



## **Conference Proceedings**

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05-06 February 2019

## **Conference Venue**

KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

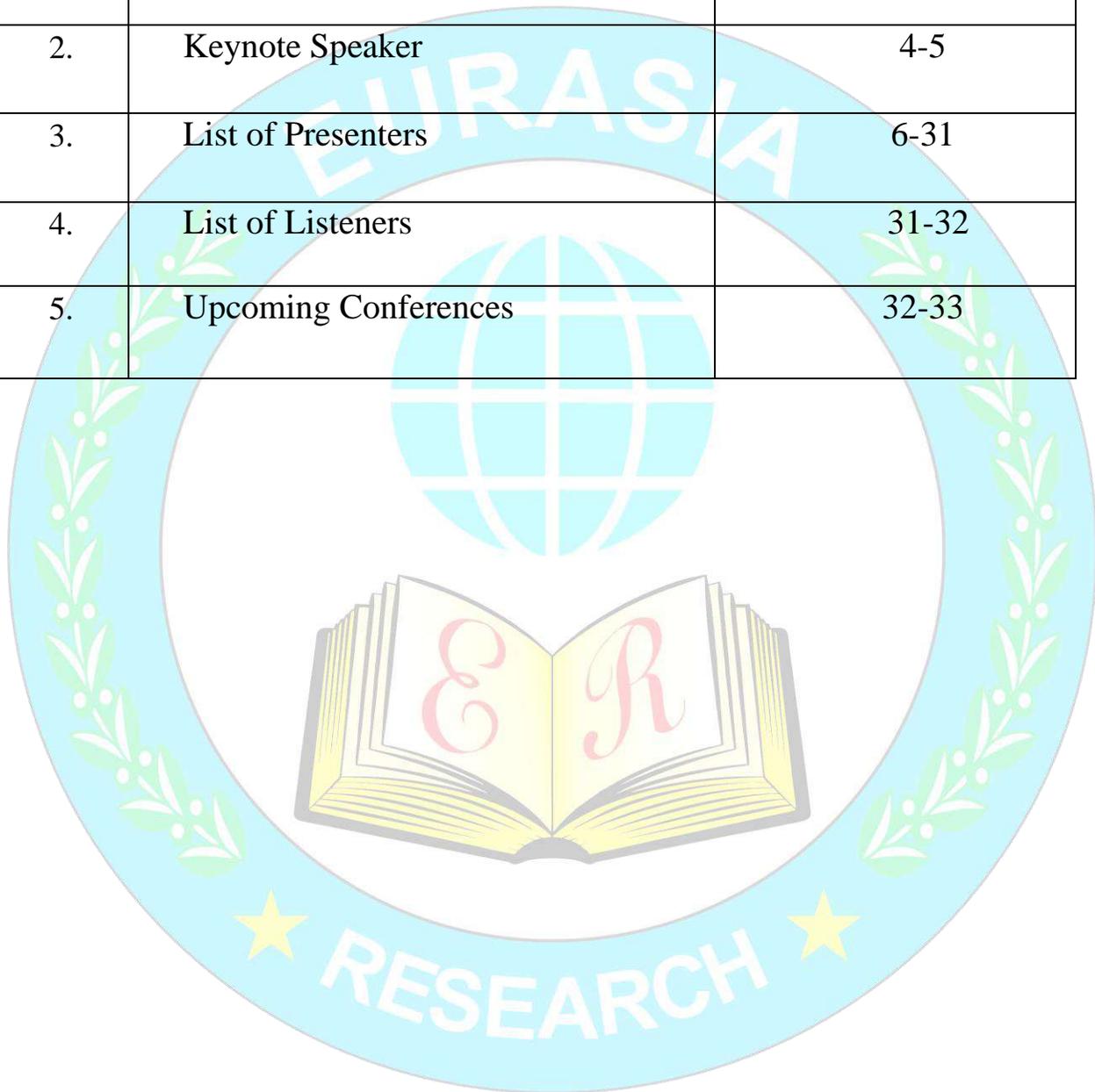
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**Preface:**

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## **KEYNOTE SPEAKER**



### **Henjie A. Carmelotes**

International Primary Science Teacher at Beaconhouse Yamsaard School, Thailand

#### **Topic: The Future of Life Sciences**

Henjie Carmelotes is a Researcher on life sciences. His career brings him to the teaching profession. Through this, he became a Licensed teacher in Philippines and Thailand, License Teacher of Thailand (Ministry of Education, Thailand) June 2018 & License Teacher Certificate (Philippine Regulation Commission) in September 2015. He has More than 2 years of teaching experience at both national and international schools. Active participation in faculty and staff meetings to make an important positive contribution to the ongoing operation of the school and community. Active contribution to research and innovation to the global community. He received the best paper during the XIIth International Conference on Researches in Science & Technology, 24-25 Nov 2017, Thailand. His study is the bioefficacy of Kappahycus Drippings against golden apple snail. Right now, he is an International Primary Science Teacher, at Beaconhouse Yamsaard International School, Thailand.

## **PLENARY SPEAKER**



**Ayda Aleidan**

Department of Educational Technology, the Public Authority for Applied Education and Training, Kuwait



RESEARCH

Dr Azra Shalbf  
ERCICRTEL1903052

**Design Patterns of Communication Behavior in Educational Organizations**

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**Abstract**

Ethics in educational organizations is a preventive measure for unethical deeds in the environment of educational organizations. Specification and compilation of ethical responsibilities of organizations dealing with educational organizations with respect to their own rights in particular and others rights in general is really needed in the widespread and free domain of communications. This paper is an analytical study on efficiency and effectiveness of ethics and designing a model of communicative behavior, to indicate how ethics prevent unethical behavior in multiple domains in educational organizations, in according to the knowledge of psychology and education, This article defines the precise meaning of ethics while analyzing it and comprehensively distinguishes the boundaries between internal and external environments of organization with an approach to ideals, values and commitment of the organization for conceptualizing educational organizations ethics. To define comprehensive ethical codes in the ethics of educational organizations and stating accountability of organization for unethical behaviors calls for such a conceptualization. The codification of ethical affairs would be useless without such a conceptualization. Therefore, education ethics are defined through ethical responsibilities of an organization with respect to its internal (environment managers, advisors, professors, staff, etc.) and external environment (publishers, decision-makers, authorities, government, universe, humanity and etc.) and behavioral communicative models based on respect to others rights.

**Key Words:** Educational Organizations, Communication Behavior, Ethics

Ma. Carmela Mores  
ERCICRTEL1903053

**Numbers and Letters: Problem-solving and Comprehension Skills**

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Philippines

**Abstract**

Mathematics and Literature work in partner like how comprehension and problem-solving skills work together in providing an accurate answer. Through the help of Schoenfeld's (2013) four categories, there are already existing studies that had proven the vivid connection of these two subject matters. Hence, this dissertation further determined the factors that acted as the contributors in the success of students' problem-solving attempts. The researchers used descriptive method of research, which includes the instruments used in the study. In the end, this study puts forward recommendations, which are based on fact-finding with accurate interpretation of findings. For the accomplishment of this study, Senior High School students of Rizal Technological University, particularly Science, Technology, Engineering and Mathematics academic track of year 2017-2018 were chosen as respondents, as these classes are both having English and Mathematics related subjects.

According to the results, the students appeared to be aware of the use of their comprehension skills upon solving math problems. Based on the analysis, self-discipline and prior knowledge are the most factors that are believed to be great contributors in students' problem solving attempts. This study suggests innovative strategies and competencies in teaching the two subject matters by making intervention programs and related activities happen.



Anteneh Tefera Abuye  
ERCICRTEL1903054

**Impact of Mathematics Teachers on 10th Grade Students Understanding of Polynomial Concepts: in case of Some Schools in Addis Ababa City Administration**

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College of Education and Behavioral Sciences, Department of Science and Mathematics Education, Addis Ababa University, Addis Abeba, Ethiopia

**Abstract**

The study was intended to evaluate 10th grade students' understanding of polynomial concept in schools of Addis Ababa city administration in terms of procedural, conceptual and the aggregate result of the students against gender, and school type. The study was case study and employed quantitative research method. The finding revealed that the mean score of 10th grade students in procedural, conceptual and aggregate result out of 100% were 48.3, 43.8 and 46.05 respectively. This indicated that students scored higher on procedural than conceptual. Female students were less than the mean score of males on procedural and greater than male on conceptual questions as well on the combined score. The mean score of Private school 10th grade students were much higher than the mean score of 10th grade students of government schools in Addis Ababa city Administration. In addition, most students were unable reason out or correctly justify why they chose the answer in the first tier. The result illustrated that students were who have high score in procedural have also high achievement in conceptual and vice versa. it showed that there was a significant main effect of school type on procedural knowledge. There was no a significant interaction between sex and school type on procedural ( $p = 0.439$ ) and conceptual understanding ( $p = 0.192$ ). Similarly, the two-way ANOVA analysis indicated that the interaction (sex\*school type) is not significant for both understandings. However, sex and school type have significant effect on conceptual understanding. Finally, the study recommended that secondary school mathematics teachers should take measure in their teaching-learning strategies to improve students' level of understandings (both procedural and conceptual) of polynomial concepts. Key terms: Procedural knowledge, Conceptual knowledge, Procedural understanding and Conceptual understanding

Uma Malar Maniam  
ERCICRTEL1903055

**Malaysian Higher Education Middle Leaders: From Struggling to Coping**

Uma Malar Maniam  
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**Abstract**

The overwhelming sense of responsibilities and roles of middle leaders specifically heads of department are challenged and changed with globalisation in many universities including Malaysia. Middle leaders are expected to learn and balance their roles between senior management and peer academics in varying situations. They encounter challenging incidents almost daily during middle leadership. These incidents are significant 'messages' for middle leaders to understand and perform middle leadership effectively. Some leadership incidents 'make' and/or 'break' them and participants in this study perceived their leadership experiences similar to walking on a tightrope. Literature shows heads of department are categorised as 'copers', 'strugglers' and 'jugglers' (Floyd, 2011) among middle leaders in higher education environment. Literature shows how heads of departments feel ill-equipped for their role and express their concern about "the power and authority at their disposal and the difficulties of managing academics" (Middlehurst, 1993, p. 138). Although research exists on leadership in higher education, little has been written about those in departmental leadership positions such as heads of department in the Malaysian context. The researcher attempted to investigate ten heads of departments' changing and challenging roles and responsibilities through a case study. Relational leadership is a significant framework used to inter-relate middle leadership in multi-dimensional viewpoints. This study hopes to explore the perspectives and performances of university departmental leaders' leadership performance. The findings from middle leaders' self-reflections through their choice of critical incidents could shed light on how these leaders perceive and cope challenging

situations and transform their experiences into an effective leadership learning journey.

Using Interactive Read Aloud Approach to Improve Language Skills

Honeylee Grace Mallari

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Abstract

This presentation will focus on the significance of the Read Aloud strategy in developing language skills of second language learners. It will provide you with various research and articles about the positive effects of doing Read Aloud with learners of different ages.

This presentation will discuss how technology plays an important role in a Read Aloud. It will also have a workshop on how to plan for a Read Aloud and different Accountable Talk strategies (Turn and Talk, Stop and Jot, etc.).

The workshop contends that Read Aloud promotes a better development of language skills for students thus preparing them for success in the 21st century.

In the fast changing world of the 21st Century, the Educational system is also changing. This presentation will focus on the qualities of an effective 21st century teacher. It will provide you with various research and articles about the changing roles of a teacher and the challenges that comes with it. This presentation will also define what it a multi-literate teacher. The presentation concludes that being fluid and adaptive is significant in executing the different roles a teacher in the developing educational system.



Honeylee Grace  
Mallari  
ERCICRTEL1903056

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

Mohammad Reza Amirian

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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 implications for language teachers and learners are offered.

Keywords: Dynamic Assessment (DA), Zone of Proximal Development (ZPD), Mediation, English as a Foreign Language (EFL).



Mohammad Reza  
Amirian  
ERCICRTEL1903057



Annika Hofmann  
ERCICRTEL1903058

### The Theory Based Intercultural Sensitizer as an Intercultural Training Method

Annika Hofmann

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#### Abstract

In times of globalization people are more and more called upon to interact with members from different cultures. During my dissertational project I developed an Intercultural Sensitizer based on the cultural theory of Trompenaars and Hampden-Turner (2012).

An Intercultural Sensitizer is a method for trainees of intercultural communication. The trainees read a situation about members of the target culture (e.g. Germany) and select an multiple-choice-answer they believe best describes the behavior of the person presented in the situation. In the feedback section it will be revealed if the answer was culturally adequate and if so, what cultural standard lies behind it. If the trainees select an inadequate answer, the feedback area will provide information about why this choice might be less probable than any other and they will be asked to try again.

This theoretical mix offers multiple advantages. For once, in contrast to the method of the Critical Incidents (Thomas et. al. 2000) cultural differences as well as similarities will be displayed. Plus, cognitive, affective and behavioral attitudes can be measured. With this building block for a holistic intercultural training, a deeper cognitive understanding about the concept of culture (in Germany) can be achieved.

Keyword: Intercultural Communication, Intercultural Competence, Intercultural Training, Cross-cultural Learning Methods

Ahmed Brahim  
ERCICRTEL1903062

### Fostering Learner Autonomy; Does it really work?

Ahmed Brahim

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#### Abstract

This will be an interactive presentation where I will report on the procedures and satisfactory results of an action research that I did in 2017 with pre-intermediate EFL foundation programme students at Sohar University, Oman, using a mixed method approach. The scope of the study was to investigate teachers' and learners' beliefs and practices to account for the constraints to promote Learner Autonomy (LA) in this context (quite similar to other non-western contexts, e.g. Asian cultures) and ultimately pilot a flexible middle-way approach which enables teachers to work around these constraints to foster LA in their students, without detracting from course content or sacrificing test scores. After briefly making a case with reference to the literature for the necessity for the ELT curriculum to cater for important 21st century skills, especially LA, the audience will be given the opportunity to discuss in groups (preferably multi-cultural) and to report on their own experiences in their different contexts, namely whether or not and how frequently they train their students to be autonomous, what difficulties they faced, how they went about overcoming these and what they think would or wouldn't work well in their specific contexts. I will then share the findings of the study: the constraints (learners, teachers, educational institutions, material developers), the content and methodology of the trailed approach and an effectiveness evaluation through my own observation and students' feedback. Finally, I will present some practical classroom recommendations on materials development and activities adaptation, as well as on methodology.



### Correlational Investigations of Career Efficacy and Organisational Citizenship Behaviour on Mentoring Behaviour among Lecturers of Federal Universities in Southwest, Nigeria

Dr Muraina Kamilu Olanrewaju

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#### Abstract

The purpose of this study was to examine the correlational investigations of career efficacy

<p><b>DrMuraina Kamilu Olanrewaju ERCICRTEL1903063</b></p>	<p>and organisational citizenship behaviour on mentoring behaviour among lecturers of federal universities in Southwest, Nigeria. Descriptive research design of correlational type was used in the study. 591 lecturers (respondents) were selected randomly from 3 federal universities in Southwest, Nigeria. The respondents were measured with validated scale of 0.82 reliability coefficient and the data obtained was analyzed using the Pearson Product Moment Correlation (PPMC) statistical analysis. Two research questions were raised and answered in the study. The result showed that there was significant relationship between career efficacy and mentoring behaviour among lecturers of federal universities (<math>r= .718</math>; <math>p&lt;0.05</math>) and there was significant relationship between organisational citizenship behaviour and mentoring behaviour among lecturers of federal universities (<math>r= .593</math>; <math>p&lt;0.05</math>). In view of these findings, the study recommended that the lecturers in the universities should be enlightened on the need to improve their level of career efficacy and organisational citizenship behaviour and that personnel/educational psychologists should always intensify their effort to organize seminars and workshops for the lecturers and other significant stakeholders in the society on lasting solutions to low mentoring behaviour. <b>Keywords:</b> Career Efficacy, Organisational Citizenship Behaviour, Mentoring Behaviour, Lecturers and Federal Universities</p>
<p><b>Ibtisam Al Quraini ERCICRTEL1903065</b></p>	<p style="text-align: center;"><b>Error Analysis of Time Deixis' Usage in Oman</b></p> <p style="text-align: center;"><b>Ibtisam Al Quraini</b> Foundation Department, University of Nizwa, Sultanate of Oman</p> <p style="text-align: center;"><b>Abstract</b></p> <p>English in Oman is taught as a foreign language in all its schools and colleges. Although all schools and colleges in Oman put tremendous efforts in teaching English, Omani learners who are at secondary schools still have linguistic problems. They, for instance, still commit errors on using the right verb and the right tense; even though, they have been taught verb tenses since elementary school. The research will use mixed methods, which are qualitative method and quantitative method, to investigate the errors of time deixis (verb tenses) which are committed by Omani learners. The participants of this research are 33 10th grade Omani female students in the academic year 2017/2018. A test was distributed to 33 participants, and the students were asked to answer two different parts of questions. The first part, which is qualitative, has 12 multiple-choice questions with four options. The second part is open-ended question which requires writing a paragraph. The research findings reveal that Omani Female learners committed verb tenses' errors in frequent ways. (72.72%) of Omani Female students misused verb tenses the first part of the test in the first part of the test. In the second part, which is qualitative, has one open ended question. The students kept using wrong tenses where they should use others. The results of the research concluded that the Omani learners of English still need more practice of English in the daily life to improve their level in English. <b>Keywords:</b> time Deixis, verb tenses, verb tenses' errors, learners' practices</p>
 <p><b>Rezina Nazneen Rimi ERCICRTEL1903066</b></p>	<p style="text-align: center;"><b>Critical Discourse Analysis in Second Language Acquisition in Children: The Role of Parents in Bangladesh</b></p> <p style="text-align: center;"><b>Rezina Nazneen Rimi</b> Department of English &amp; Modern Languages, Independent University, Dhaka, Bangladesh</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Discourse has always been an integral part of the language as we speak in our daily life. To study at a larger scale of spoken interaction, discourse is important. In every household, parents have a great responsibility to ensure the health, welfare and standard of living of the entire family. During the past decade educational researchers increasingly have turned to Critical Discourse Analysis (CDA) as a set of approaches to answer questions about the relationships between language and society (Rebecca Rogers et al, 2005). This research attempts to deal with how the children learn English discourse through their parents and their surroundings. The study endeavours to find out the role of parents in forming the</p>

	<p>discourse &amp; initiate their second language acquisition. The research question would rest on if discourse with parents helps children to learn the literal meaning of linguistic expressions as well as the semantics and the pragmatics of English Language in particular. To find the answers to the research questions surveys were set for the parents about their children. To analyze the answer quantitative method has been followed and by using different charts the results have been shown. Recommendations have been given to overcome the obstacles parents might face while practising discourse with their children in Bangladesh and all over the world where non-native speakers are concerned.</p> <p><b>Keywords:</b> Critical Discourse Analysis, Second Language Acquisition, Discourse &amp; Society, Communication</p>
<p><b>Eugenio Rivera</b> ERCICRTEL1903068</p>	<p><b>Numbered Heads Together Technique (NHT) in Improving Reading Comprehension Among Grade 7 Learners at Taft National High School</b></p> <p><b>Eugenio Rivera</b> Department of Education, Taft National High School, Philippines</p> <p><b>Abstract</b></p> <p>This study was aimed on improving the reading comprehension of Grade 7 students through the Numbered Heads Together (NHT) technique. The objective is to find out if cooperative learning using NHT can improve the reading comprehension of the students. The data for this research was obtained through a pre-post test using an experimental research design at Taft National High School during Quarter 2 for the months of August to September of School Year 2017-2018 utilizing two carefully chosen sections from the handled classes of the researcher as controlled group and experimental group. The test material was adapted from the Phil-IRI material consisting of 20-item test, thereby no validation needed. From the study, it was found out that the students' mean scores from the pre-test and the post-test were different. The mean score of the students' pre test for both groups however was found to have no significant difference pointing to the idea that both groups were relatively comparable in terms of reading comprehension. To find out if the two mean scores of the two groups were significantly different in the post test, they were tested using the T-test statistical procedure. For the post test, the t-value was 7.639. The result of the post post test was significantly different at <math>p &lt; .05</math>. This indicated that <math>H_0</math> was rejected as hypothesized. Thus, cooperative learning using the NHT technique did improve the reading comprehension skills of Grade 7 students. The result of this study pushed the researcher to advance the following recommendation; that NHT be used to improve reading comprehension among learners and that NHT be used in other Grade level with reading comprehension issues.</p> <p><b>Keywords:</b> Reading comprehension, Numbered Heads Together technique, reading skills.</p>
<p><b>Charito Balequia</b> ERCICRTEL1903071</p>	<p><b>Improving Academic Performance of Grade 7 Math Using Lets Have Fun With Num at Taft National High School</b></p> <p><b>Charito Balequia</b> Department of Education, Taft National High School, Philippines</p> <p><b>Abstract</b></p> <p>This study aims to find if the use of SIM: LET'S HAVE FUN WITH NUM" will improve the academic performance of Grade 7 students in the topic Basic Operation of Integers in terms of the following: Determine the pre-test mean scores in math of both experimental and control groups. Assess the post-test mean scores in math of both experimental and control groups. Identify the pre-test mean difference in math of both experimental and control groups. Validate the post-test mean difference in math of both experimental and control groups. Identify the learning gains in math of both experimental and control groups. The mean scores, standard deviation (SD) values and one tailed t test were used to determine whether the pre-test of the experimental group and control group were significantly different so as their post-test. Further, the learning gains of the students in the two treatment groups were examined by getting the mean difference between the pre-test and post-test mean scores and performing one tailed t test. To compare the diversity and spread of values about the</p>

	<p>mean of the scores, the standard deviation was determined. Lastly, to find out if the use of SIM is more effective than direct-active instruction, one tailed t test for independent samples was performed utilizing the learning gains of the two treatment groups. Based on the findings and results of the study, the following conclusions are drawn: The pre-test mean scores of the respondents in the experimental group has a very slim difference from that of the mean scores of the control group, which can be concluded that their knowledge prior to the conduct of the experiment is almost the same. The post-test mean scores of the same students show a big difference because the students in the experimental show a noticeable improvement in their scores from pre-test to post-test compared with those students in the control group. There is no significant difference between the pre-test mean scores in math among the Grade 7 learners in the experimental and control groups. The students in the experimental group gained a mean of 17.567 as compared to the students in the control group which has only 6.767 mean gains. Thus, using SIM: LET'S HAVE FUN WITH NUM" in teaching basic operations of integers to Grade 7 learners is far more effective than using the direct-based approach.</p> <p><b>Keywords:</b> Strategic Intervention Material, Academic performance, Mathematics</p>
<p><b>Iohannes Paoli Baldomar</b> ERCICRTEL1903072</p>	<p><b>Improving the Performance Level of Grade 10 Students in Science via Differentiated Instruction Strategic Intervention Material</b></p> <p><b>Iohannes Paoli Baldomar</b> Department of Education, Taft National High School, Philippines</p> <p><b>Abstract</b></p> <p>This study is conducted to find out the effectiveness of differentiated instruction strategic intervention material on the performance level in Science among Grade 10 students of Taft National High School during school year 2017-2018. The use of Differentiated instruction strategic intervention material as an experimental treatment was compared against using Lecture-based discussion. Quasi-experimental design was used in this study .To gather the needed data, two (2) intact groups of Grade 10 undertook two-week experimentation and were made to answered Teacher Made Test at the end of the experiment. The data were subjected to statistical analysis such as the mean percentage and two tailed test. The level of significance was set at 0.05 level of rejecting or accepting the null hypothesis. Based on the findings and the results of the study, the following conclusions were drawn: There was no significant difference on the performance of the experimental group in the pretest. They were on the same level of intelligence before they were exposed to experiment. Therefore subjecting the two classes intact classes' into quasi-experimental research is justifiable. The experimental group performed superior in the posttest than the control group. Hence, differentiated instruction strategic intervention material were effective in teaching ideal gas law. The experimental group showed significantly better performance than the control group based on the result of the post-test that were compared. The results showed that the use of differentiated instruction strategic intervention material is more effective than the use traditional lecture-based discussion in science specifically on Ideal Gas Law. Based on the findings, the following recommendations are offered: 1.The differentiated instruction strategic intervention material may be utilized by science teachers in the teaching and learning process to cater the different learning abilities of students. 2. The same experiment may be conducted to further confirm its effectiveness and for maximum use in the future. 3. Training on procedure and development of materials for differentiated instruction may be conducted to open awareness of teachers and students on this kind of teaching and learning strategy after having seen the positive outcomes based on this study.</p> <p><b>Keywords:</b> Quasi- experimental, learning gains, and Teaching Approach</p>
<p><b>Jia Yutian</b> ERCICRTEL1903073</p>	<p><b>How Instructor's Feedback on Students' Drafts Influence Their Final Submission?</b></p> <p><b>Jia Yutian</b> Department of English, Wenzhou-Kean University, Wenzhou, China</p> <p><b>Abstract</b></p>

	<p>For the past few years, English is gradually becoming a dominant language of instruction in universities of diverse non-English speaking countries. Wenzhou-Kean University (WKU) as one of the Sino-America universities in China, students are required to accomplish their writing assessment in English. Furthermore, English students have distinct norms of their writing in different contexts. Hence, instructors' feedback is a vital portion of their composition as a sort of reminder, as Lin indicated, "the goal of feedback is to help improve students' writing with appropriate teaching methods and techniques" (Lin, 2009). Nevertheless, issues are - do feedbacks indeed enhanced students' writing qualities and which kind of feedback is the most effective feedback in students' point of view?</p> <p>This study uses the appraisal theory in systemic functional linguistics (SFL) and specialization in Legitimation Code Theory to further excavate the answer for the question. This study combined the two methods to interpret student's responses to unearth the potential relationship between instructors' feedback and students' writing performance. The research is going to conduct through interview and questionnaire. The subject of the interview was an instructor coaching the senior seminar for English majors and the participants responding the inquiry are English students in the same course as the instructor. Through analyzing the data from the questionnaire and interview the results displayed that all the students considered feedbacks practical since it can promote their scores in writing and improve their writing performance by skillfully applying to instructors' feedbacks. The type of feedback that welcomed by students is those giving precise and practical suggestions with understandable deliveries. This study will provide the recommendation on the kind of feedbacks that students preferred; therefore, instructors in Sino-western universities might do the meditation on their feedback on writing for their students accordingly.</p>
<p>Sheila Belgica ERCICRTEL1903074</p>	<p style="text-align: center;"><b>Work-Environmental Health and Teachers Productivity</b></p> <p style="text-align: center;">Sheila Belgica Department of Education, Public Elementary, Central Bicol State University of Agriculture, Camarines Sur, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study sought to establish the influence of a Teacher's Environmental Health on their productivity in Tinambac North District, Division of Camarines Sur, S/Y 2015-2016. Specific problems investigated were the demographic characteristics of the respondents as to personal profile and professional attribute; the quality of teacher's work-environment in terms of job content, supervision, social aspects, communication, and benefits; the level of teacher's productivity along pupils' performance in 3 R's, community involvement, and professional enhancement; the extent of relationship between work- environment health and productivity; and the significant association between demographic characteristics of teachers' work-environmental health and productivity. It was guided on the hypotheses that teachers' work-environmental health significantly influence their productivity; and the teachers' demographic characteristics are significantly associated with their work-environmental health and productivity.</p> <p>The descriptive-evaluative and correlational methods were used in this study. Questionnaire checklist were the research instruments. Data treated statistically using frequency and percentage, weighted mean and ranking, Pearson's product moment correlation and multiple regressions.</p> <p>Major findings were: (1) personal characteristics, fifty-three were female teachers; forty-four were married; and forty were age 31 and above; professional characteristics; thirteen teachers had been handling Grade 3; thirty-four had been teaching for about 6 years and above; thirty-seven had graduated BEEd; forty-six had been handling single class; and forty-five teachers belonged to the rank of Teacher 1; (2) Along job content, the overall weighted mean was 3.07, good; supervision, weighted mean was 3.20. good; interpersonal relationship, weighted mean was 3.15, good; communication, weighted mean was 3.18, good; and benefits, weighted mean was 2.89, good.</p> <p>(3) Teachers' level of productivity along pupils performance in reading was classified as high; along pupils' performance in writing classified as low; along pupils' performance in</p>

arithmetic was also classified as low; community involvement was classified as high; professional enhancement was classified as high; (4) Teachers' level of productivity along pupils' performance in 3r's registered highly significant in job content and interpersonal relationship, significant in communication; As to community involvement registered highly significant in job content and interpersonal relationship, significant in supervision and communication; As to professional enhancement registered highly significant in interpersonal relationship and significant in benefits. (5) As to demographic characteristics and work- environmental health, only interpersonal relationship was noted significantly associated along civil status; only interpersonal relationship was noted significantly associated along length of service; and for the teachers' demographic characteristic and productivity. Only professional enhancement was noted to have significantly association along civil status; only pupils' performance in arithmetic was noted to have significantly association along highest educational attainment.

Major conclusions were: (1) personal characteristics, teaching profession in the district was attractive to female, married and belonged to middle age; professional characteristics, majority graduated BEE and had never been promoted. Their promotion was less priority. (2) Quality of teachers' work environment along job content, supervision, interpersonal relationship, communication and benefits, generally demonstrated a good level state of work. (3) Teachers' level of productivity was rated high but would benefit from further training and development in three (3) areas except on pupils' performance in writing and arithmetic; (4) Teachers' level of productivity in three (3) areas were significant in their work-environmental health except on supervision and benefits. (5) Teachers' demographic characteristics along civil status and length of service were significantly associated in their quality of work life in terms of interpersonal relationships and teachers' demographic characteristics along civil status and highest educational attainment were significantly associated in their productivity in terms of professional enhancement and pupils' performance in arithmetic.

**Keywords:** Work- environmental, Health, and Teachers' productivity



Etik S.Pd. M.Pd  
ERCICRTEL1903075

### The Effect of Cooperative Learning and Thinking Ability toward Writing Skill of Exposition Paragraph

Etik S.Pd. M.Pd

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#### Abstract

This study aims at finding out the effect of Number Head Together (NHT) type and Cooperative Script (CS) type of cooperative learning (creative and critical thinking ability) toward skill of writing exposition paragraph at second semester students of Indonesian Language and Literature Education Study Program Cokrominoto University Palopo. This study used a quantitative research approach with experimental method that used 2x2 factorial design. The test result of the writing paragraph exposition and thinking ability were analyzed by using a two-way ANOVA design with 0.05 significance level. The sample of this study used a multi stage random sampling technique as 68 students. The result show that (1) the mean score of the students test result taught by NHT technique (A1) was 87.09 while the mean score of the students result taught by CS Technique (A2) was 82.21; (2) The effect of learning approach variable, thinking skill, and the interaction between learning approaches and thinking skills toward writing skills in Indonesian exposition paragraph was 85.50%; (3) The mean score of the student group who has ability to think creatively with the NHT cooperative approach type (A1B2) was 87.35; (4) The mean score of students who have creative ability with NHT technique (A1B2) was 87.35, while the mean score of students who study with CS technique (A1B2) was 79.53; (5) The mean score of the students test result taught by using NHT technique (A1) was 87.09 while the mean score of students'creative thinking ability was 87.35

**Keywords:** Writing Exposition Paragraph, Cooperative Models (NHT and CS) type, Critical Thinking Ability and Creative.



Xuan Dieu Vo  
ERCICRTEL1903076

English Learning Strategies of First year English language majored students Regarding Genders - A Case study of HUFLIT

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Abstract

This study was undertaken to understand English majored students' language learning strategy use and to investigate how factors such as gender associated with their language learning strategy use. A total of 120 first-year students majoring in English Language at Hochiminh city University of Foreign Languages and Information Technology (HUFLIT), participated in this study. An adapted version of Oxford's (1990) Strategy Inventory for Language learning (SILL), Background questionnaire, and Interview are three instruments that were used. Descriptive statistics was conducted to understand students' tendency in using language learning strategies and independent sample t-tests were conducted to examine whether gender had any significant effects on their strategy use. Results from the survey indicated that the reported use English learning strategies of across all 120 students was in the medium range. Female students were found to use all strategies more frequently than male students, especially metacognitive and affective strategies. Fifteen of forty six SILL strategies were the most frequently reported by all students varying in gender. The interview revealed that of the most frequently 15 strategies in cognitive, compensation and metacognitive strategies were considered to be the most important to help learn English better. Moreover, most of them believed becoming proficient in English helps support their future work and continue studying abroad despite encountering some difficulties in listening, speaking, writing, and pronunciation. This study findings could help teachers of English at the university in context identify the extent to which English language majored freshmen use LLS in their learning English, and then determine appropriate LLS to train students and to facilitate their learning and using of English as a foreign language.

Khatereh Asheghi  
ERCICRTEL1903077

The Effects of Task Types on Learning English Conjunctions among Pairs with Different Proficiency Patterns in a MALL Context

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Abstract

The main aim of this study was to examine the effects of two types of convergent tasks among pairs with different proficiency patterns (high-high, high-low, and low-low) in terms of learning English conjunctions in a mobile-assisted language learning context. Thirty high and 30 low intermediate learners were participants of this study for whom proficiency test, grammaticality judgment test, dictogloss, and picture-cued task were employed as data gathering instruments. Fifteen pairs (5H-H, 5H-L, 5L-L) were randomly assigned to do dictogloss task, while the other 15 pairs (5H-H, 5H-L, 5L-L) were given picture-cued task. The pairs were asked to achieve the task goal by collaboration via Moodle (a mobile app) during treatment sessions. The data were analysed, using a mixed-ANOVA, and the results indicated that picture-cued group, in which each learner in a pair had half of the information needed to solve the task, performed significantly better than dictogloss task, in which both learners in a pair had all the information. Investigating levels of proficiency revealed that there were significant differences among these three levels at all the time points (pre, post,

	<p>and delayed posttest) in dictogloss task. Regarding picture-cued group, three levels of proficiency were different at the time of pretest. However, they improved in such a way that H-H and H-L pairs were regarded homogenous at the time of post and delayed posttest, and both of them outperformed L-L pairs at all the time points. Generally, findings of this study suggested that peer-peer interaction through collaborative tasks can be beneficial anyway especially in picture-cued group, because all the pairs improved in learning English conjunctions regardless of their levels.</p> <p><b>Keywords:</b> Collaborative Dialogues, Convergent Tasks, MALL, Sociocultural Theory</p>
<p>Sahar Kia ERCICRTEL1903078</p>	<p><b>Comparing the Effects of Differential Scaffolded Feedbacks on Reading Comprehension of L2 Learners in CALL</b></p> <p>Sahar Kia Department of English Language and Literature, University of Mazandaran, Gorgan, Golestan, Iran</p> <p><b>Abstract</b> This paper focuses on the role of scaffolded feedback according to Aljaafreh and Lantolf's regulatory scale on reading comprehension of Iranian L2 learners in Computer-assisted Language Learning context (CALL). The effects of different feedback types, as in teacher, peer, and no feedback on reading comprehension of learners were compared in CALL context. Participants were forty-five intermediate level English learners, who were divided into three groups of peer, teacher and control. After taking the pre-test, participants in each group received reading tasks using computer and the website www.schoolology.com. Each group received the specified feedback (teacher, peer and no feedback) for six sessions and after taking the post-test, the result were compared and estimated. Considering the differences between three groups of peer, teacher feedback and control group, the result showed that the teacher group significantly outperformed the other two groups of peer and control. It was indicated that, reading comprehension of learners, who received scaffolded feedback by the teacher improved more than the learners who received feedback by peers and those who did not received any feedback. Although peer group performed better than the control group, the difference was not significant. Findings demonstrate the importance of integrating technologies and teaching to improve reading comprehension of L2 learners.</p> <p><b>Keywords:</b> Computer-assisted Language Learning, scaffolded feedback, teacher feedback, peer feedback</p>
<p>Vi Lam Ngan Tran ERCICRTEL1903079</p>	<p><b>The Implementation of Teacher Feedback and Student Self-Assessment in an EFL Writing Class</b></p> <p>Vi Lam Ngan Tran Faculty of English Linguistics and Literature, Ho Chi Minh University of Social Sciences and Humanities – Vietnam National University, Ho Chi Minh, Vietnam</p> <p><b>Abstract</b> In the era of internationalization, English writing skills play a crucial role in academic and working lives; therefore, the importance of teaching composition to learners of English has burgeoned. Scholars have conducted studies on assessment of English writing competence with a view to paving the way for changes in the teaching and learning of English writing. Over the past decades, there has been a gradual shift from summative assessment towards formative assessment in English as a Foreign Language (EFL) writing classrooms. Teacher feedback and student self-assessment, albeit found to be interrelated for a better English writing education by international scholars, have not seemingly received adequate attention in the Vietnamese context. This paper briefly reports partial findings of an action research which explores the implementation of teacher feedback and student self-assessment in a Vietnamese EFL writing class. The paper thus specifically aims to (i) investigate the advantages and disadvantages in the implementation of teacher feedback and student self-assessment, and (ii) present possible suggestions to better implement teacher feedback and student self-assessment. As part of a qualitative study, the paper highlights major findings</p>

from semi-structured interviews with twelve high school students and the researcher's journals. The findings confirm that the implementation of teacher feedback and student self-assessment was original, formative and comprehensible; and that despite the complexity in the implementation, teacher feedback and student self-assessment should be employed concurrently on the proviso that training and teacher-student conferences are present. The paper hopes to set the stage for radical changes in the teaching and learning of EFL writing in Vietnam; further investigation is indubitably warranted.

**Keywords:** English writing skills, teacher feedback, student self-assessment, high school students



**Wiwik Mardiana**  
ERCICRTEL1903083

**Employing Drama in Teaching Intercultural Studies: Exploring Students Discourse Competence and Intellectual Skills**

**Wiwik Mardiana**

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Universitas Islam Majapahit, Mojokerto, Indonesia

**Abstract**

The target of teaching intercultural studies is to generate a positive understanding of a certain different culture, i.e. English culture after the students identify, check, and balance with their own cultural system—Javanese culture. Since language is a part of a culture and has its own systems, it also becomes a crucial object in intercultural studies. In relation to reach a discourse competence in teaching language in intercultural studies, students need to attain linguistics, interactional, and sociocultural competence. Furthermore, based on the analysis of the students' needs, they are eager to experience in practicing the different cultures. Drama technique provides the students involve in the learning process and support them to achieve the discourse competence. The drama also gives the students an opportunity to find out more the sense of foreign culture and develop their creative thinking. This present study aims to investigate students' discourse competence and intellectual skills in performing the drama. The data collected from tertiary level students. The data obtained from classroom observation and open-ended questionnaire were analyzed qualitatively. This study reveals that drama technique assists them to achieve the discourse competence. The students are able to use languages based on the sociocultural norms of the target of language. Furthermore, the drama also enables the students to understand and portray the different cultures of English and Javanese. Further, the lecturer finds out the students' intellectual skills such as creativity and communication. Surprisingly, the lecturer discovers the students' talents. For that reasons, the data analysis recommends lecturer use drama as an alternative strategy for teaching intercultural studies together with learning the language use of the different cultures.

**Keywords—**discourse competence, drama, intellectual skills, intercultural studies, talents.

**Ernesto Pamo**  
ERCICRTEL1903085

**The Operations Management of Selected National High Schools in the Division of Antipolo City, Philippines: Input to a Three-Year Development Plan**

**Ernesto Pamo**

Humanities and Social Sciences Department, Technological Institute of the Philippines,  
Quezon City, Philippines

**Abstract**

This study assessed the operations management of selected national high schools in the Division of Antipolo City, Philippines for the school year 2017-2018 with respect to planning, organizing, staffing, controlling, and directing. This study involved the key officials, faculty members and non-teaching staff of San Roque, San Isidro, San Jose, Marcelino, Cupang, Mayamot, Mambungan and Antipolo National High Schools.

This research employed descriptive approach through field survey in the form of a valid and reliable researcher-made questionnaire checklist. This study also made use of documentary analysis of the NAT results and other pertinent records, in addition to the method of field survey.

Data gathered were computed and interpreted using weighted arithmetic mean, One-Way Analysis of Variance (ANOVA), frequency and percentage distribution, and qualitative description.

The findings revealed that the operations management of selected national high schools in the Division of Antipolo City with respect to planning, organizing, staffing, controlling, and directing was very satisfactory.

There is no significant difference on the operations management of the subject schools with respect to planning, organizing, and staffing. However, this study found out that there is a significant difference on the operations management with respect to controlling and directing.

The selected national high schools in the Division of Antipolo City obtained mean percentage scores verbally interpreted as pre-basic in the national achievement test for the past three years.

There is a weak correlation between the operations management with respect to planning and organizing with the performance in the national achievement test. However, there is a moderate correlation operations management with respect to staffing, controlling, and directing with the performance in the national achievement test.

**Keywords:** Operations Management, National Achievement Test, National High Schools



Live Angga  
ERCICRTEL1903086

**Flipperentiated Instruction in Mathematics: Basis for Shs Student S Development Program**

Live Angga

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**Abstract**

The main purpose of the study is to identify the effectiveness of the new teaching technique called Flipperentiated Instruction. This study delimits on the available materials crafted by the researcher which includes the videos, fact sheets, and level with the aid of messenger in checking and passing of answers. There were two sections utilized in the study, one section is for Flipperentiated instruction as the experimental group and the other one section is for the differentiated instruction as the control group. Thirty samples were chosen randomly from each section for analysis. Both sections underwent pretest and posttest. Based on the results, the experimental group performed in their posttest achieving a mean increase of 16 points which is doubled the score of their pretest mean result while the control group has a mean increase of 11.27 points in their posttest which is an increase of 67% from their pretest. Based on the findings, it is concluded that Flipperentiated instruction is more effective than differentiated instruction. However, there are numerous challenges that occurred during the conduct of the study. Based on the conclusion and reflections, it is recommended to conduct Flipperentiated instruction again to another field, not only in mathematics but also in research. Secondly, it is recommended to create a protocol for Flipperentiation for Filipino learners since Flipperentiation has no definite protocol to follow.

**Keywords:** Flipperentiated Learning, Flipped and Differentiated Instructions, Statistics and Probability, New Model of Teaching, Flipperentiation, Teaching Styles, Classroom teaching strategy

**Mathematical Analysis of Unidentified Blaan Costume Designs: Basis for School of Living Tradition (SLT) curriculum Integration**

Live Angga

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Jeffrey V. Ruto

Ermella Sheen M. Dionisio

	<p style="text-align: center;"><b>Clarence Kate V. Granada</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This action research primarily hoped to present a mathematical analysis to be served as a basis in curriculum integration in teaching weaving in the school of living tradition. Many traditional designs of the Blaan tribe are now difficult to identify because of its complexity, and many of their master weavers enabled to teach how to create their traditional designs to their youngsters. To solve this problem, this study identified the unidentified designs of the Blaans traditional costume using the frieze and crystallographic patterns to help the Blaan tribe have the knowledge on how to create their costumes. The subjects of the study were the patterns found in the traditional costume designs of the Blaan tribe. Exactly 5 unidentified traditional costume designs were investigated. Designs which were not considered crystallographic and frieze patterns were not included in the investigation. The data gathering methods used was inductive analysis. Using the crystallographic pattern and frieze patterns that were existing in the Blaan tribe traditional costume, the researchers found out that there were two unidentified designs found at the lbung 'Slah, one was identified as Pmm2 and the other was Pm11. One unidentified design was present at the Lbung Nsif and that were identified as P1a1. Lastly, there are two unidentified designs were found at the Salwal Nsif. One was identified as Pm and the other was Pm11.</p> <p><b>Keywords</b> Crystallographic Patterns, Frieze Patterns of Blaan, School of Living Tradition, Curriculum Integration, Mathematical Analysis, Topography, Education</p>
<p><b>Shewannie Lou G. Montalban</b> <b>ERCICRTEL1903087</b></p>	<p style="text-align: center;"><b>The Effects of the Implementation of Project Post- Protect our Students from Threats in Muzon National High School SY 2017-2018</b></p> <p style="text-align: center;"><b>Shewannie Lou G. Montalban</b> <b>Department of Education, Muzon National High School, Taytay Rizal, Philippines</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study aimed to determine the effects of the implementation of project POST- Protect our Students from Threats in Muzon National High School during the School year 2017-2018. The descriptive survey method was utilized in the study. Descriptive survey method is appropriate for data derived from simple observational situations, whether these are actually physically observed or observed through the use of a questionnaire or poll techniques (Costales and Zulueta, 2007). There are survey questionnaire for the respondent to answer to determining the extent of effectiveness of Project POST (Protect our Student from Threats) it is use to collect data and information.</p> <p>This action research determined the extent of effectiveness of Project POST( Protect our Students from Threats) of Muzon National High School for School Year 2017-2018 for the teachers and students.</p> <p>The respondents of the study are 50 teachers, 100 parents, 100 students of Muzon national High School, 40 people from the community, 10 people from the Local Government Organization. Purposive sampling also known as judgment, selective or subjective sampling it is a sampling technique in which researcher relies on his/her own judgment when choosing members of population to participate in the study. Purposive sampling is a non- probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain representative sample by using a sound judgment which will result in saving time and money. The respondents was given the questionnaire – checklist about the extent of effectiveness of Project POST (Protect the students from Threats).The aspects considered are the child's awareness, friendly, security and protection.</p> <p>This study used the researcher made questionnaire checklist to establish descriptive research. This method is essential to collect information necessary to determine the extent of effectiveness of Project POST ( Protect our Students from Threats) data from the survey are subjected for evaluation by the Quality Assurance Team QUAT and the School Enthusiasts</p>

	<p>for Advance Research SEARCH TEAM of the teachers for its acceptability. Data were analyzed by the experts in the field of research composition of the team are School Head, Master Teachers and Head Teacher and other experts. Analysis of data was utilized and projected a comparison before and after the implementation of the Project POST. To determine the effect of Project POST (Protect our Students from Threats in Muzon National High School weighted mean and standard deviation was used. To determine the significant difference on the level of effectiveness of the Project in the pre-test and post test, independent t-test and One Way ANOVA was used. To determine the perception of the three groups of respondents on the effect of Project POST in Muzon National High School average weighted mean was used. To find the difference on the perception of parents, students, teachers, community people and local government officials Two Way ANOVA was used. Based on the gathered data, different findings showed in terms of the level of effectiveness of the implementation of Project POST with respect to the perception of the respondents in terms of the cited aspects. The study shows that it is Very Much Effective in the students, parents, teachers, community people and local government units. What is the extent of Effectiveness of Project POST in terms of the following aspects Child Awareness- Very Much effective, Child Friendly- Very Much Effective, Child Security- Very Much Effective, Child- Protection From Threats- Very Much Effective. The study determined if there is a significant difference between the perception of the three groups to a Project POST program in Muzon National High School results shows that there is no significant difference in the perception of the three groups of respondents.</p>
 <p>Tayyibah Roohi ERCICRTEL1903088</p>	<p><b>Effects of Digital Devices on Young Childrens Attitude and Parental Mediation Towards Technology</b></p> <p>Tayyibah Roohi Division of Education, Township Campus, University of Education, Township Campus, Lahore, Pakistan</p> <p><b>Abstract</b></p> <p>The purpose of this pilot study was to examine the effects of digital devices on young children’s attitude. Additionally the research also explored the parental mediation towards the usage of technological devices. The speedy use of electronic gadgets particularly from early age perceived as “global issue”. The objective of the study was to find out how these devices effect on young children attitude. Similarly to explore the parent’s role to cope the phenomenon. The paradigm of the study was social constructivism. It was a qualitative research design. Through convenience sampling eight children from the age group of 2 to 5 and their parents were selected for interviews. The interview and observation protocol was separately designed for both participants. In order to interpreting the results, the interview protocol was recorded, transcribed then analyzed, categorized and organized into themes and further sub-themes which emerged through the coding process. Findings of this study seem to highly depend on the sample and the local context. Specifically, parents tend to value as important experiences for the child activities and experiences that child has not mentioned and vice versa. It is recommended that development and promotion of communication strategies would be outlined, how parents can talk to young children about managing online risks and actively mediate their use. There is an urgent need to provide parents a resource list for regulation, ways to keep children safe while using technology, methods for how to regulate technology. For future directions a larger and more diverse sample would be beneficial for the research, more interviews would allow for more systematic comparisons by age and socio-economic status.</p> <p><b>Key Words:</b> Digital devices, Young Children, Parents, Strategies.</p>
<p>Kaung Myat San ERCICRTEL1903089</p>	<p><b>Exploring Cognitive Demand in Instructions in the Course book Global Level 1 (A2)</b></p> <p>Kaung Myat San National Centre for English Language, University of Yangon, Yangon, Myanmar</p> <p><b>Abstract</b></p>

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



Norlyziah Ali Hussein  
ERCICRTEL1903095

The application of Iziigrid in Facilitating Students Mastery of the Geographic Grid among in Malaysian Secondary Education

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**Abstract**

The goal of this study was to examine the effectiveness of an innovative teaching material known as "IziiGrid" in enabling students to master geographic grid which was one of the most important topics that students at the age of 15 in secondary school. The study was conducted on an intact class of 20 students at a secondary school in KK Sabah. The teaching material "IziiGrid" was designed from two rulers embedded with patterns that allowed students to locate geographic grid on a map or globe precisely. The students were taught on how to use this material and their performance was evaluated through pre-test and post-test. The results showed that all 20 students improved their performance by achieving the highest grade in the post-test when initially 19 of them failed the test prior to the intervention. The findings implied that 'IziiGrid' is effective in facilitating students' mastery of geographic grid and deepen their understanding of its importance. Thus, this innovation can be used widely to teach this topic.

**Key Words:** IziiGrid, Geographic Grid, geography



Golden Gadoh  
ERCICRTEL1903097

Exploring the Transition Experience of Form One Students Staying in the Dormitory in Selected Faith-based High Schools in East Malaysia: A Qualitative Case Study

Golden Gadoh

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**Abstract**

The transition from primary school to high school is one of the challenges in one's study life. This qualitative case study paper will explore the transition experience and coping methods of eleven purposefully selected Form One students of selected faith-based high school in east Malaysia. Data will be collected through interviews, coded and analyzed using MS-Word and MS-EXCEL. The study will identify emerging themes in the experiences of students and seek to identify any coping strategy used by the students to manage their transitioning period. Key results of this case study will provide insight to administrators of faith-based high schools on what and how to provide better support through transition program to ensure academic success and retention of transitioning high school students.

**Keywords —** Transition, Academic Adjustment, Form One, Faith-Based, Coping Methods



**Kaushal Kishore**  
ERCICRTEL1903098

**ARPIT: An In-service Teacher Education Programme through MOOCs**

**Kaushal Kishore**

**School of Education, Central University of South Bihar, Gaya, India**

**Abstract**

In-service teacher education plays an important and vital role in continuous professional development of teachers. Updating teachers with new curricula and methodologies is an essential part for sustaining quality in education. In a country like India, in-service education is a big challenge particularly in higher education. Traditionally, University Grants Commission – Human Resource Development Centres (UGC-HRDCs), formerly known as Academic Staff Colleges (ASCs) conduct orientation and refresher courses for the faculty in higher education for their professional development.

Recently, in the last quarter of 2018, Ministry of Human Resource Development, Government of India has launched an alternative way of continuous professional development of teachers in higher education, named ARPIT i.e. Annual Refresher Programme in Teaching. Under ARPIT MOOCs (Massive Open Online Courses) in different disciplines have been offered to the teachers in higher education through Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) digital platform.

In the present paper, I have put a comparative analysis of both the methods of professional development of in-service teachers in higher education in India. Merits and limitations of both the methods have been discussed in detail. Further, attitude of faculty towards ARPIT has also been explored.

**Molouk Khademi  
Ashkzari**  
ERCICRTEL1903099

**Needs Assessment and Monitoring of Factors Affecting professional Development in the Field of Education in Student-Teachers of Farhangian University in Tehran**

**Molouk Khademi Ashkzari**

**Educational Psychology, Alzahra University, Tehran, Iran**

**Abstract**

The present study was conducted to assess and monitor the effective factors in professional development in the field of education in the student –teachers of Farhangian University. The method of this study is a survey, of applied type and according to the data gathering tool, is a combination of (quantitative and qualitative). The statistical population of this study includes all students-teachers studying at Farhangian Universities of Tehran in the academic year of 95-96, whose number is 1163. A sample of 153 people was selected using one-step cluster sampling. Two classes were selected from each university. The research tool is interview in the qualitative section of the study which content analysis is used to analyze the data. Findings from interviewing the teachers revealed that they were familiar with problem solving through cognitive skills (problem solving, critical thinking, creative thinking, time management, planning, and reasoning) and most of them specialized their knowledge through work experience. The subjects were more likely to use time management and planning and their colleagues used more problem-solving than the others. The results of the qualitative section of the study (interview) was evaluated quantitatively. A questionnaire with identified factors influencing professional development in the quantitative section was designed and implemented in a sample of 153 teachers. Data were analyzed using descriptive statistics (stepwise regression analysis). The quantitative findings showed that the average professional development of teachers is not desirable in the present situation. Male teachers have better reasoning than female teachers. Also, the results showed that between cognitive functions, decision making and reasoning variables are influential variables on the professional development of teacher.

**Keywords: Professional Development, Cognitive Functions, Student Teachers, Farhangian University**



Abdullah Alfarobi  
ERCICRTEL1903100

**Developing the Creativity of Students from Science Projects**

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**Abstract**

To prepare for the industrial wave 4.0 teacher should have a different style for teaching a student. Several years later the education method will become more sophisticated and some teacher work will be replaced by Artificial intelligence and applications from smartphone, but the creativity of a student is essentially not in the form of a machine but through a long process of learning and educating by teacher, therefore this research aims to see the effectiveness of science projects carried out by students of the senior high school Muhammadiyah 12 Gresik. This study uses descriptive analysis. This research was conducted around 3 months with 60 students. The results of this study shows that students are more interested in making a science projects than learning as used to.

**Keywords:** Creativity, Teaching metode, Student, Science project



Michael Fuchs  
ERCICRTEL1903101

**Knowledge Management Ecosystem Portal (KM-EP) as a Learning Environment for Knowledge Provider, Contributor, and Consumer**

Michael Fuchs

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**Abstract**

Roles in Learning Scenarios are nowadays not strictly separated anymore. Best example is a conference. One day, an author presents new knowledge and another day the same author learns from other presenter. So authors are contributor and consumer at the same time. Such a conference can be considered as Ecosystem. Talking about learning environments in general means to involve in the same way docents, teacher, trainer, learning material producer, lecturer and learner, especially, if they play more than one role. Furthermore exchanging knowledge is a typical discipline of Knowledge Management (KM). Question is now, how to combine both approaches? The famous SECI (Socialization, Externalization, Combination, Internalization)-Model from Nonaka & Takeuchi [1] provides a knowledge management approach, which systematically enrich the personal as well as the common knowledge base. A typical "Socialization" example is the Conference, even a realized as an Ecosystem. The resulting Journal is then the "Externalization". Based on that, new papers will be "Combined". Conference stakeholder of the next Conference "Internalize" the material. In the concrete context of learning, Externalization+Combination means producing learning material and Internalization means learning.

The paper describes how to realize all SECI "steps" with Ecosystem following methods in order to produce one KM Ecosystem portal for all Stakeholders in the learning process [3,4,5,7,8,12,13,14] also with support of Data Science and Natural Language Processing [6,15]. This holds true for all kind of learning stakeholder at different proficiency level (Pupil/Teacher, Professor/Student, Trainee/Profession Educator) in different context scenarios. Three EU project case studies (EDISON, RAGE, SENSECARE [2,9,11,16,18,19]) for such a learning supported by KM-EP is topic of the conclusion part of this paper. Future work will be the building of a Semantic Qualification Web in order to support the automated creation of individual Qualification paths [11]. Furthermore, chat bots for different use [17] will be integrated into the KM-EP. For learning, the bots will collect all kind of knowledge from the KM-EP system.

**Keywords:** E-Learning, Knowledge Management, Ecosystem, SECI-Model

Hina Nasir  
ERCICRTEL1903102

**The Imperialistic Notions in the Linguistic Elements of Education Policy of Pakistan (2009): A Historical Discourse Analysis**

Hina Nasir

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**Abstract**

This study investigated imperialist notions in the Education Policy of Pakistan (2009). The aim was to explore how language of the policy not only promoted English language, but de-promoted the national and other vernacular languages of Pakistan. With the help of tools proposed by the said discourse historical proponents, Wodak, Cillia, Reisigl, and Liebhart (1999) such as: 'constructive strategies, transformation strategy, perpetuation strategy and dismantling and destructive strategies, the findings of this research reveal that English has still got its primary importance in different ways of texting even in the post-colonial states, the states which had been liberated from the geographical colonial control. English has been painted as the only tool of progression without which Pakistan cannot pave its way in the global market. It is a metaphor of prestige and the language of the policy assigns all the agency to English language i.e. a tool which could be used to stratify Pakistani society and help people attain white collar jobs. The findings also reveal that the text of the policy delimits the purpose of vernacular languages of Pakistan as mere regional languages or subjects to learn. This research significantly contributed in political and educational domains.



**Zeynep Kiziltepe**  
ERCICRTEL1903103

**Reflections of the Developments and Innovations in the Area of Education on the Daily Newspapers**

**Zeynep Kiziltepe**  
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**Abstract**

This study aims to explore how developments and innovations in the area of education reflected on the daily newspapers between the years 1923 and 1950. This is a very critical period for Turkey after the collapse of the Ottoman Empire and the foundation of the Turkish Republic when everything is started from scratch. The data consists of pieces of news from three national and five local newspapers. Newspapers were very important during the time because they kind of served as speakers of the government informing the public about what is going on. Content analysis was applied on the 637 pieces of news all together, found about schools. Content analysis is a widely used method in social sciences, screening any kind of document, and counting the frequency of occurrence of key words or concepts, which can be categorized according to similarity in meaning. The 637 pieces of news about schools altogether were compressed and categorized under six main units: kindergartens, primary schools, secondary schools, universities, foreign schools, and vocational schools. The number of news found about kindergartens is one while it is 232 about primary schools, 203 about secondary schools, 75 about universities, 73 about foreign schools, and 54 about vocational schools. Results show that all the factors effecting the establishment of a school were taken care of: there were news from children gardens to contests of reading; from exhibitions to how the health of children was to be taken care of; from learning mathematics to playing a musical instrument. Being the first in its kind, this study shows how the educational developments had a great place among other developments and innovations of the time.

**Keywords:** Educational Developments, Newspapers, K12 schools.

**Mahsa Soleymani**  
ERCICRTEL1903104

**A New Window on Interaction: Does Mindfulness Play a Role?**

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**Fatemeh Khonamri**  
Assistant Professor of the Department of English Language and Literature, University of Mazandaran, Babolsar, Iran

**Abstract**

	<p>The present study aims to investigate the interactions of the learners from the perspective of being mindful in an English reading classroom. Mindfulness has revealed to have positive effects on stress reduction, reducing suffer, and also social interaction. Within the context of education, there have been a select few studies that have focused on the benefits of mindfulness in the classroom. Barnes, Bauza, and Treiber (2003) used a meditation routine with students who had behavior problems, and discovered that attendance and behavior improved. But research is scarce on the effect of mindfulness on students' interaction performance in an English reading classroom. To this end, eight BA students (both male and female), majoring in English language and literature at University of Mazandaran were chosen to participate in this study. They were then divided into two groups of Mindful and less mindful each having four members based on their scores from Mindful Attention Awareness Scale (MAAS).The data was collected in three sessions of critical reading practice in which students engaged in different forms of critical reading. All the sessions were video recorded and then transcribed for analysis. The transcribed data were analyzed by the researcher and a second rater. The results of analysis demonstrated that there were some differences but not significant differences in interactions of mindful group, and less-mindful group in critical reading tasks. Less-mindful group revealed to have more interactions, yet due to the limitations of the study the result is not generalizable.This study concluded that mindfulness may not seem to be a very influential factor in promoting students' interactions.</p> <p><b>Key words: Mindfulness, Critical Reading, Interaction</b></p>
<p><b>Abdulrahman Alahmad</b> <b>ERCICRTEL1903060</b></p>	<p><b>Degree of Use of Kuwait University Students of Social Networks and Their Relationship to Attitudes Toward Violence and Extremism</b></p> <p><b>Abdulrahman Alahmad</b> <b>Department of Curriculum and Teaching Methods, Kuwait University, Kuwait City, Kuwait</b></p> <p><b>Abstract</b></p> <p>The purpose of this study is to detect use of Kuwait University students to social networking sites. And identify the most prominent forms of violence and extremism by Kuwait University students through social media, and why. And stand on the use of social media and violence and extremism in Kuwaiti society. Identify the main differences About the reality of Kuwait University students to use social networking sites and their attitudes to exercise violence and extremism and causes depending on the variable type and others. Using descriptive to answer questions about the study.</p> <p>The sample of the study consisted of (2400) students of college students, they study tool applied a questionnaire consisted of 4 axes; the study produced the following results: (96.7%) Of respondents reported that they have an Internet connection service. All respondents reported that they can access the Internet. The majority of respondents (80.4%) Of them mentioned that they interact with social networks, and they identified social networking through friends, family and relatives through different media, networking was most used by students at Kuwait University are: network requests via WhatsApp, then Instagram network. And it turns out that students have a number of electronic forms of violence across social networks, and electronic form of violence used are: spreading rumors and lies, swearing and cursing, direct or indirect, and sedition</p> <p>The results revealed that the main causes of violence and extremism: the weakness of religious and moral scruples, and the absence of oversight and accountability about what is published on social networking sites. Was shown a strong relationship between the degree of use and violence used and photos of extremism across social networks. Show differences Statistically significant among respondents' degrees averages about themes of study on violence and images of extremism.</p> <p><b>Keywords: Extremism, University Education Students, Social Networks, Violence</b></p>
<p><b>Ayda Aleidan</b> <b>ERCICRTEL1903061</b></p>	<p><b>Computer Use at Secondary Education in Kuwait</b></p> <p><b>Ayda Aleidan</b> <b>Department of Educational Technology, The Public Authority for Applied Education and Training, Kuwait City, Kuwait</b></p>

**Abstract**

The study aimed to identify some factors related to the use of computers in teaching at the secondary level in the State of Kuwait and to identify the use of computers and whether there are differences in its use of administrative and technical work for the secondary stage in Kuwait according to the study variables. Computer in teaching and related to the teacher, learner, curriculum, and sources of learning according to the variables of the study.

The researchers designed the study tool (questionnaire), consisting of (71) paragraphs, which have a three-dimensional scale, distributed on three axes: 1) the use of computers in administrative and technical work related to teaching, 2) Obstacles to the use of computer in teaching, which is divided into four parts, the first related to the teacher, the second learner, the third method, and the fourth centers of learning resources. A random sample was selected for the study population, which consisted of department heads and secondary school teachers for the theoretical subjects in the six educational districts of the State of Kuwait for the academic year 2018 and 2019. 12 secondary schools were chosen by 6 secondary schools for males (6) secondary schools for females. The tool was applied to (301) head of department and teacher. In order to analyze the results and process the data statistically, percentages, arithmetic averages and standard deviations were extracted. The study also used the T-test and the binary variance analysis to identify the average differences among the study groups. The findings of the study indicate that the attitudes of heads of departments and teachers toward the use of computers in administrative and technical work as a means of teaching in teaching is a high trend according to the mathematical averages. There are some obstacles to the use of computers in teaching related to teacher, learner, curriculum and learning resources. The results of the study indicated that there were statistically significant differences in the oysters of the study according to the variables of the study, according to the gender variable, scientific specialization, years of experience and educational region. The study recommended the need for attention Ministry

Providing computers in schools, providing teachers with intensive training courses, providing periodic maintenance of devices within schools, providing them with modern programs and applications, providing the Internet in schools and connecting them to each other for mutual benefit and information. The work of websites for each subject covers the curriculum in all aspects, Continuous.

**Keywords:** Computer, Constraints, Learning Resources. Teaching

**Factors Analysis of Good Teachers in the Minds of High School Students**

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**Chi Hsieh**

ERCICRTEL1903064

**Abstract**

In the past, most researchers have tended to explore what traits a good teacher should have from the perspectives of teachers, experts or scholars rather than from students' viewpoints. Therefore, we decided to study the traits of good teachers from students' perspectives in the current study. On the other words, this study would focus on what kinds of behaviors that "a good teacher" should have in students' minds.

In the first part of the study, we collected data from a questionnaire in order to understand what kinds of behaviors and characteristics that a good teacher should have by rating individual behavior and characteristics via a 5-point Liker scale. The list of behaviors and characteristics were modified from previous studies conducted by Zhivkova (1992).

And then, in June, 2017, the questionnaires were distributed and 471 copies were retrieved with 447 (95%) questionnaires valid. An exploratory factor analysis (EFA) was then conducted with principle of axis factors extraction and oblique rotation methods. The results revealed six key factors. These six key factors were named respectively as the following—"Expression of Knowledge", "Teacher-Student Relationship (Intrinsic Attitude)", "Teacher-

Student Relationship (External Skills)", "Teaching Techniques," "Professionalism", and "Charisma." The factors can indicate high school students' views about a good teacher. In addition, we have found that boys emphasized heavily on teachers' "Charisma" rather than girls did.

In the second part of the study, we asked high school students to write down their opinions about a good teacher. Then, we used the Chinese Word Segmentation System developed by Academia Sinica to segmented words into individual meaning and applied the hierarchical clustering and exploratory factor analysis on the segmented words. In this part of the study, we collected 592 copies, with 578 (98%) questionnaires valid. The hierarchical clustering analysis displayed four types of teachers. The four types were "Moderation Type" (male: 72.8%; female: 83%), "Relationship Type" (male:13.5% ; female: 12.4%), "Non-interference Type" (male: 6.7% ; female: 6.4%), and "Democracy Type" (male: 7% ; female: 2.1%). Moreover, the four types of teachers were preferred indifferently from boys and girls. However, when the segmented words were analyzed under the exploratory factor analysis, 16 characteristics can be obtained—"Democratic", "Non-interference", "Friendly", "Interactive", "Caring", "Patient", "Helpful", "Communicative", "Instructional", "Fun", "Rational", "Humorous", "Teaching", "Guide", "Dedicated", and "Relationship". Among the 16 factors, we have found that boys emphasized heavily on teachers "Interactive" and "Helpful" rather than girls did.

**Keywords:** High School Students, Good Teachers, Exploratory Factor Analysis, Principle Axis Factors Method, Hierarchical Cluster Analysis

**Takeshi Matsuzaki**  
ERCICRTEL1903070

**Investigating actual difficulties of CEFR B1-level English phrases**

**Takeshi Matsuzaki**

School of Political Science and Economics, Meiji University, Tokyo, Japan

**Abstract**

The study reported on in this presentation examines a number of English phrases that are evaluated as CEFR B1 level by the English Vocabulary Profile (EVP). Of the 332 English phrases listed as B1 by the EVP at the time of investigation, 60 phrases that were considered worthy of a closer look for the purpose of offering informed guidance to second language learners and teachers of English were selected for this research. An attempt using an English phrase test developed for this study was made into further differentiating those B1 phrases in terms of their actual difficulty. The phrase test was comprised of two components: a multiple-choice recognition part and a fill-in-blank production part. The 60 test items in each test, which were created on the 11 short English contexts prepared for this study (seven dialogs and four monologs), were designed to measure test-takers' knowledge about the 60 target phrases. The two tests were administered, back to back with the recognition part first, to 157 university students in Japan. The polytomous data of the test were analyzed with Winsteps, which showed 42 test-takers as misfits, and therefore the remaining 115 participants' test data were further analyzed. The results of the test indicate that differing difficulties exist among the phrases currently categorized as B1.



**Sirhajwan Idek**  
ERCICRTEL1903090

**Utilizing Visuals to Stimulate Novice Learners Verbalization to of Ideas in the Target Language**

**Sirhajwan Idek**

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**Abstract**

The rise of information technology has transformed our way of communicating to each other as visuals have become as significant as verbal messages. Novice English language learners usually find it difficult to orally verbalize their understanding and ideas when they are given word-based texts. This research aimed to elicit oral responses from English language learners towards wordless still graphics by encouraging them to decode visuals through a specific strategy. The strategy is a set of hierarchical steps developed according to the model of understanding known as Structured Observed Learning Outcomes (SOLO) taxonomy with

elements from several techniques including Visible Thinking Routine. The subjects were an intact class of 12 students of lower English language proficiency. Their responses towards a series of visuals were analyzed according to SOLO taxonomy. The findings revealed that they were able to orally verbalize their thoughts towards the visuals. This was an improvement from the initial reluctance and limited oral production they exhibited towards word-based texts. It is likely that wordless visuals might be as effective or probably more effective than words in eliciting ideas and language outputs from novice students. Hence, it is essential to consider viewing as the fifth language skill.

**Keyword:** Visual Literacy, SOLO Taxonomy, Still Graphics, English Language Learners.

Anita Md Yassin  
ERCICRTEL1903096

**Designing Effective Health Education Based on Students Perception on Obesity and Healthy Lifestyle**

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Hospitality Department, Keningau Vocational College, Keningau, Malaysia

**Abstract**

The aim of this research was to identify students' perspectives on obesity. The rate of teen obesity is rising quickly and the increasing influence of internet in teenagers' daily life has led to sedentary lifestyle with lack of exercise and poor diet. Thus, this study is significant in order to examine the students' understanding on health issues as well as their habits in order to design proper approaches in educating them to be more responsible for their own health. There were 200 students at two vocational colleges in Sabah which were randomly selected as the subjects for this study. They were required to answer two sets of questionnaire, Coopersmith Self-Esteem Inventory and Health Belief, which will reveal to what extent they know about obesity and other aspects of healthy lifestyle. The preliminary results of the survey showed that students were aware of health risks including obesity but their lack of self-control and discipline might have hindered them from practicing a balanced food intake. A follow-up survey will be conducted to gather data that are more comprehensive and detailed in order to fully comprehend this issue from the students' perspectives.

**Key Words:** Obesity, Healthy Lifestyle, Coopersmith Self-Esteem Inventory, Health Belief



Mohammad Reza  
Amirian  
ERCICRTEL1903059

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

Mohammad Reza Amirian  
English Department, Hakim Sabzevari University, Sabzevar, Iran

**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

	<p>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 implications for language teachers and learners are offered.</p> <p><b>Keywords:</b> Dynamic Assessment (DA), Zone of Proximal Development (ZPD), Mediation, English as a Foreign Language (EFL)</p>
<p>Nasibeh Arab ERCICRTEL1903105</p>	<p><b>Exploring English versus Non-English-Major Teachers' Assignment Characteristics in EFL Context</b></p> <p>Nasibeh Arab Department of English Language and Literature, Faculty of Humanities and Social Sciences, University of Mazandaran, Babolsar, Iran</p> <p><b>Abstract</b></p> <p>Characteristics of the assignment are important in EFL context where there is a little exposure to English language out of the classroom context in order to make them eager to get involved in homework assignments. According to Cooper (1989), variations in homework can be classified according to its (a) amount, (b) skill area, (c) purpose, (d) degree of choice for the student, (e) completion deadline, (f) degree of individualization, (g) social context in which they are carried out. This study aimed to investigate teachers' assignment characteristics in two modes of English-major versus Non-English-major teachers. 81 EFL teachers (26 males, 55 females) aged between 20 and 53 who were randomly selected constituted the sample of the study. Among these teachers, 23 were NEM teachers. The data were collected through questionnaires and subsequent semi-structured interviews. The findings from the study illustrated that there were some differences between EM and NEM teachers in terms of amount, skill area used, and degree of individualization in their homework assignments. The results indicated compared with EM teachers, NEM teachers assign homework less frequently, and they do not assign homework to the whole class. Moreover, NEM teachers mostly neglect speaking and listening skill from homework assignments. The results of this study can offer a number of pedagogical implications for teachers and curriculum developers to design more appealing and meaningful assignments, and for institute managers to be more cautious about recruiting teachers to teach English in their institutes.</p> <p><b>Keywords:</b> Homework assignments, Assignment characteristics, English-major teachers, Non-English-major teachers</p> <hr/> <p><b>Exploring EFL Teachers' and Learners' Difficulties to Homework Assignments</b></p> <p>Nasibeh Arab Department of English Language and Literature, Faculty of Humanities and Social Sciences, University of Mazandaran, Babolsar, Iran</p> <p><b>Abstract</b></p> <p>Homework assignments provide a channel of communication between students and teachers especially in an EFL context where there is a little exposure to English language out of the classroom context. This study aimed to explore teachers' and learners' difficulties to homework assignments. 120 adult male and female EFL learners and 81 EFL teachers who were randomly selected constituted the sample of the study. The data were collected through questionnaires and subsequent semi-structured interviews. Questionnaires were analyzed by SPSS 24 and each interview was transcribed and coded as well. The results revealed that the teachers and learners face difficulties in assigning or doing homework assignments due to the following reasons: not learning the required concept, not knowing the instruction, not enjoy doing homework, not paying attention when homework assignments is presented, not understanding homework instruction, copying homework or cheating, the absence of related and meaningful tasks, parents' lack of knowledge, lack of word power and grammar, anxiety and stress of homework. The results of this study can offer a number of pedagogical implications for teachers, curriculum developers, and learners.</p> <p><b>Keywords:</b> Homework, Difficulties, Teachers, Learners</p>

	<p style="text-align: center;"><b>Exploring Learners' and English versus Non-English-Major Teachers' Attitude towards Homework</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aimed to investigate teachers' and learners' attitude towards homework assignments in two modes of English-major versus Non-English-major teachers. 120 EFL learners (70 males, 50 females) aged between 15 and 32 and 81 EFL teachers (26 males, 55 females) aged between 20 and 53 who were randomly selected constituted the sample of the study. The data were collected through questionnaires and subsequent semi-structured interviews. Generally, students' usual opposition and resistance toward homework create the thinking that students adopt a negative attitude toward it; however, the results indicated that students had high level of attitudes towards homework assignments. There was no significant difference between students' attitude in EM and NEM teachers' classes. Furthermore, although some teachers feel constrained to assign homework that they do not believe is always necessary, because of the obligatory institute curriculum and sometimes parents' expectations, the current data illustrated that teachers do feel that homework is essential to students' language teaching and learning. Likewise, there was not a significant difference among EM versus NEM teachers in their attitude toward homework.</p> <p><b>Keywords:</b> Attitude, Homework Assignments, English-Major Teachers, Non-English-Major Teachers</p>
<p><b>Razieh Sayyah</b> <b>ERCICRTEL1903107</b></p>	<p style="text-align: center;"><b>Provision of Oral Corrective Feedback in an Iranian Bilingual School: A Case Study of Science Classes at Primary School</b></p> <p style="text-align: center;"><b>Razieh Sayyah</b> <b>Department of English, Faculty Language and Literature, University of Mazandaran, Babolsar, Iran</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present study aimed at investigating the provision of corrective feedback in science classes of a bilingual primary school. Three bilingual science teachers along with 44 students who were studying at grades two, three, and four of a bilingual primary school participated in the study. There were two science classes at each grade and one of them was chosen randomly. The 6 sessions of each class were video-recorded, three sessions before training and three sessions after training. There was a one-week interval between two sets of recording for training and recall sessions. At the training session the concept and, types of CF, and the importance of providing CF were explained. It was followed by a recall session with each teacher individually. At the recall session, one or two previously recorded sessions of the class of that particular teacher were played and the type of CF which they were provided and whether it resulted in learner uptake were explained. After the recall sessions three other sessions were video-recorded. To analyze the collected data, first, four sessions of each class were transcribed based on Walsh (2011) transcription system. Then they were analyzed and CF moves were coded based on Panova and Lyster's (2002) CF categorization. During the coding process, it was realized that the teachers used other types of CF which had not been defined in separate categories in this taxonomy; therefore, they were borrowed from the classifications made by Ellis (2009) and Fu &amp; Nassaji (2016). Meanwhile, clarification request (alternative question) which was one of the most frequent CF type and resulted in 95.83% learner uptake of the present study was categorized as a separate category. The findings revealed that approximately 69% of learners' erroneous utterances received CF; the teachers used various types of CF; and the training the teachers affected on the way and amount of CF which two of the teachers provided. Meanwhile, the finding indicated that the teachers not only did provide CF on form but also they provided CF on meaning. Approximately 10% of the CF provided by the teacher were focus on meaning.</p> <p><b>Keywords:</b> Corrective Feedback, Uptake, Bilingual Schools</p>
<p><b>Fatemeh Pirzad</b> <b>ERCICRTEL1903108</b></p>	<p style="text-align: center;"><b>Exploring Iranian Bilingual Teachers Perceptions of Task-Based Language Teaching: A Case Study of Science Teachers</b></p>

	<p style="text-align: center;"><b>Fatemeh Pirzad</b> Department of English Language Teaching and Literature, University of Mazandaran, Babolsar, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The very important roles of teacher in providing an appropriate language learning context for learners and due to the increasing interest in task-based language learning (TBLT), the purpose of this study was to investigate the extent to which teachers are aware of this concept and use it in a bilingual English-Persian classroom in Babolsar, Mazandaran province. A questionnaire adapted from Jeon's (2005) study was given to the science teachers (n=7) of the bilingual school to collect information about their familiarity of the usage of tasks. Regarding the teachers' understanding and implementation of TBLT concept, the participants' answers on questionnaire were analyzed and the results revealed that the mean score of the teachers in items of questions for understanding and implementation of TBLT was significantly higher than that of population (<math>p &lt; .05</math>), and the great majority of the teachers agreed with the idea of implementation and understanding of TBLT in teaching of language. Moreover, some implications are presented for teachers to help them understand and implement TBLT more effectively.</p> <p><b>Keywords:</b> Task-based Language Teaching (TBLT), Bilingual Education, Teacher Survey Questionnaire</p>
<p><b>Kazuo Umemura</b> ERCICRTEL1903106</p>	<p style="text-align: center;"><b>Case Studies of Biophysics Researches with Senior Students</b></p> <p style="text-align: center;"><b>Kazuo Umemura</b> Department of Physics, Tokyo University of Science, Tokyo, Japan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Demands for lifelong education are increasing in Japan based on raise of the average life span. Many of senior students want to carry out academic researches and publish scientific papers. For example, some students had jobs after getting their master's degrees, and then, came back to universities to get Ph.D. On the other hand, most of evening courses for working students at Japanese universities have been closed past 20 years because of demands for the evening course to get bachelor's degrees were decreased. The two phenomena are apparently opposite features in Japanese higher educations. In this talk, several actual examples of academic researches with senior students in biophysics field are introduced and futures of lifelong educations in natural science fields will be discussed.</p>

## LISTENERS

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## **Upcoming Conferences**

<https://eurasiaresearch.org/tera>

- ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai
- 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

2nd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 05-06 Feb, Bangkok  
KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

- 11th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Budapest
- 12th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 July, Mauritius
- 13th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 July, Bangkok
- 14th ICTEL 2019 – International Conference on Teaching, Education & Learning, 29-30 July, Barcelona
- 15th ICTEL 2019 – International Conference on Teaching, Education & Learning, 05-06 August, Istanbul
- 16th ICTEL 2019 – International Conference on Teaching, Education & Learning, 27-28 August, Rome
- 17th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 September, London

