics, ethnography of communication, socio-cultural contexts, analysis of speech acts and utterances, helps easy acquisition of language. Basing on the theories of Austin and Searle and the theory of implicature by Grice, the analysis of the different varieties of speech acts in the text, both linguistic and non-linguistic, with culture-specificity, analysis of the beginning, middle and end of a piece of conversation in the text, analysis of the use of locutionary, illocutionary, and perlocutionary acts, the direct and indirect speech acts, cooperative principles, politeness principles help the readers for a better practice of grammar, and interpretation of the text. It sharpens the reader's perception of a novel as a work of art. It helps the reader to understand the author's deliberate manipulation of linguistic forms to achieve the intended artistic ends. The learners get enabled to explore the communicative goals achieved through different utterances of the characters in the novel, and also develop their own communicative competence.</p>
	<p>Confirmatory Factor Analysis of Latent Sub-scales of Teacher Research Engagement of Public Schools Elementary Teachers</p> <p>Henry L. Langam School Head and District Research Coordinator, Department of Education, University of Science and Technology of Southern Philippines, Philippines</p> <p>Abstract</p>

<p>Henry L. Langam ERCICRTEL1808118</p>	<p>The current study aims to find the pattern of relationship and establish factorial validity among predictors of teacher research engagement. This study employed a descriptive- correlational research design. A validated researcher-made Teacher Research Engagement Survey with three subscales was used to gather data from 612 public school teachers. The researcher then computed descriptive statistics and conducted a confirmatory factor analysis of the hypothesized measurement model and a modified measurement model. The analysis revealed that teachers have high physical research engagement with (\bar{x}=3.1149, SD=0.85429), high cognitive research engagement with (\bar{x}=3.7145, SD=0.9505) and fair emotional research engagement with (\bar{x}=3.4513, SD=0.8463). The correlation matrix presents that there is a strong positive highly significant relationship between physical research engagement and cognitive research engagement ($r=0.632$, $p>0.05$), physical research engagement and emotional research engagement ($r=0.705$, $p>0.05$), and cognitive research engagement and emotional research engagement ($r=0.830$, $p>0.05$). The modified measurement model of teacher research engagement obtained acceptable and better model fit indices of CMIN/DF=3.939, CFI = 0.972, SRMR = 0.054, RMSEA = 0.069, NNFI/TLI = 0.955, GFI = 0.945 and PClose = 0.000. This study concludes that teachers have high physical research engagement, and high cognitive research engagement, and fair emotional research engagement. There is a significant relationship among physical research engagement, cognitive research engagement, and emotional research engagement subscales. In the confirmatory factor analysis, the modified model was able to obtain a better model fit indices, factor loadings, and covariance.</p> <p>Keywords: Descriptive, Correlational, Confirmatory Factor Analysis, Research Engagement, Education, Social Sciences. Philippines</p>
 <p>Rafik Mohamed ERCICRTEL1808120</p>	<p>Potential of E-feedback via Email in EFL Writing Classrooms</p> <p>Rafik Mohamed College of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University, Riyadh, Kingdom of Saudi Arabia</p> <p>Abstract</p> <p>This study aims at employing e-feedback to promote level-one EFL university students' writing skills. This e-feedback is provided through the word processor and email to develop motivated students who possess effective writing skills as well as strategies for planning, drafting, editing, and revising. The participants in this study were 64 EFL students enrolled in level-one at College of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University (IMSU) during the first semester of the academic year 1437-1438 H. Two intact classes were randomly selected; one class representing the experimental group was taught by the researcher through a teaching strategy based on e-feedback, and the other class receiving regular writing feedback by another instructor represented the control group. A pre-post test was employed to measure the experimental and control group students' performance in writing before and after the treatment. Results showed that the experimental group students outperformed the control group students on the post-test in overall performance in writing as well as in each writing skill. Furthermore, the experimental group students achieved tangible progress in their overall performance in writing after the implementation of the proposed teaching strategy as compared to their performance before the treatment. A significant conclusion is that providing effective e-feedback can provide a solid foundation for the successful teaching and learning of writing.</p> <p>Keywords: e-feedback, email, word processor, writing skills.</p>
	<p>I Love this for my Professional Development but Feel Unhappy: Attitude of EFL Teachers towards their Consultative Forum</p>



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Abstract

Attitude constitutes an important factor underlying an individual behavior. This paper discusses results of a study on EFL teachers' attitude towards their area consultative forum. An area consultative forum is the one where member teachers of the same type in the area gather to learn and practice together, and share as well as work with one another. Therefore, if utilized properly, the forum will be able to empower the teachers participating in it. The survey study involved twenty EFL urban primary school teachers in the town of Purwokerto, Central Java, Indonesia. The sample was taken by using convenience sampling. Data were collected through questionnaires and interviews. Data were analysed by using descriptive statistics and inductive procedure. Overall, results of this study have shown that the EFL teachers under investigation had positive attitude towards their consultative forum. However, some teachers did not participate enough. Basically, they were sad about, among others, unclearly-planned program, very low quantity of activities, and poor quality of activities. When these and other weaknesses within the forum are solved, then it is supposed to contribute to the member teachers' professional development.



Dr. Olga Samsonova
ERCICRTEL1808122

Elementary Teachers Experiences and Views Using Interactive Whiteboards for Pedagogical Practices

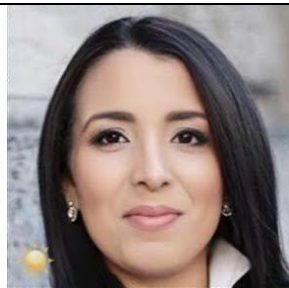
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Abstract

Student learning for the 21st century requires innovative teaching techniques. Often, many teachers are unaware of how they can integrate innovative teaching, especially using interactive whiteboards (IWBs), to develop curricula and facilitate student learning in order to develop their advanced knowledge and skills needed in the future. The purpose of this qualitative case study was to examine how U.S. elementary public school teachers use and perceive IWBs. Rogers' theory of diffusion and innovation, Davis's technology acceptance model, and Ajzen's theory of planned behavior provided a conceptual framework for the study. The research questions focused on elementary teachers' experiences and perceptions of IWBs and integrating this technology in their classrooms. Nine teachers who used IWBs in their pedagogical practices for at least a year were selected as the criteria for this study. They were administered 2 interviews over Skype or phone and their lesson plan snapshots were collected. To identify patterns and themes, the data was examined and coded using Dedoose software. Themes on teachers' experiences consisted of developing lessons with IWBs, teaching with IWBs, and assessing with IWBs. Themes on teachers' perceptions were productive integration of IWBs, pedagogical practices, issues with IWBs, and school support. Overall, participants had positive attitudes towards IWBs and considered them beneficial, though they identified the need for professional development, additional planning time for developing new lessons, consistent technology support, and upgrades of the technology. The social change implications from this research encompass teachers' productive practice for integrating advanced technologies to support 21st century learning.

Augmented Reality (AR) and Virtual Reality (VR): The future of interactive vocational education and training for people with handicap

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Abstract

The aim of this paper is to present our didactic-methodical concept for a virtual interactive vocational education and training using the VR and AR technologies. Since we are a dual VET Institutions for handicapped, we primarily focus on young people with special needs, autism, and significant social interaction difficulties. Our concept can also be applied to other target groups.

The virtual environment offers the trainees the ability to interact and experiment with items and constructs in a similar way they would do in real world. Leaving reality using VR-Headsets can help the trainee to perform and understand certain tasks that previously could not be realized due to the elaborate designs and security considerations. The AR-Glasses promise through the free visualization meaningful application scenarios for the teaching and learning concept; the wearer is supported during his activity by additional context-based virtual information and objects.

Our method is based on the educational goals, the cognitive and psychophysiological aspects of the trainees, the technological aspects and the pedagogical strategies of goal-oriented teaching. The learning scenarios are generated according to the educational goals and adjusted to the progress of training and target group. The recording of VR scenario data allows the teacher to reconstruct a teaching situation in order to discuss individually made mistakes with the student in an educational conversation. The ability to individually address the strengths and weaknesses of the learner improves the learning process.

We consider these new digital interaction devices such as VR and AR as a necessary educational tool, which brings a high benefit to the improvement of the learning, reviewing and training process. In this paper we present some application examples of these technologies in different areas of our VET such as automotive mechatronics engineering, electrotechnology and Automation, technical product design, information technology and In-house virtual vocational school.

Keywords: Didactic-methodical, Virtual reality, Augmented reality, VET, Handicap.



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'LOGIC & AESTHETICS' IN TEACHER EDUCATION CURRICULUM: TOWARDS CRITICAL & CREATIVE MINDSET IN NIGERIAN PEDAGOGUES

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Abstract

The Nigerian youth appears to lack critical and creative mind-set which may be due to the fact that he is being nurtured by a pedagogue who seems to lack it. This lack is evidenced in most teachers' inability to challenge the system; to effect any substantial change and make unique contributions to the system. It is also shown in the inability of most Nigerian pedagogues to manoeuvre teaching methods and improvise instructional aids in the midst of scarcity of resources. With such type of pedagogues, education becomes static. This lack could however be traced to the type of training given to the pedagogue. Revising the curriculum used to train Nigerian pedagogues thus becomes an expedient task. To make the Nigerian child develop a critical and creative mind-set, needed to surmount and cope with the challenges of the modern times, the training of their pedagogues must be infused with subjects which could foster criticality and creativity on their consciousness. This paper focused attention on the training of

	<p>the Nigerian pedagogue, as it argued for a type of training which could bequeath critical and creative habits on the consciousness of the pedagogue. The study employed the methods of critical inquiry, conceptual analysis and reconstruction. The paper contended that the curriculum used to prepare the Nigerian pedagogue must be enriched with the capacity to produce critical and creative teachers, who will in turn produce critical and creative Nigerian child. This will be beneficial to the education system, for the latter will henceforth be managed by stakeholders who possess the ability to make necessary and needed changes in the system. Such system will automatically be rid of robots or fuddy-duddies. The paper thus concluded by providing three alternatives to rejuvenating the teacher education curriculum, viz: infusing an entire new course 'Logic and Aesthetics' into the curriculum of Faculty/Institute/College of Education; strengthening philosophy of education through enriching the course, and making it independent and mandatory; modifying the existing general course on 'Philosophy & Logic' into 'Philosophy, Logic & Aesthetics', and enrich the content in such a way that it could instil both criticality and creativity in every student. These alternatives were proposed for the stakeholders in Nigerian education to ponder upon and decide which of the choices is most preferable.</p> <p>Key words: Logic, aesthetics, criticality, creativity, pedagogues.</p>
<p>Habib Hamam ERCICRTEL1808088</p>	<p>Developing Engineering Design Ability Since the Primary and High Schools</p> <p>Habib Hamam Faculty of Engineering, University de Moncton, Moncton, Canada</p> <p>Abstract</p> <p>Purpose: It is too late to start developing in the student design ability when he/she enters the university. Students should start developing this ability earlier. By doing so, they also acquire the passion to design and open imagination and perspectives. Method: We learn many basic rules in the primary and secondary schools. Could the child or teenager design experiments to prove some of them? For example, 54 is a multiple of 9 because $5+4=9$. Could the child find a systematic way to divide 54 (36, 45, 144, ...) balls into groups of 9 balls. Results: We easily made children prove by design even complex rules such as Pythagorean theorem, Archimedes' principle, Earth is spherical, Explaining the horizon, Multiplication table. Conclusion: Design ability when developed in childhood may provide: efficient engineers, talented artists, productive researchers, innovative professionals, skills surgeons, artful managers, remarkable philosophers, deep thinkers, etc. thanks to wide imagination.</p>
<p>Ruhani Mat Min ERCICRTEL1808095</p>	<p>Experiential Learning and Development of Self Among Malaysia Undergraduate Students</p> <p>Ruhani Mat Min School of Social and Economic Development, Universiti Malaysia Terengganu, Kuala Terengganu, Malaysia</p> <p>Abstract</p> <p>This study aims to understand the experience of experiential learning and development of self while participating in group counselling. A total of 106 undergraduate students, who are counsellors-in-training, have been involved in group counselling for three days and two nights. During this period, there were eight continuous sessions of group counselling and each session involves the two-hour meeting. The sessions were structured activities based on the concept of Johary Window, a technique that helps people better understand their relationship with themselves and others. The students prepared written reflection based on the experiences on each session they have participated.</p>

	<p>Written reflection is the data that used in this study. The written reflection read repeatedly to obtain significant experiences of the participants. This analysis resulted in three main themes, namely the development of self, relationships with members of the group, and the application of counselling skills. Development of self describes about confidence and awareness, relationship with members involves support, trust, cohesion and respect. The implications of this study indicate that the experiential learning contribute to feeling of confidence and being aware of self, and experience of awareness is related to relationship with other, which also creates opportunity to understand the roles of counsellor.</p> <p>Keywords: therapeutic factors; awareness; group counselling; counsellors-in-training</p>
 <p>Yerly Arnold Datu ERCICRTEL1808097</p>	<p>The Design of TBECC (Test of Business English Communication Competence) for Front Office Staff in Hotel Industry: a Case Study of Hotels in Surabaya, Indonesia</p> <p>Yerly Arnold Datu Business English Study Program, Politeknik Ubaya, Surabaya, Indonesia</p> <p>Abstract</p> <p>Competition among hospitality industries in Indonesia has come to inevitable battle and, therefore, they must strengthen their front-liner staff for exemplary service due to the fact of the increasing numbers of hotels every year particularly in Surabaya, the capital of East Java Province and its role both for tourism and business. The role resulted in wave of expatriates coming to Surabaya and therefore strong English communication is considered important. Initial survey showed that specific English test for Front Office (FO) staff recruitment in hotels did not exactly exist. For this purpose, a qualitative research employing a case study approach was conducted. The research involved 8 hotels in Surabaya and 40 participants comprising hotel leaders and FO staff. The important stages were conducted such as conducting Focus Group Discussion (FGD) with hotel leaders, distributing a set of questionnaire to Front Office leaders and staff, as well as enhancing clarity and confirmation through interviews. From those stages, the writer formulated the Target Language Use (TLU) of Front Office Division as basis to construct the Test of Business English Communication Competence (TBECC). Results showed that at least 18 of 26 items were extracted as TLUs for speaking and 7 of 10 items were extracted to serve as TLUs for writing. Finally, based on the obtained TLUs, 14 questions for speaking were constructed and for writing test, 5 questions measured competencies such as filling a guest detailed form, writing a confirmation letter, welcome letter and email of coordination, as well as replying a complaint and writing a thank you email to guests. Finally, recommendation to involve more hotels that receive a huge number of foreigners as their guests was also given.</p> <p>Keywords: hospitality industry, Target Language Use, Test of Business English Communication Competence, Front Office</p>
<p>Jawaher Al Zeidi ERCICRTEL1808145</p>	<p>MOODLE as an extensive reading mechanism: A study to facilitate extensive reading in an Omani EFL context</p> <p>Jawaher Al Zeidi Middle East College, Muscat, Oman</p> <p>Buthaina Al Quraini Higher College of Technology, Muscat, Oman</p> <p>Abstract</p> <p>Extensive Reading (ER) in the English as Foreign Language (EFL) field is of paramount importance for students' academic success. For this reason,</p>

	<p>innovative teaching and testing mechanisms must be applied in extensive reading programs in order to enhance students' language learning. This paper reports on the results of a mixed methods case study of ninety-eight Level 2 EFL foundation students at Middle East College in the Sultanate of Oman. The study explored the effectiveness of a MOODLE extensive reading program in assessing students' extensive reading skills. The MOODLE program was utilized to measure students' understanding of the graded stories and to track their reading progress. Results of the quantitative data analysis indicated a substantial improvement in students' reading comprehension, number of attempts, motivation to read, and comfort, as well as a preference to the novel assessment method. Although both the standard and MOODLE assessment methods demonstrated significant students' gains and the success of the ER program in the context of study, the MOODLE program enhanced these gains considerably. Keywords: Moodle; Extensive Reading ER; EFL</p>
<p>Jelena Đermanov ERCICRTEL1808147</p>	<p>Professional development of educators in Serbia in the area of ICT competency</p> <p>Jelena Đermanov Department of Pedagogy, Faculty of Philosophy, University of Novi Sad, Republic of Serbia</p> <p>Senka Slijepčević Department of Pedagogy, Faculty of Philosophy, University of Novi Sad, Republic of Serbia</p> <p>Abstract</p> <p>Competency frameworks are determining the required knowledge, skills and qualifications for functioning in the 21st century address general competencies (Definition and Selection of Competencies (DeSeCo) - OECD, P21 Framework for 21st Century Learning), as well as those specifically directed to the development of ICT competencies (UNESCO ICT competency standards for teachers, Educational Testing Service (ETS) ICT Literacy, International Society for Technology in Education (ISTE) ICT Skills). The promoted idea in all the frameworks is that in the modern age everybody must develop set of knowledge, skills and attitudes that will enable the competent use and utilization of information and communications technology. These competencies in a teacher would enable the utilization and integration of new technologies in the classroom, which is currently a necessity. In order for this to happen, teachers must be able to structure a new learning environment which “implies new teacher roles, new pedagogies and new approaches to teacher education” (UNESCO, 2011: 8). Teacher preparation for this requires systematic education and guidance throughout their career. In that sense, this paper addresses the issue of (dis)agreement between the variable conditions of modern society and the variety and quality of professional development activities offered to educators in Republic of Serbia in the domain of ICT competencies.</p> <p>In this paper we analysed “Competency standards for teaching profession” and the courses in the professional development catalogues through content analysis. In the analyzed standards, ICT competencies are only mentioned in one place, in a very generalized note, saying “The teacher should use information and communications technologies”. Detailed analysis of the professional development catalogue courses showed that the domain of ICT competencies wasn't integrated in the areas that had the priority in professional development of educators. The percentage of courses that address ICT literacy increased as a result of this prioritization. However, the choice of attendance is affected by teachers' affinities, interests previous experiences, and financial opportunities of the school. In conclusion, the domain of teachers' ICT competency should be developed systematically in both pre-service and in-service teacher training.</p>

	<p>Another important aspect that should be considered in this process is the participant evaluation of courses intended on improving teachers' ICT competency profile.</p> <p>Key words: professional development, ICT competency, teacher, competency framework.</p>
<p>Dr. Haithem A. El-Hammali ERCICRTEL1808149</p>	<p>The level of Implementation of Integrating BIM & GIS Collaboration in Design Education</p> <p>Dr. Haithem A. El-Hammali Assistant Professor of Interior Design, Virginia Commonwealth University School of the Arts in Qatar, Doha, Qatar</p> <p>Abstract</p> <p>This is an ongoing exploratory research. The aim is studying the level of implementing the collaboration and the integration between Building Information Modeling (BIM) and Geographic Information System (GIS) in design education. GIS has significantly generated a valid data to BIM data outcome in a wider context (Yo et, al, 2017; Kuehne, 2016). Kuehne (2016) suggested that integration both BIM and GIS will be a great assistance for designers to reprocess existing and new data which resulted from BIM and visualize these data using GIS. In a conventional way designers such as architect and interior designers use BIM to generate a model with a rich data information. GIS provides tools to enable the integration of Building information in geographical context. Designers exploring how to incorporate the capability of GIS combined with BIM The adoption of BIM-GIS standards carries with it several advantages but simultaneously poses challenges in implementation. Currently designers and its allied disciplines realizing the importance of integration BIM and GIS. However, a major hindrance identified in the literature is the gap between industry needs and academic preparation (as it is implemented differently between the industry and academia). The academia has been slow to adopt GIS because their focus is on buildings and their interiors. An exploratory examination of the gaps was conducted by using mixed methods. Qualitative analysis of semi-structured interview data which obtained from ten participants from the design industry and ten participants from academia in the GCC area. All the interviews and the discussions were held keeping in focus the current trends of implementing BIM and GIS in industry and academia. The data collected were analyzed in a software suite, NVivo 10. The responses from the participants were coded in order to map (on a more abstract level) the general themes that could be identified from the data. An analysis of these themes was conducted, then these themes will be formulated into quantitative survey questions that will be sent to all designs schools in the GCC area. During the first course of the study, several barriers to adoption of BIM and GIS were identified. Most of the thematic areas focused on identifying ways in which the implementation of BIM and GIS (in both the academia and industry) can be improved (quality-wise, which is expected to lead to quantitative benefits). Qualitative data analysis results confirm that there is an existing gap between the industry and the academia in terms of implementing BIM and GIS in the practice of design. However, the industry has not matured to the point where it is able to fully tap the benefits offered by BIM and GIS. The general industry perception was that universities need to innovate their curricula (in collaboration with the industry) integrating different knowledge segments in order to optimally utilize of technology-driven change offered by BIM and GIS. Participants from both sides identified ways in which the gap between the two entities – the industry and the academia – could be bridged, with a focus on innovation. One of these were that collaboration between industry and academia could provide an opportunity to establish strategies for solving the issues related</p>

to the integration BIM and GIS in design schools. Other findings of this research will be shared with the conference attendees for feedback including but not limited to: inclusion of collaborative/partnership with industry and allied disciplines, institutional incentives, guest lectures, and introduction of real-time projects.

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- ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai
- 2nd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 05-06 Feb, Bangkok
- 3rd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 13-14 March, Singapore
- 4th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 09-10 April, London
- 5th ICRTTEL 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