



## **Conference Proceedings**

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Education & Learning, 24-25 Feb, Dubai

24-25 February 2019

## **Conference Venue**

Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai,  
United Arab Emirates

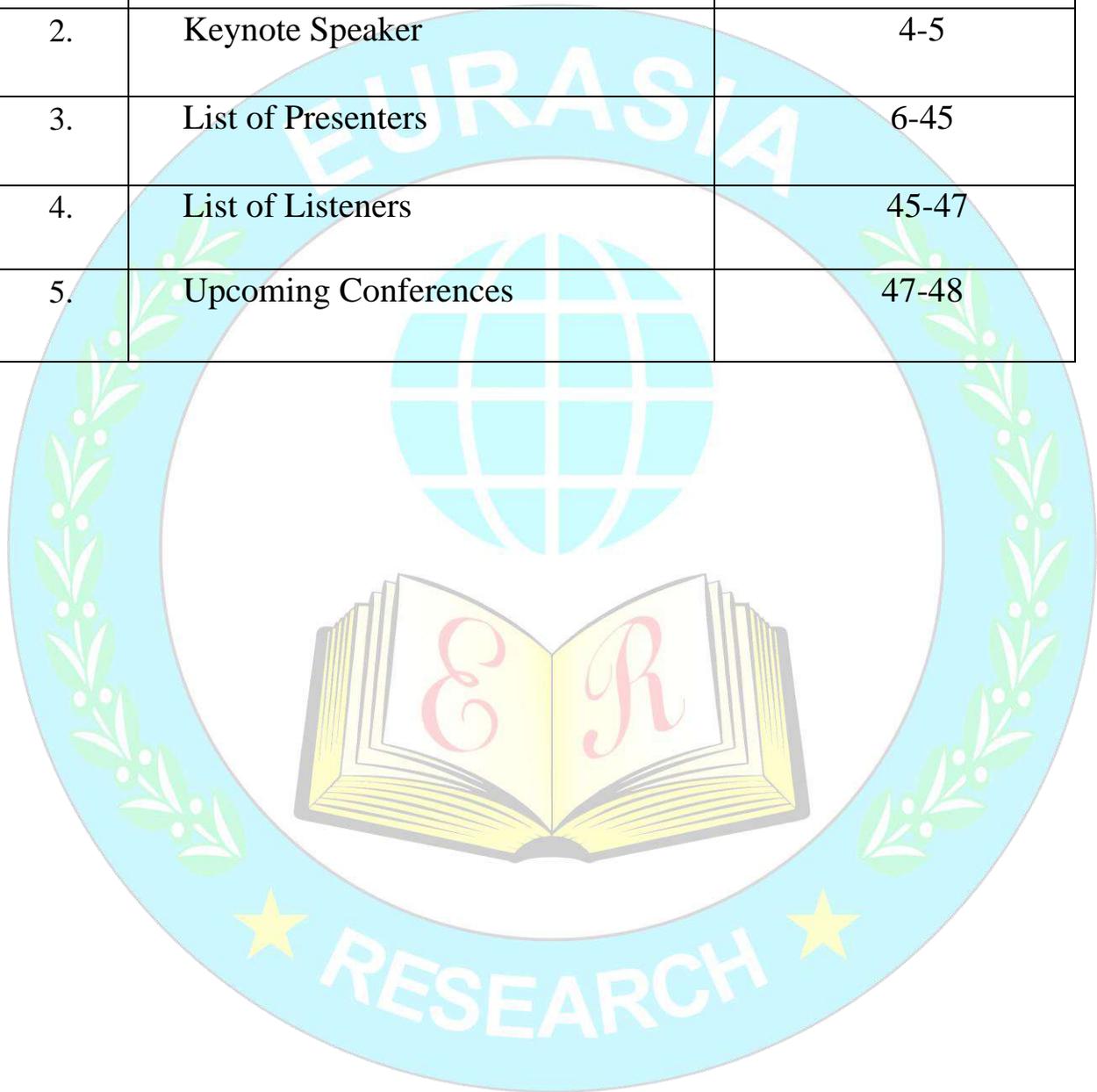
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**Preface:**

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## **KEYNOTE SPEAKER**



### **Aseel Zibin**

**Assistant Professor of Linguistics and English Language, Department of English Language and Literature, School of Foreign Languages, University of Jordan, Amman, Jordan**

**Topic: The Effect of Blended Learning on the Development of Clause-Combining as an aspect of the Acquisition of Written Discourse by Jordanian EFL Learners**

Aseel Zibin is an Assistant Professor at the University of Jordan, Amman/Jordan. She obtained her Ph.D. in linguistics and English language from Newcastle University, UK. She is mainly interested in semantics, cognitive linguistics, discourse analysis, corpus linguistics and second language acquisition. She published research papers on various linguistic topics in several journals, including Review of Cognitive Linguistics, Metaphor and the Social World, Lingua, Research in Language, Topics in Linguistics, Sky Journal of Linguistics, among others. She also works as a peer reviewer in several journals including International Journal of Applied Linguistics and English Literature and Sage Open.

## **PLENARY SPEAKER**



**Anja Pfennig**

**Technical Studies and Life Sciences, Mechanical Engineering, HTW-Berlin, University of Applied Sciences, Berlin, Germany**

**Topic: Making of Successfully Planning and Implementing Peer-To-Peer Lecture Films**

A. Pfennig was born in Büdelsdorf, Germany in 1970. She studied Minerology at the Rheinische Friedrich Wilhelms-University Bonn, Germany, where she graduated in 1997. Her Ph.-D in the field of ceramic moulds for liquid metal casting was earned in 2001 from the Friedrich Alexander-University of Erlangen-Nuremberg, Germany. She then worked for Siemens Energy in charge of ceramic shields for stationary gas turbines and transferred to Berlin in 2008 where she conducted scientific research on the oxidation of high temperature materials and corrosion behavior of steels used in Carbon Capture Techniques. 2009 she became full professor at the Applied University Berlin, HTW where she currently teaches material science for engineering students. Anja Pfennig's research interest and expertise is in the field of corrosion and corrosion fatigue of materials at high temperature and high pressure simulating geothermal environments. Here she involves students in practical project based lectures. For 7 years her teaching and teaching related research focusses on matters concerning first year students. Diversity, motivation, duration and step-by-step success are important when designing a new course. Inverted classroom scenarios, blended-learning concepts, online courses and alternative grading are important research topics with regard to practical and theoretical study results and development of self-confident young engineers. Anja Pfennig successfully produces lecture videos using the peer-to-peer approach and implements these in her first year courses as study source in inverted classroom scenarios. The impact of lecture films on study behavior, continuity and study results is her main interest as lecturer and researcher. Along with the shift from teaching to learning Anja Pfennig adapted new cumulative assessment methods that fit to both, classroom and distant learning with students gaining confidence in transferring theoretical background to real engineering problems.



Aminu Musah  
ERCICRTEL1901052

**Mobile Teaching and Learning of Basic Scientific Concepts: An Innovative Approach towards Knowledge and Skill Acquisition among Pastoral Nomads**

Aminu Musah

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**Abstract**

About 9.4 million Nigerians are pastoral nomads including children of school going age. The participation of pastoral nomads in the existing formal and non formal educational programs is reportedly low with the population literacy rate ranging from 0.2% - 2.0% as at 1988. The pastoral nomads of Nigeria appears short changed by the Nigerian educational systems as indicators have revealed that the pastoral nomads presently occupies the bottom end of the national enrolment rates, participation, achievement, gender balance, classroom performance as well as training and progress. This paper explores why these approaches have not notably helped to improve the literacy rate among Nigeria's nomadic people. Thus, there remains a need for alternative approaches to educational delivery. In face of the revolutionary trends taking place in information and communication technologies (ICTs) in Nigeria, there is now opportunity to embrace mobile learning using low cost mobile technologies (i.e., mobile phones) to enhance the literacy rates among Nigeria's nomadic people, some of whom are enrolled in Nigeria's current Nomadic Education Program. This paper also dug deep to advance some novel innovative strategies to be used by basic science teachers to best communicate the basic scientific concepts to the listening audience of pastoral nomads in Nigeria. The innovations should help raise the level of comprehension of basic science concepts among the teeming populace of pastoral nomads as they embark on the journey towards scientific literacy in the 21<sup>st</sup> century and beyond.



Abimbola Dunsin  
ERCICRTEL1901053

**Effectiveness of Board Oversight Functions on the Financial Position of the Organization Performance**

Abimbola Dunsin

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**Abstract**

The concept board oversight function is a hot issue for discussion because of series of crises witnessed in the recent times. These crises were perceived largely to be caused by series of factors among which the neglect of oversight functions was accorded higher points. the study was influenced by two key factors, the financial crises of 1997 in the eastern Asia continent; that affected the economics of Thailand, Indonesia, South Korea, Malaysia and the Philippines and the rest of Asia countries which lead to lack of effective monitoring of management and governance practices in many companies (Radelit& Sachs, 1998), the second is global corporate scandals in different countries which lead to collapse of the world giant corporations. The primary objective of the study is to determine whether there is a significant relationship between the board oversight functions and firms financial performance of the listed companies in Nigeria. Both stratified random sampling and purposive sampling techniques will be applied in the selection of respondents required for this study. Also the data collected through the questionnaire will be collected using excel spread sheet and subsequently analyse using both descriptive and inferential statistics with the aid of statistical package for social science (SPSS version 19.0).

**Keyword:** Financial Performance, Growth and Development, Accountability, Stakeholders, Effectiveness, Profitability, Board Oversight, Risk Management, Renumeration, and Investment

**Best Practices among Centers for Teaching and Learning in the 21st Century: A Cross-Country Comparative Review**

Shaneil Dipasupil

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**Abstract**

In the world of teaching and learning, continuous improvement is the key. It is the goal of every



Shaneil Dipasupil  
ERCICRTEL1901054

educational institution to provide better educational services to students through a group of dedicated and innovative teachers, who are equipped with the right set of skills and tools, and are responsive of the needs of the 21<sup>st</sup> century. One way towards the attainment of this goal is through benchmarking. This article is a cross-comparative review of the status of several Centers for Teaching and Learning (CTLs) among three countries in Asia, namely; the Philippines, Singapore, and South Korea. This provides a closer look on the goals of the CTLs, the services and programs that they offer and most importantly, their best practices. Sharing the best practices is a way to stimulate innovation among different academic institutions. This comparison led to some interesting findings such as the predominance of CTLs in a country is reflective of its economic growth and national educational policies; the CTLs range from a highly organized, independent unit among universities in some countries to almost being non-existent in another country; and the services and programs offered can either be student-focused, teacher-focused, or both. Also, the CTLs in each country have its own set of best practices that can serve as a very useful guide for other institutions to follow and improve upon. The best practices shared in this article are neither restrictive nor prescriptive. Rather, it offers a more progressive outlook on how to use CTLs in advancing the educational goals of the university in this age of digital economy.

**Keywords:** Center for Teaching and Learning (CTL), Best Practices, Benchmarking, Innovation, Education



Amy Barrios  
ERCICRTEL1901056

**Survival of the Fittest?: Navigating Administrative Roles in Higher Education**

Amy Barrios  
Urban Teachers Program, Johns Hopkins University, Washington, DC

**Abstract**

This presentation will focus on one administrative faculty member's challenges and lessons in her three years as a division chair. Personal experiences will be shared, and audience members will leave with a list of top ten tips (also supported by research) for not only surviving the first year as an education administrator, but also becoming more efficient and productive in the process.

As administrators, we deal with a lot of behind the scenes chaos and expectations and are sometimes limited in our roles as colleagues and faculty members. In addition, taking on the role of administrator can affect our department's perception of us, and can shift our personal time management, goal setting, and productivity. These are just a few of the challenges that will be discussed in this presentation. "Tips" shared are applicable not just for those who are in current administrative roles, but also those that might be considering an administrative path in higher education at some point. Finally, these tips will help current or future administrators streamline their schedules, their expectations, and their sense of success.

**Keywords:** Administration, Faculty, Higher Education

**What it Means to Teach: Perceptions of Pre-service Teachers and their Impact on Students**

**Abstract**

This presentation will focus on research conducted in an introduction to education class. For many in this class, education was not yet their declared major. Students in a pedagogy class for pre-service teacher candidates were also surveyed at a separate institution. For these students, education is their declared minor and they are pursuing teaching certification. Yet, this pedagogy course is one of only a handful of required education courses. Students at both universities were surveyed before and after their education course. Students were provided with a survey link prior to the course that focused on their preconceptions about teaching and the role of the teacher, and they were asked to complete the survey anonymously. The same survey was provided at the end of the course to see how students' perceptions had changed, if at all. In most instances, the survey indicates that students enter the education field with an awareness of what is required and expected of today's teachers. In addition, most have a very positive attitude about what they can do to effectively lead today's students to success. This presentation will take a closer look at their responses to these survey questions and the link between the findings of current research on teacher attrition, particularly in urban areas.

**Keywords:** Teaching Candidates, Pedagogy, Pre-Service, Higher Education

Befekadu Kidane  
ERCICRTEL1901060

**Perceived Leadership Style and Institutional Readiness for Change: The Missing Link in the University Transformation in Ethiopia**

|   |  |
|---|--|
|   | <p style="text-align: center;"><b>Befekadu Kidane</b><br/>Department of Educational Planning and Management, College of Education and Behavioral Studies,<br/>Addis Ababa University, Addis Ababa, Ethiopia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study was to examine the links between leadership style and institutional readiness for change as perceived by the academic staff. A correlational descriptive survey design was used in the study. A total of 616 academic staff drawn from five public universities were selected and included using proportionate stratified random and simple random sampling techniques. Data were collected using two standardized questionnaires: Multi-factor Leadership Questionnaire and Organizational Change Recipients Beliefs' Scale and analyzed using mean scores, multiple regression, Analysis of Variance (ANOVA) and t-test. The results unveiled the domination of laissez-faire leadership style and high institutional readiness for change. Transformational leadership style had high, positive, and significant linkages to institutional readiness for change while transactional and laissez-faire leadership styles had low, sometimes negative and non-significant effects. It was concluded that the presence of high institutional readiness for change is an opportunity for university transformation but the domination of the laissez-faire leadership style could hinder its implementation. Policy implications are indicated in the study.</p>  |
| <p><b>Khashane Stephen Malatji</b><br/>ERCICRTEL1901061</p> | <p style="text-align: center;"><b>Exploring Student s Voices in Lecturers Teaching and Learning Developmental Trajectory</b></p> <p style="text-align: center;"><b>Khashane Stephen Malatji</b><br/>Primary Education, School of Education, Faculty of Humanities, Tshwane University of Technology,<br/>Pretoria, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Students' evaluation of teaching (SET) is the common way of assessing quality of teaching at universities and also to trace the professional growth of lecturers. The aim of the study was to investigate the role played by student evaluation to inform teaching and learning agenda in one South African university. The researcher used qualitative approach with case study research design. With regard to data collection, 6 students were interviewed using focus group interviews, while 4 lecturers from 2 faculties were interviewed on individual interviews. Evaluation reports were also reviewed to monitor the growth of lecturers whom were evaluated during the academic year 2016 and 2017. Data from both interviews and evaluation reports were presented and analysed in a qualitative approach in a form of thematic analysis. The results of the study have revealed that students' evaluation is the most relevant tool to inform teaching and learning agenda at the universities. Lecturers whom were evaluated were found to grow academically. The study therefore, recommends that lecturers conduct student evaluation for each module they teach every semester. Furthermore, the study has recommended that lecturers should attend to all areas that are negatively commented by students during evaluations in order to improve.</p> <p><b>Keywords:</b> Student's Voice, Teaching Agenda, Evaluation, Feedback, Responses.</p> |
| <p><b>Magaji Bala Maijambo</b><br/>ERCICRTEL1901062</p>     | <p style="text-align: center;"><b>The Role of Nigerian Academic in Domesticating an International English Literacy Teaching Model</b></p> <p style="text-align: center;"><b>Magaji Bala Maijambo</b><br/>Department of English Language &amp; Literary Studies, School of Secondary Education, Jigawa State<br/>College of Education, Gumel, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The subscription of Nigeria to MDGs with the aim of providing qualitative education at basic education level by government made international interventions in all parts of Nigeria vibrant. Such intervention is usually technical which tends to provide teachers with internationally tested model that will enhance their service delivery and bring about improvement in teaching and learning. This paper therefore, is an exploratory that dwel on the critical role of home academics in adapting an international model of teaching to suit local linguistic and cultural settings of the host country.</p> <p><b>Keywords:</b> MDGs, English Language Teaching, Nigeria</p>   |
| <p><b>Sani Sule</b><br/>ERCICRTEL1901063</p>                | <p style="text-align: center;"><b>A Linguistic Analysis of Hausa Proverbs: A Case Study of Conflict Resolutions</b></p>  |

Sani Sule  
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Nigeria

**Abstract**

Proverbs are wise saying that deals with human social interaction, reconstruction of experiences, explaining different aspects of critical thinking as well as explaining the past giving instruction and warning for the future. This aim of the study is to analyze the Hausa proverbs from one of the two major second language in West Africa after Swahili (Aminu, 2003; Newman, 2000). Proverbs served as an ideal guides to thought and action of every individual which served as mediation for cultural conflicts, ethnic violence in a multi-lingual countries across the world. Furthermore this paper will use a qualitative content analysis through a purpose sampling technique in selecting the related proverbs on conflict resolutions. Findings revealed that Hausa proverbs is highly proficient way of enlighten people in every aspects of human endeavours. The significance of the results is discussed followed by implications of the findings and suggestions for future research.

**Keywords:** Hausa, Hausa Proverbs, Conflicts Resolutions, Nigeria

**Student's Demographic Variables and their Learning Style Preferences: The Case of Colleges of Education in the Central-Western Zone of Ghana**

Kweku Esia-Donkoh  
Department of Basic Education, University of Education, Winneba, Ghana

**Abstract**

The study investigated the learning style preferences of students of public Colleges of Education (CoEs) in the Central-Western Zone of Ghana, the differences in their learning style preferences based on their sex, level of study and college setting, and the influence of students' demographic variables on their learning style preferences. The study adopted the cross-sectional survey design. Purposive and random sampling techniques were used to sample 1,396 students from five public CoEs. Frequencies with percentages, independent samples t-test, and regression and ANOVA were used to analyse the data. Generally, a combination of visual, auditory and kinaesthetic learning styles were preferred by the students. Statistically significant differences in the learning style preferences of the students in terms of their sex and setting of college were observed. However, there were no statistically significant differences in the students' learning style preferences based on their level of study. Again, a statistically significant positive influence of students' demographic variables on their learning style preferences was established even though the influence was very small. It was concluded that most of the students prefer the use of more than one learning style, and so tutors must comprehend differentiated learning of their students and adopt different teaching and assessment techniques to suit the needs of the students. It was recommended among others that tutors should encourage students to adopt multiple learning styles and effective study habits to enhance their academic endeavours.

**Key words:** Learning Style, Preference, Gender, Nature of College, Level of Study



Kweku Esia-Donkoh  
ERCICRTEL1901064

Adel Al-Samman  
ERCICRTEL1901068

**If You Build It, They Will Come - The Student as the Top Marketing Tool for Higher Education Institutions**

Adel Al-Samman  
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**Abstract**

The Egyptian labor market, based on professional experience, has witnessed in the last 15 to 20 years a severe deficit in qualified graduates in governmental, public, and private organizations, in spite of the huge number of graduates who walk the line every year. Such phenomenon is attributed, to a great extent, to the quality of education such graduates receive at universities, whether public or private. Based on the researcher's perspective, this is attributed to the fact that with privatization, educational facilities are mainly concerned with increasing the number of students they receive every year. By doing so, they seek asylum in the traditional marketing tools practiced by normal business organizations. The researcher believes that universities should keep into consideration that their main activity is providing quality education, and that their main product is supposed to be the student, and

whether he/she is ready to get into the jungle of real business world. Main Objectives of the paper are exploring the effect the quality of education has on the graduates' career future, demonstrating the labor market preferences for new hiring concerning the education criterion, and exploring the different marketing tools used by educational institutions in setting their brand images. Information of the variables concerned will be collected using two tools, interviews and questionnaire. The researcher is willing to select 2 public universities and 3 private ones, 1 of the top segment and 2 of the medium one for the purpose of interviews. Then, a number (unknown yet) of HR managers and recruitment agencies will be contacted for the questionnaire purpose.

**Keywords:** Higher Education- labor market- graduate attributes- education branding



**Valentina Reshetnikova**  
ERCICRTEL1901069

**Blended Learning in the Language Classroom**

**Valentina Reshetnikova**

Department of Foreign Languages-5, Institute of Transport Engineering and Control Systems, Russian University of Transport (RUT MIIT), Moscow, Russia

**Abstract**

For the past forty years the learning and development industry has had to frequently reinvent itself with the constant introduction of new tools, different platforms and different approaches to learning. With better and faster technology we started to use e-learning. While e-learning was met with high expectations, we now know more about when and how to use it and that the most effective e-learning programs are ones that are blended with other training resources. The idea of blended learning is to synthesize a number of different approaches in order to create high impact learning. While a blended approach is not a new concept, many organizations are now combining on-line learning resources with classroom training or mixing the use of a self-paced workbook with one-to-one coaching. In this way, organizations are maximizing and optimizing the use of resources. This combined approach to using resources and providing linked options to learning can often increase what is learned. What is Blended Learning and how is it part of Distance Education? There are many definitions of blended learning (sometimes called hybrid learning), but basically it is a combination of online learning and face-to-face traditional education. It is taking the best of both worlds and combining them in one course. Blended learning is important as it allows using a variety of different teaching modes and can address different learning needs and styles. Blended learning is not about providing learners with a number of choices on how to complete their training. Nor is it about offering lots of choice or combining similar media to create one solution. Blended learning is mixing different kinds of media and resources in order to achieve an optimum training solution.

**Anilkumar Krishnannair**  
ERCICRTEL1901070

**Paradigms of Praxis a Critical Enquiry into the Institutionalised Exigencies that Redefine Higher Education Institutions Academic Enterprise**

**Anilkumar Krishnannair**

Mathematics, Science and Technology Education, University of Zululand, Kwalangezwa, South Africa

**Abstract**

The conventional wisdom that has driven educational ideologies worldwide in the context of higher education has been subject to a significant philosophical reconceptualization. Values regarded and cherished over centuries as central to the very notion of higher education as a noble educational and intellectual culmination are being reconstituted. This is necessitated by the advent of neoliberal political and ideological centres of thought that are predisposed to usurping popular acceptance, which is conventionally afforded to the classical notion of higher education. This research looks at the doctrines of neoliberal conceptions of commodified education to explore the possibilities of enunciating a new philosophical discourse. The new discourse is aimed at reclaiming the dialogical space and the related emancipatory affordances which the conventional educational systems inadvertently yet judiciously promulgated to the masses.

From a critical theory perspective, this theoretical research contributes to the advancement of conceptual knowledge that governs the institutionalisation of ideologies perpetrated through the use of pedagogical manipulation. Such manipulations are often carried out under the pretext of advancing the cause of monetary prosperity for the masses. Intellectual subversives who try to overthrow conventional establishments of unquestioned doctrines are not tolerated in the neo-liberal

dispensation. This trend often runs counter to the very ideals for which neo-liberalism as an alternative to liberal authoritarianism evolved. This research therefore looks at the philosophical milestones that characterise the evolution of neo-liberal thought in the realm of higher education, when considered as a dispensable service in the market system. This theoretical research thus opens up a wider philosophical space for alternative paradigmatic thought to flourish and hence enrich the progression of ideological educational praxis for the 21<sup>st</sup> century's higher education institutions worldwide.

The theoretical propositions formulated offer an alternative conceptual anchor for researchers in the field to further their quest for increased levels of legitimacy which they require in adopting progressive educational thought. The arguments presented have the potential to be used as a theoretical framework for future researchers as well.

**Keywords:** Higher Education, Educational Discourse, Paradigmatic Thought

Randymax Bulaquit  
ERCICRTEL1901071

**Effects of Facebook as a Supplemental Tool in Learning English as a Second Language (ESL): Basis for the Proposed Syllabus in Purposive Communication**

Randymax Bulaquit

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**Abstract**

When Mark Zuckerberg established Facebook in 2004, the social media site became a beneficial tool among the teachers and students in an innovatively advance teaching and learning methodologies. This statement supports the study of Kayri and Cakir (2010) that teachers used Facebook as their pedagogy of constructivist approach.

Most studies show that students use Facebook as a powerful tool for social interaction, popularity, social relations, and English language learning purposes.

Since Facebook has high potential in providing social communication and interaction, this research aims to investigate the effects of Facebook as a communication tool in learning English as a Second Language in a technology driven university. The descriptive results of the study will be used as a basis for adopting Facebook as an alternative communication tool in learning English as a Second Language.

Mylene Milan  
ERCICRTEL1901072

**Speaking Anxiety: Sources, Coping Mechanisms and Teacher Management**

Mylene Milan

College of Arts and Sciences, Don Mariano Marcos Memorial State University, La Union, Philippines

**Abstract**

This study was materialized with the purpose of determining the anxieties of students towards spoken English, sources of the specified anxiety, coping mechanisms to counter the apprehensions, and teacher management to reduce the anxiety within the classroom. Being qualitative in nature, interview as the data gathering tool was utilized with an audio-recorder. Participants of the study included thirteen teachers and students of speech classes in a state university located in Region I. Data elicited were transcribed in verbatim, confirmed by the participants, coded and categorized, and themed accordingly. A triangulation method was applied to establish stronger validity of the data.

Findings confirmed teachers' and students' awareness of existence of Anxiety in speaking English, which will be abbreviated to ASE in this abstract. Teachers identified students' ASE representative of the following themes: (1) No Brain and Mouth Coordination, (2) Center of Attention, and (3) Acting Out Loud; for the students themselves: (1) The Common Feeling, (2) The Incompetent Me, and (3) The Limelight. Enumerated are the sources of students' ASE according to teachers: (1) It Began at Home, (2) It Continued in School, (3) It's not for me at all; according to students: (1) It Comes from Within, (2) It wasn't Nursed Well, and (3) They're Looking for Errors. To cope with ASE, students identified the following mechanisms, which were themed into (1) Acceptance, (2) Application, and (3) Apathy. To reduce the ASE phenomenon within the classroom, teachers demonstrate the following roles according to themes: (1) The Compass, (2) The Counselor, (3) The Referee, (4) The Polyglot, and (5) The English Nazi.

Derivative from the findings are the conclusions that (1) ASE can both serve positive and negative influences to the English speaking skills of students, but generally has more debilitating effects in learning the second language, (2) ASE can be reduced with teachers' provision of more English

speaking opportunities and with students' initiative of personal training, (3) ASE can be reduced when English is introduced and practiced by children at an early age, and (4) ASE is inevitable in the affective domain thus teachers are encouraged to apply psychological positivism in the classroom such as eliciting a friendly atmosphere, providing encouragements and motivation, showing of personal interest to students individually, and applying a communicative group approach in student activities. Studies related to the present undertaking may refer to the succeeding recommendations: (1) experiment on activities that will reduce anxiety ASE, (2) involve a psychologist for more critical but reliable results and recommendations, and (3) conduct the study among high school and primary students.  
Keywords: Speaking Anxiety, Sources of Speaking Anxiety, Coping Mechanisms, Teaching Management

Angelina Brequillo  
ERCICRTEL1901075

**A Situational Analysis in the Utterance of Thank You**

Angelina Brequillo

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**Abstract**

When a situation requires for gratitude to be conveyed, phrases such as Thanks, Thank you, Thanks a lot! Thank you very much! are often uttered, especially when someone grants another's request or favor. The expression of gratitude is known as one of the most commonly used speech behaviors in everyday conversation but despite that, the actual utterance has been given little emphasis.

The purpose of this study was to investigate the levels of gratitude in situational utterances of thank you (and its other forms). This study first makes three levels of gratitude according to the different proponents. The data were analyzed based on the related articles and the three (3) levels of gratitude proposed by the researchers namely: Level 1 – Acknowledgement, Level 2 – Appreciation, and Level 3 – Selflessness, which includes the different circumstances, reasons, and numbers of the utterance of 'thank you' and its other forms.

The data were gathered through participant observation and semi-structured interview. The focus of the observation is the participants' utterance of gratitude phrases in different situations including its frequency and forms. It was found out that the circumstances, frequency and reasons of uttering the words thank you and its other forms depend on the situation and vary per participant. Furthermore, 'thank you' is not the only gratitude phrase that participants used, different forms such as 'thanks,' 'TY,' and 'Salamat' were uttered; hence, it relies upon the situation and emotions felt by the participants.

The focus of the interview is the participants' reason behind their utterances and the level they belonged. Different reasons were gathered from different situations of their utterances. These reasons were then used as bases to know the level(s) the participants belonged as they express their gratitude in utterance. The majority of the responses fall under Level 2 (87.92%), followed by Level 1 (11.59%) and lastly, Level 3 (0.48%). It can be concluded that the circumstances, reasons, and number of utterance depend from one person to another and if given proper emphasis, the percentage of the other levels may increase greatly. The results of the study add to previous researches about gratitude.

Dorota Lipinska  
ERCICRTEL1901077

**Segmental Production by Polish learners of English: The Case of the FOOT and GOOSE Vowels**

Dorota Lipinska

Institute of English, Faculty of Philology, University of Silesia, Katowice, Poland

**Abstract**

Learning a second language is always a complicated process (e.g. Arabski, 1997). It requires acquisition of numerous skills and elements, L2 phonetic system among them. Since phonetic systems of various languages differ greatly, achieving correct pronunciation in one's second language always poses a serious challenge for language learners (Rojczyk, 2010). The English high back vowels (/ʊ/ and /u:/) have been regarded as significantly difficult vowels to acquire for non-native speakers of this language (e.g. Bohn and Flege, 1997). Their production and (mis)pronunciation frequently reflect the intensity of a foreign accent, especially in languages deprived of such contrasts, e.g. Polish (e.g. Sobkowiak, 2004). Quite a few pieces of research have been carried out on the acquisition of English vowels by Polish learners of English giving mixed results, however none of them were longitudinal studies (e.g. Gonet et al., 2010; Nowacka, 2010; Rojczyk, 2010; Lipińska, 2013).

The aim of this paper is to investigate whether L2 learners are able to separate the aforementioned new vowel categories (i.e. /o/ and /u:/) from their native, neighbouring sound (Polish /u/) and from each other, as well as to what extent an academic course in practical English phonetics and phonology can facilitate this complex process. 57 subjects recruited among first-year students of English Philology at the Institute of English, University of Silesia, recorded Polish and English vowels in a /bVt/ context twice – before the beginning of the course and after its first part (focused on vowels). The recording sessions took place in a sound-proof booth at the Acoustic Laboratory of the Institute of English. The study participants' utterances were subjected to an acoustic analysis with the use of Praat speech analysis software (Boersma, 2001). The first two formants were measured at a vowel midpoint, normalized using a Lobanov transfer (Lobanov, 1971) and plotted on a vowel plane. The results show that the subjects' production of the sounds in question improved considerably at the post-test and thus suggest that appropriate pronunciation training may enable language learners acquire new sounds at a significant level.

**Keywords:** High Back Vowels, Speech Production, Vowels, L2 Acquisition, Pronunciation

**Client-Based Learning Projects to Increase Intrinsic Motivation in Sophomore Interior Design Students**

**Natalia Albul**

School of Architecture, Art and Design Department of Interior Design, American University in Dubai, Dubai, United Arab Emirates

**Abstract**

The purpose of the study is to evaluate how student intrinsic motivation is increased through a client-based learning project.

Based on evidence, (Addams et al, 2010; Konkel, 2014; Rodriguez et al, 2016), first year interior design undergraduate students sometimes feel perplexed exploring whether it is the right major for them. Current generation students require more inspiration to stimulate their motivation. In particular, intrinsic motivation is paramount for students to be successful in their academic endeavor. Founded upon these thematic concerns, client-based projects are expedient to stimulate studio-learning environment (Cooke and Williams, 2004).

The study took place in one of the leading Dubai universities. Thirty-one (31) interior design sophomore students that constituted the study population sample were part of their first studio that was focused on interior design work.

Data were collected and triangulated through a semi-structured questionnaire at the beginning of the course, observations, and researcher-developed post-grading survey. Descriptive statistics was utilized to analyze the data. The survey was administered to 31 students, 30 females and 1 male, from 19 to 30 years of age. A significant response rate, in a number of twenty-four (24), was collected. The survey focused on intrinsic motivation in a client-based learning environment.

The results indicated that the client-based learning project increased student intrinsic motivation by enhancing the students' sense of efficacy for a particular client and society in general. The majority of the students found that real clients provided additional stimulation to complete their work. In conclusion, the simulation of the professional environment in interior design studio format created intrinsic motivation for students.

**Keywords:** Intrinsic Motivation, Client-Based Learning



**Natalia Albul**  
ERCICRTEL1901078

**Uma Malar Maniam**  
ERCICRTEL1901081

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

**Uma Malar Maniam**

School of Education, University of Leeds, Leeds, United Kingdom

**Abstract**

The overwhelming sense of responsibilities and roles of middle leaders specifically heads of department are challenged and changed with globalisation in many universities including Malaysia. Middle leaders are expected to learn and balance their roles between senior management and peer academics in varying situations. They encounter challenging incidents almost daily during middle leadership. These incidents are significant 'messages' for middle leaders to understand and perform middle leadership effectively. Some leadership incidents 'make' and/or 'break' them and participants in this study perceived their leadership experiences similar to walking on a tightrope. Literature shows heads of

department are categorised as ‘copers’, ‘strugglers’ and ‘jugglers’ (Floyd, 2011) among middle leaders in higher education environment. Literature shows 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 with challenging situations and transform their experiences into an effective leadership learning journey.

Ambreen Zehra  
ERCICRTEL1901083

A Comparison of Problem Based and Conventional Learning Paradigms in Mathematics

Ambreen Zehra  
Department of Mathematics, Faculty of Science, University of Karachi, Karachi, Pakistan

Abstract

This study examined the result of problem based and conventional learning techniques of mathematics courses among the engineering students. The samples of this study were taken from three learning based and three conventional courses results. Regression and t-distribution were used to analyse the data. Study will conclude that the concepts of problem based course are better than conventional courses and the concepts of problem based courses help in advanced course studies and final year projects.



Ameh Michael Agada  
ERCICRTEL1901085

Skills Acquisition Strategies in Tvet and Entrepreneurship Education In Benue State for Sustainable Industrial Development and Economic Recovery

Ameh Michael Agada  
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Abstract

The paper is aimed at determination of Skills Acquisition strategies in TVET and entrepreneurship education for sustainable industrial development and economic recovery. The design was essentially a Survey research design Two hundred and eighty-five respondents were drawn from tertiary institutions and science and technical colleges in Benue State. Two research questions were raised to guide the study; while two hypotheses were tested Questionnaire was used for data collection. Three lecturers at the Benue State University Makurdi validated the questionnaire. For its reliability Cronbach-alpha reliability co-efficient of 0.81 was obtained, Using test-retest method. Mean was used for answering the research questions while ANOVA was used for testing the hypotheses at 0.05 level of significance. The study revealed that, the ways TVET /entrepreneurship education can address the issues of skills acquisitions and sustainable industrial development for economic recovery are , through Practical work, Demonstration and theoretical methods of instruction, while one among the recommendations is that, TVET and entrepreneurship education planners should hinge their emphasis on skills acquisition rather than over-emphasizing on certificate for academic achievement but on how to produce skills for the sustenance of industrial development and the economic recovery .  
Keywords: Skills Acquisition, TVET, Entrepreneurship Education, Sustainable Industrial Development and Sustainable Economic Recovery

Afoma Okudo  
ERCICRTEL1901088

Teachers Qualities and Academic Performance of The 21st Century Nigerian Indigenous Language Students

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Abstract

The increasing demand and ever dynamic nature for modernization of both the oral and written forms

of language in response to the challenges of globalization place a herculean task on the qualities of the contemporary teachers of Nigerian languages who still muse traditional instructional materials in their pedagogic functions. This study is an attempt to find out through survey research design, the impact of qualities of teachers on the academic performance of the 21<sup>st</sup> century indigenous Nigerian language students. A total of 200 high school students and 40 teachers were randomly selected for the study from senior secondary schools in Lagos State, Nigeria. Two separate questionnaires of a Likert scale type were administered on teacher and student samples. Data collected were analyzed using percentages and frequency counts. Findings showed that teachers have good qualities due to the fact that teacher training programmes are available, but they still use teacher-centred mode of instruction. Thus, they do not use good and modern technological teaching methods during classroom instruction. This impacts on the students' academic performance in the Nigerian indigenous language learning. Based on the findings, recommendations were made on how to help the teachers improve on their qualities in order to help the Nigerian Indigenous Language students improve on their academic performance.

**Keywords:** Teachers' Qualities, Nigerian Indigenous Language Students, Improved Performance, Academic Performance

**Uma Malar Maniam**  
ERICRTEL1901090

**Voices of Malaysian Higher Education Middle Leaders: Challenges and Changes**

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School of Education, University of Leeds, Leeds, United Kingdom

**Abstract**

The overwhelming sense of responsibilities and roles of middle leaders specifically heads of department are challenged and changed with globalisation in many universities including Malaysia. Middle leaders are expected to learn and balance their roles between senior management and peer academics in varying situations. They encounter challenging incidents almost daily during middle leadership. These incidents are significant 'messages' for middle leaders to understand and perform middle leadership effectively. Some leadership incidents 'make' and/or 'break' them and participants in this study perceived their leadership experiences similar to walking on a tightrope. Literature shows heads of department are categorised as 'copers', 'strugglers' and 'jugglers' (Floyd, 2011) among middle leaders in higher education environment. Literature shows 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 with challenging situations and transform their experiences into an effective leadership learning journey.

**Siji Sunny**  
ERICRTEL1901093

**STEAM EDUCATION – Past Present & Future**

**Siji Sunny**  
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**Abstract**

STEAM - Science Technology Engineering Arts & Mathematics model of education, is a very old practical oriented methodology which been adopted in India called as "Gurukul" (was a type of residential education system in ancient India, where students living near or with the guru, in the same house.)  
STEAM adopts, practical oriented methodology in the domain of education which consists – Science, Technology Engineering, Arts and Mathematics, which been defined as core of education system. This integrated and interdisciplinary approach offers hands-on and relevant learning experiences for the students.

**Chukwudi Egwuagu**  
ERICRTEL1901094

**Malaria Vaccine (Active Immunity)**

**Chukwudi Egwuagu**  
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**Abstract**

Malaria is a deadly parasitic disease caused by a species of plasmodium and transmitted by infected female Anopheles mosquitoes. Plasmodium falciparum is the most prevalent malaria parasite responsible for most malaria deaths globally; most especially in sub-Saharan Africa. The increasing rate of infant mortality and adult morbidity arising from malaria disease is alarming and worrisome. There are four kinds of malaria parasites that infect humans, they are: Plasmodium falciparum, P. vivax, P. ovale and P. malariae; also a zoonotic malaria parasite referred to as P. knowlesi exists. Depending upon the parasite which causes malaria, malaria fever can be of three types namely: Quartan fever, Tertian fever and Malignant tertian malaria. Pharmacovigilance has shown that anti-malarial drugs have serious side effects and their inappropriate or unprescribed usage has contributed immensely to the proliferated parasitic drug resistance globally. Therefore, there is an urgent need for an aggressive research finding on medical ethnobotany and pharmacognosy, to discover the long awaited VACCINE for malaria; from 100% natural herbs. In vitro screening of herbs from different regions, as well as isolation of bioactive compounds from medicinal plants based on traditional use and ethnomedical data has metamorphosed to this startling malaria vaccine. This vaccine is anchored on the power of SYNERGY. The synergized medicinal herbs and their respective percentage composition are: Moringa oleifera 30%, Cinchona officinalis 25%, Artemisia annua 30%, Phyllanthus emblica 5%, Azadirachta indica 1%, Citrus limon 1%, Citrus xparadisi 1%, Trigonella foenum-graecum 1%, Cinnamomum verum 1%, Zingiber officinale 1%, Caesalpinia bonducella 1%, Citrus aurantifolia 1%, Ocimum tenuiflorum 1%, Acacia plicata 1%. The mode of administration is ORAL, and the recommended drug forms are Syrup and Capsule. The vaccine is to be taken annually or bi-annually in mosquitoes infested environment; thrice daily for seven days, to ensure Active Immunity against malaria parasites. Expiration date is two years from the date of production. The keywords are: vaccine, malaria, synergy, ethnobotany, pharmacognosy, 100% herbs.

**Wanicha Siraranghom**  
ERCICRTEL1901095

**Factors Affecting English Speaking Confidence and Needs in English Speaking Course of the Royal Thai Air Force Cadets**

**Wanicha Siraranghom**  
Department of Humanities and Social Sciences, Navaminda Kasatriyadhiraj Royal Air Force Academy, Bangkok, Thailand

**Abstract**

This study aimed to study the factors affecting English speaking and to analyze needs in English speaking course of air cadets. The participants were 362 cadets of five year classes (year 1-5). The instruments in this study were two forms of questionnaires including factors affecting confidence in speaking English and need analysis in English speaking course of the air force cadet questionnaires, and semi- structured interview. The results revealed that lacking of vocabulary knowledge and having less chance in practicing and speaking English in classroom and in the authentic situations could cause the incompetence in speaking English. For the need in speaking English course, the cadets concluded that to learn an English conversation in everyday life, speaking in military contexts, and speaking for presentation and for attending international conferences were necessary. The interview results demonstrated that the teacher should be good-natured and provide equal chance in practicing speaking. Time for practicing was very important. Moreover providing authentic materials was crucial as it could draw cadets' attention and made a class more interesting.

**Keywords: English Speaking Confidence, Need Analysis, Royal Thai Air Force Cadet**

**A Research Paper on English Language for Specific Proposes through Local English Language Institutions, Quetta, Pakistan**

**Hameed Ul Mehdi**  
Community Development & Entrepreneurship Foundation, Community Development & Entrepreneurship Foundation, Quetta, Pakistan

**Abstract**

**Issue**



Hameed Ul Mehdi  
ERCICRTEL1901096

In order to ensure English language for job seeking in Quetta city. E.language institutions have been playing their vital role in its promotion for specific purposes. They provide educational services and build the capacity of youth to increase socio-economic empowerment, decision-making, self-efficacy and easy job seeking.

**Project Description**

A total of 18 local youth-led educational institutions providing teaching service on part time bases to population of 0.6 M to a specific community “the Hazara”. They not only provide E.language teachings but also providing awareness programs on social, educational issues to empower young leaders and activists. Almost 3000 students are studying in these institutions achieving a comprehensive language ability within 2 year. The overall aim is to improve capacity building of youth for their practical job searching, social participation and self-sustained.

**Major topics covered:**

All four skills in E.language, social, educational and interpersonal skills with resource persons and subjects specialists.

**Program interventions:**

Social, educational Information dissemination, distribution of Literature on several topics, meetings/academic gathering, Inter center debate competitions.

**Results:**

The ultimate goal is to empower the youth to fulfill the objectives of job seeking by E. Language skills. Moreover they are making the youth groups for social change, to autonomously voice their own concerns, so as to bring about social change in society at large.

**Recommendations**

These institutions are making positive impact enabling the youth for their active participation in HRE, community and social activism thus minimizing violence at family and community level. For more meaningful involvement of positive youth needs ongoing process and resources. Follow up efforts will be directed towards the formation of positive youth groups. They shall be able to provide peer support and replicate the acquired skills, once trained in this sector.

Irina Sialini  
ERCICRTEL1901100

**Teaching Culture in the English Language Classroom**

Irina Sialini

English Language Center, Shantou University, Shantou, China

**Abstract**

When we are speaking about teaching English most of us immediately think about what we consider the four most important skills: speaking, listening, writing and reading. During the last decade, we were very successful in teaching these skills and different tests (e.g. IELTS, FCE, etc.) prove it. People all over the world learn how to speak and write in English, how to use grammar correctly, and pronounce foreign words accurately. Although in most of the classrooms all over the world teachers (even very well educated and knowledgeable ones) don't teach one key skill, also known as a fifth skill – culture.

It is unquestionable that teaching the English language and teaching culture are two inseparable things. However, in the 21st century the question we must address is what culture we should teach. We are living and teaching in the era of globalization, where boundaries between countries are almost non-existent, where people are travelling for business and pleasure and getting married to people of a different race, language and mindset.

It is impossible to teach all cultures of English speaking countries (Australia, New Zealand, USA, etc). It is wrong to choose just a few of them (is the British culture superior to the Canadian or South African culture?). It is also rather impossible to teach all cultures. So, nowadays it is not about the facts anymore as we are not teaching dates, names, or historical events. Teaching culture is about values, mindsets the attitude taken by people. The process of globalization has changed the focus from facts to reflection, comparison of “our” culture and “their” culture. (In this case “their culture” might be whatever culture is significant to a particular learning group.) To my mind, intercultural and communicative approaches must dominate in teaching English hence intercultural approach allows learners to explore global cultures and to shed their prejudices and stereotypes by becoming educated and informed.

There are many who hold the opinion that culture is something that is impossible to teach, you need to experience it. I do agree that experience might be the best way, although how many of our students can

afford it? Though every day we have opportunity to incorporate some culture in English lessons. During my presentation, I will explain why teaching culture is crucial for the students and give practical advices on how to do it.



Martha Pilar Méndez  
Bautista  
ERCICRTEL1901102

**Online Collaborative Work and Task-Based Approach to Develop Core Business Skills in a Foreign Language Through Case Study**

**Martha Pilar Méndez Bautista**

**Department of Modern Languages, Online Education School, Universidad Ean, Bogota, Colombia**

**Abstract**

This paper presents an online learning experience based on collaborative work and the task-based approach to develop core business skills in a foreign language through case study. The experience includes virtual learning environments, live learning technologies, and task-based activities that support collaborative work and that enable the learners to be engaged in their learning process through instructional strategies such as group projects for the case study discussions in order to build the professional language, the communication and business skills required for the modern world of business. This project emerges from the demand of creating learning experiences adapted to the students' needs to acquire core business skills through opportunities given by case study and collaborative work in virtual education. It is also a way to create and foster pedagogic models to contribute to the education of multilingual citizens in business contexts.

**Keywords: Task-Based Approach, Collaborative Work, Case Study, Live Learning**



Fatima Kabir  
ERCICRTEL1901105

**An Explorative Study on Adoption and Utilization of Mobile Devices for Academic Activities Among Students of Distance Institutions in Nigeria**

**Fatima Kabir**

**ICT Directorate, Kaduna State University, Kaduna, Nigeria**

**Abstract**

Recent advances in mobile phone technology have opened up opportunities for every individual to be able to communicate and obtain information quicker. This study investigated the adoption and utilization of mobile devices for academic activities among students of distance education in Nigeria. The population for the study was 55,746 final year students of six distance learning institutions in 2015/2016 academic session in Nigeria. The researchers adopted stratified sampling and simple random sampling to select 940 students used for this study. Instruments used were: structured questionnaire titled Students Use of Mobile Phones in Distance Education in Nigeria (SUMPDEN) and Individual Innovativeness Scale (IIS) of Hurt, Joseph, & Cook 1977 were used for data collection. Data collected were analyzed using Pearson Product Moment of Correlation. The results showed among others that, students of Open and Distance Education have no requisite skills on usage of mobile devices for academic activities in Nigeria. The researchers recommended among others that government and stakeholders in distance education should create awareness programmes that will enable students to acknowledge the importance of mobile phone technology in distance education institutions in Nigeria.



June Douglas  
ERCICRTEL1901108

**The Lost Generation an Analysis of the Grenadian Education System From 1950 to 2018 in Order to Assess the Development**

**June Douglas**

**Humanities & Social Science, St. George's University, St. George, Grenada, West Indies**

**Abstract**

Secondary Education in the Eastern Caribbean is a system that was set up by the United Kingdom, the Colonial rulers from 1763 to 1974. With the end of slavery in the 1830s, education of local children was controlled by 3 religious institutions, Anglicans, and Roman Catholics. The system was based on the British grammar system. Very few students attended the highly academic grammar schools and with abject poverty (education was not free) and the need for children to work on family farms at crucial times of the year, attendance in general was low throughout the 19<sup>th</sup> century. Grenada gained independence from the UK in 197? Although the educational influence continued in the 70s-80s with the advent of the secondary modern and comprehensive system educating in theory for the world of

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|---|---|
|   | <p>work alongside the classical grammar system.<br/>Although the system remains tied to the UK with Common Entrance exam mimicking the 11+ and the formal academic curriculum, influences across Caricom attempt support a more local curriculum. The Revolution (date) in Grenada made dramatic changes with recognition of local dialect in texts and a more suitable delivery and curriculum but this was abandoned at the end of the Revolution.<br/>In 2018, approximately 170 years after education was first offered for local children, there are still fatal flaws in the system. Until ??? some students were not offered a Secondary School place and remained in Primary school. American influence of keeping students behind one or more years has meant that some students are very much older than their peers or never attend Secondary school. Examination results are low and the literacy and numeracy levels of students limits opportunities for work and further study.</p>  |
| <p>Rodalin N. Asenas<br/>ERCICRTEL1901109</p> | <p><b>Evaluation of AMAIUB’s English Courses: Basis for Developmental Reading Program Model in a Whole School Approach</b></p> <p><b>Rodalin N. Asenas</b><br/>Department of Languages and Social Sciences, Ama International University, Salmabad, Bahrain</p> <p><b>Abstract</b><br/>This study aimed to determine the extent of the attainment of the components of AMAIUB’s English courses and its level of effectiveness that would help to reveal the true picture and profile of today’s educational system. This is a descriptive research design utilizing survey questionnaire and documentary analysis. The population was consisted of eleven implementers and seventy-four beneficiaries. Descriptive statistics using mean, average weighted mean and over-all mean, percentage distribution, ranking and descriptive ratings based on 5-point scale were utilized. t-Test for equality and difference of mean and Pearson correlation indicating significant relationship were employed. The salient findings depicted significant differences on the extent of the attainment of the components and level of effectiveness. These were observed in the following areas: teaching and learning methods, assessment method and its over-all result, course outline, personnel competence, efficiency and its over-all result.<br/><b>Keywords:</b> Evaluation, Attainment, Effectiveness, Components and Developmental Reading Program</p>   |
| <p>Samuel Akinsola<br/>ERCICRTEL1901111</p>   | <p><b>Mobile Learning for Technical Vocation Education and Training: Case of developing countries</b></p> <p><b>Samuel Akinsola</b><br/>Informatics, Namibia University of Science and Technology, Windhoek, Namibia</p> <p><b>Abstract</b><br/>Technical Vocation Education and Training (TVET) is essential for youth empowerment with vocational skills and knowledge development in order to encourage their active participation in economic activities, for national development. Youth unemployment is becoming a challenge and has resulted in more rural-urban migration with most migrant lacking in skills and knowledge require to engage in available productive functions; many are therefore turning to crime for survival. The adoption of ICT and mobile technology in particular is growing among the youth and it’s usage to further enhance TVET programme is capable of enhancing skills and knowledge acquisition to enable their contribution to general economy, as this would bring the “Know how” knowledge direct to the people. The purpose of this paper is to propose a skills and knowledge acquisition model which is accessible for mobile learning in Namibia TVET. The model adoption and implementation is aim at creating a platform for a lifelong learning amongst skills and knowledge seekers using mobile devices for continuous support, through the searching of past experiences from knowledge repository, providers, resource or equipment suppliers, direct interaction with experts and co-knowledge seekers (peers).<br/><b>Keywords:</b> M-learning, Mobile Technology, TVET, Information Technology, Information Communication Technology, Skills and Knowledge Acquisition</p> |
| <p>Ravi Dutt Sharma<br/>ERCICRTEL1901113</p>  | <p><b>Challenges and Impact of English pronunciation in Chinese EFL classrooms</b></p> <p><b>Ravi Dutt Sharma</b><br/>English Language Center, Shantou University, Shantou, China</p>   |

Hamish Rajarathnam Lokhu  
English Language Center, Shantou University, Shantou, China

**Abstract**

A realistic goal of learning pronunciation in English as a Foreign Language (EFL) [context is to attain easily intelligible] rather than native-like pronunciation. Hence, the goal of this project was to establish a set of learning priorities necessary for students whose first language is Chinese and to enhance their ability to speak using an easily intelligible English as an International Language (EIL) standard. The research, carried out in a Voice & Accent training course, was guided by the following questions:

- (1) To what extent do students recognize pronunciation features that are vital for intelligible pronunciation in English?
- (2) What are some challenges faced by Chinese students in producing the phonological features (Segmental and Supra-segmental) of English?
- (3) How might Chinese EFL learners reduce or neutralize the impact of their L1 pronunciation on their spoken English?

The following data collection methods were used for the study: 187 student self-evaluation forms and 114 survey questionnaires, all from undergraduate tertiary level students. Ten participating students were invited to be a part of a focus group. To further investigate the pronunciation challenges, 20 impromptu speech videos and 20 passage reading samples were collected.

The findings not only help students become self-aware of their own pronunciation difficulties (Segmental and Supra-segmental), but also provide greater clarity to teachers in focusing more on students' reoccurring errors in using phonological features (Segmental and Supra-segmental) and in increasing mutual intelligibility in English as Foreign Language (EFL) classrooms.

**Keywords:** Pronunciation, Accent reduction, Segmental phonology, Supra-segmental

**Impact of ICT on Novice Secondary School Teachers Training in Pakistan**

Mohammad Iftikhar Bakht  
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**Abstract**

Teachers play a vital role to build the foundation of any nation by giving their energies and efforts in teaching learning process. Now a day's, learning has become very interesting and thought provoking due to the slight touch of the upgraded technology. Involvement of the technology, teachers and students are much curious in the process of getting education. This paper was designed to travel around the world by sitting inside the class with the help of latest machines. The objectives of the study were to find out what impact does technology lay on the performance of novice teachers in secondary school and to compare the competency of control and experimental group in preparing their lessons by the use of fresh technology. All new recruited secondary school teachers in Punjab province of Pakistan were the population of study. Study was delimited to district Bahawalpur due to inadequate resources. Qualitative research design was used; experimental method (pretest-posttest) was adopted. Eighty (80) teachers from induction training held in Quaid-E-Azam Academy for Educational Development (QAED) Bahawalpur were randomly selected. They were divided into two groups (40+40) for control and experimental group. Already developed pre test was administered at first and then special treatment was given to experimental group for one month. Post test was held after the completion of treatment from experimental group and also from control group. Data gathered by pretest-posttest was analyzed by using Statistical Package for Social Sciences (SPSS) and t-test was applied. It was found that the competency of experimental group was better than control group in term of technology while lesson planning.

**Keywords:** ICT, Novice Teachers, Pre-Test, Post Test

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

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

**Abstract**

The overwhelming sense of responsibilities and roles of middle leaders specifically heads of department



Mohammad Iftikhar  
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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 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.

Muraina K. Olanrewaju  
ERCICRTEL1901119

**Assessment Literacy Skills Building for Secondary School Teachers in Oyo State, Nigeria**

Muraina K. Olanrewaju

Department of Education, College of Education, ICT and Social Sciences, Legacy University, The Gambia

**Abstract**

The purpose of this study was to examine the assessment literacy skills capacity building need for secondary school teachers in Oyo State, Nigeria. Descriptive research design of ex-post facto type was used in the study. 250 secondary school teachers were selected randomly from 10 local government areas in the State. The respondents were measured with a self-developed validated scale of 0.93 reliability coefficient and the data obtained was analyzed using simple percentage statistical analysis. Three research questions were raised and answered in the study. The result showed need for assessment literacy skills for accountability, students’ need identification instruction guidance among secondary school teachers is very essential. In view of these findings, the study recommended strongly for capacity building needs of secondary school teachers on assessment literacy skills for accountability, students’ need identification and instruction guidance and that educational psychologist should intensify their effort to organise workshops for teachers and other educational stakeholders in the schools in finding solutions to low level of assessment literacy skills in the schools. **Keywords: Assessment Literacy Skills, Accountability, Need Identification and Instruction Guidance and Secondary School Teachers**

Bienvenido A. Odejar  
ERCICRTEL1901122

**The Implication of LMS Adoption for Teaching and Learning: The American College of Dubai Experience**

Bienvenido A. Odejar

San Pedro College of Business Administration, San Pedro, Laguna, Philippines

Dr. Poonam Singh

Vice-President for Academic Affairs, American College of Dubai, United Arab Emirates

**Abstract**

The dawn of new technology and changing behaviors of students have altered the learning process in so many ways. Teachers have to be more innovative in creating new approaches that will enhance their instructional methodologies. Critical to this endeavor is the adoption of a Learning Management System (LMS) for the development of teaching and learning. This research was conducted to determine the perception of teachers and students at the American College of Dubai (ACD) on the application of LMS for course presentation. The study was also designed to establish the existence of any significant difference in their insights regarding the LMS application. Survey questionnaires were distributed to 20 faculty members and 100 students of ACD. The collected data were analyzed

using descriptive statistics, chi square test, and t-test. The research study showed that majority of ACD faculty and students agree that the implementation of LMS is effective in improving instruction, including students' learning. Data evaluation also indicated the absence of any significant difference in their perception about the LMS implementation. The preliminary information derived from this study can hopefully assist both mentors and students in maximizing the beneficial effects of LMS for the enhancement of pedagogy and the acquisition of knowledge.

**Keywords:** Learning Management System, Survey Questionnaire, Descriptive Statistics, Chi-Square Test, T-Test



**Nurly Khalida  
Syamna  
ERCICRTEL1901123**

**24-Hours Education of Boarding School System as the Combiner of Three-Central of Education and Leadership Instilling**

**Nurly Khalida Syamna**

**Department of Arabic Language Teaching, Faculty of Education, University of Darussalam Gontor, Ngawi, Indonesia**

**Abstract**

The writing of this paper aims to explain the importance of 24-hours education of boarding school system as the master in combining three-central of education (family, school, and society community) to instill leadership spirit. The background of this paper is the number of education problems and the crisis of good leadership. This happens because of the imbalance in the role of education. For instance, either family or school have tried best for their student whereas the society have not, and viceversa; so the student will not get good education. In addition, their leadership is not trained with a lack of support from their environment. In order to solve this problem, the writer offers a solution by explaining system of boarding school with twenty-four-hours education as the great solution. This writer uses qualitative method of direct method based on writer educational experiences in the several boarding school in Indonesia such as Modern Islamic Boarding School Darussalam Gontor and another boarding school in her country. For the initial introduction, this system uses a togetherness environment as the main element of life which established in the certain building which consists of three-central scopes of education in it daily. They have a responsible to lead their members of dormitory, classmate and another community both internal or external activities. And the result, many student with this system become good and trusted leader in many aspects and fields of life, even as the head in their district or more such as headmaster of school, government, communities and so on. One of its advantages is its compatibility for all ages of student. By this system, the researcher hopes that students get the best education for their and world's bright future.

**Keyword:** 24-Hours Education, Boarding School, Three-Central, Leadership

**An Ethnographic Study into Teachers Emotionality and Experiences in Saudi Arabia**

**Doha Abualsaud**

**School of Education, University of Exeter, Exeter, UK**

**Abstract**

For many decades, the acceptance of psychological issues and the well-being of employees have been a social taboo (MacAndrew & Martinez, 2001). Discussing the psychological well-being of individuals is usually ignored and rarely discussed in Saudi Arabia (Alrahili, Almatham, Bin Haamed, & Ghaziuddin, 2016). Therefore, many professionals have to suppress their feelings in the workplace and only show positive emotions (Schutz & Lanehart, 2002). Understanding teachers' experiences and emotionality are underrepresented in educational research. The existing studies in emotionality mainly examined teacher's emotionality and its effects on the classroom environment and the quality of teaching. Accordingly, teachers are expected to 'swallow' their feelings in the work place when faced with challenges and are expected to manage their emotions effectively. The significance of this study lies in understanding that teachers are not "empty vessels" who attend the classroom filled with only pedagogical knowledge and skills. Therefore, understanding their daily life experiences, emotions, challenges and accomplishments are central premises to the educational field and to improving teaching in Saudi Arabia. Consequently, this ethnographic study will explore the following aspects; a) teachers' day to day life situations in Saudi Arabia, b) their emotional experiences, both negative and positive, and c) their physical environment, the conditions in which they teach and socialize with peers.



**Doha Abualsaud  
ERCICRTEL1901124**

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|  | <p><b>Keywords:</b> Emotional Infection, Emotional Management, Emotional Understanding, Ethnographic Research Design</p>   |
| <p><b>Fatih Kalemku</b><br/>ERICRTEL1901127</p>    | <p><b>To Examine the Relationship Between the Level of Metacognitive Awareness and Computer Self-Efficacy Perception of 5th and 6th Grade Students</b></p> <p><b>Fatih Kalemku</b><br/>Information Technology Teacher, Ministry of Education, Kars, Turkey</p> <p><b>Abstract</b><br/>The aim of this study was to determine whether there is a relationship between the levels of computer self-efficacy and metacognitive awareness levels of 5th and 6th grade students in elementary school. 164 students participated in the study. In order to reach the research data, " Scale of Self-Efficacy for Computer" developed by Aşkar and Umay (2001) and " Metacognitive Awareness Inventory for Children " in Turkish adaptation by Karakelle and Saraç (2007) were used. Data were analyzed by using SPSS 20 package program. At the end of the study, it was determined that there is no relationship between the level of metacognitive awareness of the students and their the self-efficacy perception level of the computer.</p>   |
| <p><b>David Galloway</b><br/>ERICRTEL1901130</p>   | <p><b>When I Talk, do they Listen? A Critical Analysis of the Impact of Audio/Visual Feedback on Student and Staff Perceptions of Assessment</b></p> <p><b>David Galloway</b><br/>Teaching and Learning Coach, Portsmouth, UK</p> <p><b>Abstract</b><br/>This paper investigates how effective audio and video feedback, following assessment, is for learners in Further Education in the UK and what student perceptions of these mediums are. Feedback is a key influence on achievement, with a potential effect size on grades of 0.75 which clearly demonstrates that feedback can have a significant influence on learner progress and outcomes (Hattie, 2012). The effectiveness of feedback to learners is an emotive and potentially contentious subject; one where multiple factors influence and contribute to the ability of feedback to enhance learning – or not (Poulos and Mahony, 2008). There is a disagreement in research regarding the effectiveness of written feedback (Bailey and Garner, 2010 &amp; Randall and Zundel, 2012), with the way in which feedback is communicated, a potential barrier in positively influencing future learner work and knowledge (Higgins, Hartley and Skelton, 2001). Following the availability of more digital applications and functions in education, aspects such as audio feedback (Lunt and Curran, 2009) and video feedback (Turner and West, 2013) have been shown to positively influence learner perceptions of feedback in Higher Education. However, there are issues around the logistical aspects of delivering and receiving audio feedback via traditional IT mediums such as email (Merry and Orsmond, 2008). These issues are discussed in detail in this paper and examples of practical solutions are presented which, although on a small scale, show demonstrable progress on the impact of feedback on students' perception of assessment. It may be the case that "fuzzy generalisations" (Bassey, 2000) can be drawn therefore further application of this method must be completed in order to ascertain this.</p> |
| <p><b>Susari Nugraheni</b><br/>ERICRTEL1901131</p> | <p><b>Demonstration Method To Train Childrens Memory In Developing English Vocabulary In Madrasah Ibtidaiyah Al-Fahmi, Banten</b></p> <p><b>Susari Nugraheni</b><br/>Faculty of Psychology and Socio-Culture, Islamic University of Indonesia, Indonesia</p> <p><b>Nur Najmi Laila</b><br/>Faculty of Psychology and Socio-Culture, Islamic University of Indonesia, Indonesia</p> <p><b>Jesikawanda Sholihat</b><br/>Faculty of Psychology and Socio-Culture, Islamic University of Indonesia, Indonesia</p> <p><b>Abstract</b><br/>Cognitive development is the stages of change that occur in the span of human life to understand,</p>   |

manage information, solve a problem and think rationally. In this paper the writer will explain how to overcome how to train how to understand even the memory of children in knowing English vocabulary. When children (7-11 years old) children in concrete operational stages where children are able to reason a problem. Learning methods are used to improve children's learning spirit and train children's concentration through the method of guessing images in madrasah Ibtidaiyah Al-Fahmi we found difficult a student in learn English lesson, in this study we use a demonstration method in which the teacher will demonstrate to students a process or object that is being studied in its true form or in an artificial form which is shown by the teacher to practice concentration of children and train the creativity of children in thinking. Plans to increase the vocabulary of English in children using this method is very helpful in teaching. Children feel exciting and pay attention by well. This method is what can help children to remember more English vocabulary in Madrasah Ibtidaiyah Al-fahmi.  
**Key words: Demonstration Method, Teaching, English Lesson**

**Emotional Intelligence and Academic Achievement of Male and Female secondary students of Jammu ( India)**



**Dr. Satish Kumar  
Kalhotra  
ERCICRTEL1901138**

**Dr. Satish Kumar Kalhotra**  
Department of Education, Rajiv Gandhi University, Itanagar, India

**Abstract**

Emotional intelligence refers to capabilities, expertise which enables us successfully understand, self observed, grand capability to examine, evaluate, explore, organize and control of emotions on one's owned of people around. The main objective of this research is to study the emotional intelligence and academic achievement of secondary students of District Jammu on the basis of sex dichotomy. Data pertaining to this study was gathered from 200 respondents of district Jammu. The tool by Hayde et,el. emotional intelligence scale was used to assess emotional intelligence and the marks scored by the students in the previous class were used to assess academic achievement. Findings were drawn by applying statically tool, such as T-Test. The study concluded that there were sample evidences that no significant difference between male and female secondary school students on composite score of their emotional intelligence. It has also been found that male and female secondary students do not differ significantly on academic achievement.

**Keywords: Intelligence, Emotional Intelligence and Academic Achievement**

**Motor Learning & Physical Self-Description, What Relation? Socio-Psychological Approach**



**Smail Sadek  
ERCICRTEL1901143**

**Smail Sadek**

Institute of Physical & Sport Activities, Djilali Bounaama University, Khemis, Miliana, Algeria

**Abstract**

**Introduction**

The main issue of this study is to determine and elaborate the appropriate strategies that allow us master, control and adjust the performance skills of high school students. This is being done through the description, the explanation and the measuring of their Physical Self-Description in its socio-economic context as an external factor in the relationship between Motor Learning and Physical Self-Description.

**Method**

**Participants:** A group of 150 young male high school students between the ages of 13 to 17.

**Procedure and Task:** Participants were submitted individually to a series of soccer skills tests (Wanderhof test) after having followed a soccer training programme for one term. They were also required to fill in a Physical Self-Description test and a socio-economic questionnaire.

**Results**

Main results indicate the existence of; (a) correlation between self-esteem and Motor Learning; and (b) correlation between Physical Self-Description and socio-economic level; and (c) a multilateral correlation between the three variables.

**Discussions and Conclusions**

Findings prove the existence of a reciprocal effect between Motor Learning and Physical Self-Description and the significant role of socio-economic factors in determining the relationship between these two variables of high school students. Findings also suggest the necessity for teachers to give importance to the psychological factors, particularly physical self-esteem, in their learning process and

the need to raise self-esteem level of this category of students.



Veronica Margaret  
Makwinja  
ERCICRTEL1901147

**Poverty, Culture and Illiteracy: A Recipe for Poor Performance among the Bakgalagadi and Basarwa Children in Phuduhudu and Kang**

Veronica Margaret Makwinja

Botho University, Gaborone, Botswana, Faculty of Health and Education, Gaborone, Botswana

**Abstract**

Botswana is concerned about the escalating failure rate of children in basic education [grades 1-12] year after year. The country has continued to attempt to meet the international standards of education and incorporate technology in education. However, despite all these efforts there has not been any significant change in the performance of children in schools.

One of the major issues affecting the Basarwa and Bakgalagadi children is abject poverty. Most of these communities rely on government's handout such as food baskets. According to the World Bank Report of 2015, there is high inequality in Botswana with a high level of extreme poverty especially in rural areas but now becoming more significant in urban areas. Although the country tried to improve the welfare of its people in the 2000s, there is still disparity in income, wealth, and living standards remain among various socioeconomic groups. The level of inequality is the world's third highest, behind South Africa and Seychelles.

The Basarwa and Bakgalagadi in the Kgalagadi desert have no opportunities for employment or resources they can utilize to change their economic status. Despite the fact that most of these areas are rich in wildlife, there are no economic entities utilizing the available natural resources to create employment for the population. As mentioned above, most of their basic needs are provided for by the government.

The culture of the Basarwa is unique in that they speak various indigenous languages. The Bakgalagadi speak Sekgalagadi a language close to the official Setswana language spoken in the country by 80% of the population. Both communities live in close proximity and are very closely knit ethnic groups. Parents find it difficult to detach from their children in cases where the children have to study in places far away from their settlement areas. Some children who go to boarding school far away from home leave school and walk long distances to return back to their parents. Others drop out of school without cause because they miss their families. This affects their performance in schools or lead to loss of progression through the school system.

Most of the Basarwa and Bakgalagadi parents are illiterate. It is a challenge for them to support their children to value education. When the children leave school without reason, they do not encourage them to return to school. Coupled with their love for their children, to them it is an advantage for their children to be with their families.

The researcher intends to establish the factors leading to poor performance among the Basarwa and Bakgalagadi children and find ways of assisting the communities to understand the significance of education to enable their children stay in school.

**Keywords: Poverty, Culture and Illiteracy, Poor Performance, Poor Socio-Economic Status**

**Cultural Barriers of Language Learning and Teaching in EFL Context**

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**Abstract**

This paper tends to investigate the cultural elements which hinder the learning process of English as a foreign language in Algeria and identifies the impacts of cultural barriers on English language teaching/learning process. For this purpose a case study of 20 EFL students from the University of Mascara (Algeria) was undertaken. Data were gathered through questionnaire addressed to students. The results of the investigation have shown that the fear of losing identity, taboo topics, dogmatic religious beliefs, social factors, cultural imperialism, and student's needs are impediments in the learning and teaching of English. The findings suggest that more needs to be done for culture to be incorporated more explicitly into EFL context to overcome the cultural barrier successfully in English language learning.

**Keywords: Cultural Barriers, Cultural Awareness, English Language Teaching, English Language**



Abdelaaziz Ziadi  
ERCICRTEL1901148

**Learning**



**N Wadesango**  
ERCICRTEL1901150

**Effects of Professionalization of Teaching on Pedagogical Skills of Academics as Experienced by One Postgraduate Diploma in Higher Education Cohort Group**

**N Wadesango**

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**Ongayi V Wadesango**

Centre for Academic Excellence, University of Limpopo, South Africa

**Abstract**

Universities across the globe are increasingly pressed to find ways of providing their worth not only in the preparation of students, but also how they are linked to business and industry (OECD, 2012). Such expectations challenge HE to respond pedagogically to the challenges of this environment using various forms of teaching and learning patterns (OECD, 2012). Similarly, Mutshaeni (2016) has revealed that most of academics who are without teaching qualifications experience some challenges during their early careers as university teachers. Some studies, point to the fact that teacher quality has been found to be highly correlated with student learning (Darling-Hammond; 1999). One of the elements to consider in fostering quality teaching is to encourage a quality teaching culture through support systems in the institution such as staff academic development (OECD, 2012). In South Africa, many universities put in place various academic staff programmes meant to support academics to improve and professionalize their teaching practices and this included the Postgraduate Diploma in Higher education. According to Adesina (2005) professionalization of teaching refers to building into teaching career some control device to ensure that the practitioners are worthy members of the profession. Professionalization refers to the good attitude and behaviour of an individual who can differentiate between work and pleasure and having the skills and knowledge in the particular discipline he/she forms part. In this view, professionalisation of teaching in higher education has been found to be vital for lecturers (Lueddeke, 2003; Postareff, Lindblom-Ylänne & Nevgi, 2008). University teachers are to show a systematic knowledge relating to teaching and learning or maybe even to possess a teaching qualification (Biggs, 2011; Evans 2008; Winch, Oancea & Orchard, 2015). In this regard, recent trends in Higher Education make the development of academic teaching skills a priority. The purpose of this study is to determine effects of professionalization of teaching on pedagogical skills of academics as experienced by one Postgraduate Diploma in Higher education (PGDHET) cohort group. This study elected to be guided by Guskey's 4 step model of teacher change where PD is viewed as a catalyst or vehicle for changing teaching practice (Guskey, 1986). The theory suggests that after the teacher has gained the pedagogical skills through the development program and applied them, there is a change in student learning outcomes, with this promoting teachers' change in beliefs and attitudes (Guskey, 1986). The study will adopt a qualitative approach. A case study will be used to engage with academics who are in their second year in the PGDHET programme. Purposive sampling will be used to select six participants: two lecturers, two senior lecturers and two professors from a total of 16 academics enrolled for the qualification. Both one on one and focus group interviews will be used to collect data. A thematic approach will be used to analyze the data.

**Keywords:** Professionalization, PGDHET, Teaching and Learning, University, Teaching Qualification



**Mohammed Marzuq**  
**Abubakari**  
ERCICRTEL1901151

**Identifying and Correcting Common Errors in English**

**Mohammed Marzuq Abubakari**

Center of Languages, University of Applied Management, Accra, Ghana

**Abstract**

This paper is a contribution to efforts at finding a solution to the falling standards of English Language in Ghana. It discusses identification and correction of common errors in spoken and written English in the country. Literature reviewed includes various theories of Error Analysis propounded by renowned linguists. Using Corder's Model of Error Analysis, the researcher collects a sample of errors from multiple sources - academia, media, commerce, and industry - for qualitative analysis. Each error is, in detail, analysed, corrected, and categorized. The study concludes that errors constitute a great source of learning and that Error Analysis should not be misconstrued as exhibition of knowledge. Rather, it should be regarded as a contribution to language proficiency. Based on the data

analysis and conclusion, the researcher makes a number of recommendations. Chief among these recommendations is that teachers should teach Grammar in an interactive manner not as abstract rules for memorization, since errors are violations of grammatical rules.

**Strengthening Motivation and Career Adaptability in Field-Experience-Based Principles and Practice of Guidance Course for Pre-Service Teachers**

**Yuh-Yin Wu**

Department of Psychology and Counseling, Taipei University of Education, Taiwan

**Abstract**

This study examines the learning effectiveness of the “Principles and Practice of Guidance” course for pre-service teachers. This course was conducted at an education university specialized in teachers’ training in northern Taiwan. The elective course with 27 students was designed as two stages. At stage 1, the elementary school service stage, pre-service teachers spent 1 hour per week in helping an underprivileged student with subject learning, At stage 2, the university classroom learning stage, students gathered at the university under my instruction with lecturing, discussions, sharing their field experiences, and adjusting their ongoing guidance actions in elementary school. We adopted a single-group pre-post experimental design, with instruments of Learning Motivation Scale (LMS) and Career Adaptability Scale (CAS). Results are as follows:

1. Regarding motivation, pre-service teachers’ motivation to further study guidance and counseling improved significantly in terms of values ( $t=2.287, p=.032$ , effect size=0.37), anticipation ( $t=5.270, p=.000$ , effect size=1.22), and affection ( $t=2.410, p=.052$ , effect size=0.44)
2. Regarding career adaptability, pre-service teachers have improved their career adaptability in terms of career curiosity ( $t=2.480, p=.021$ , effect size=0.41) and workplace cooperation ( $t=3.376, p=.003$ , effect size=0.6). Interestingly, their sense of career control and career confidence have not improved, demonstrating that these adaptabilities need time to be accumulated.

We also collected qualitative data from the pre-service teachers’ coursework, learning portfolios, observations, and interviews to supplement our findings. Here are students’ remarks about their learning. Regarding guidance actions, “I would like to make up for the family, friends and relatives who have been hurt by me! It would not be too late.” “It seems like I am his subject teacher, but in fact, rather than that, I am accompanying him and caring for him.” Regarding adaptability, “I found myself hiding under the surface and deep inside. There, I feel inferior, afraid, and evade. But gradually, with courage and encouragement, I walked in and talked to myself. This kind of dialogue is not easy. At first, I can only encourage myself by comforting others. After the practice, it seems that I can really grow some courage slowly and encourage myself.”

It is concluded that through field experience provided by the course, pre-service teachers learned how to work together with real and authentic under privileged elementary students. This was indicated from their progress on adaptability in the dimensions of career cooperation and curiosity. They were needed and they turned into caring about the needs of the underprivileged students. They practiced on the field what they have learned in the university class and brought their questions and curiosity from the field back to university to seek advice. They are getting more motivated in Guidance learning. They actively designed instructional methods and teaching aids that are more suitable to primary school students. Most importantly they understood their pupils empathically and encourage and support them in a firm and warm way. This is the core element of principles of guidance and the spirit of being teachers.

**Keywords:** Career Adaptability, Field Experiences, Learning Motivation, Principles of Guidance

**Effective Metacognitive Strategies to Enhance Student's Writing Skills**

**Khettib Sarah**

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**Abstract**

Conducting a research in cognitive psychology is understanding the internal mental processes of the mind. This work's vital target is to raise both students' and teachers' awareness about metacognition and its role in enhancing students' writing skills. This study tends to find appropriate solutions to promote essay writing. Students output is still insufficient and poor though productive skills play a determinant role in learning, the result in those this skill is still unsatisfactory and disappointing. A



**Yuh-Yin Wu**  
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tentative answer to the research question that concerns reasons behind the poor production of students is their lack of using metacognitive strategies ; and inability to learn how to learn. This develops their reflective and critical thinking in learning and foster their productive proficiencies. This work aims at testing the use of metacognitive strategies in learning for the sake of developing the quality of students' oral and written product. Two data collection tools were used, the interview for teachers of oral and written expression and the questionnaire for Master Psycholinguistics and Didactics students. This work concluded that students' poor production is due to different factors, lack of practice, lack of organisation, lack of strategies from students' part, and a complete unawareness about the role of thinking from both students' and teachers' parts. Through the effective use of metacognition in teaching-learning productive skills, students will be able to learn better, in more creative expression. It is high time to teach students how to check their assumptions, learn about their weaknesses, and know when exactly to adapt. In addition to learning a set of strategies involving planning, organising, evaluating, recalling and constructing a solid knowledge ; intensifying their practice is the most efficient. Obviously, students who do not learn how to manage themselves well become discouraged and disengaged in learning, and tend to have lower academic outcome yet through the effective use of metacognitive strategies, the wheel of learner's output will be certainly greased.

**Keywords:** Cognitive, Metacognition, Awareness, Productive Skills, Strategies, Output



**Chin-Hsieh Lu**  
ERCICRTEL1901155

**Becoming Talented Through Naturalist Intelligence: Biophilic Experience in Children's Personal Development**

**Chin-Hsieh Lu**

**Department of Special Education, National Taipei University of Education, Taiwan**

**Abstract**

In the era of ecological crisis, how are the children's biophilic quality of the nature environment? What are the benefits to children's personal development if their levels of biophilia have been elevated? In which way can we elevate the levels of biophilia efficiently for children's personal development, especially rural special-needs children? The purpose of this presentation is to delineate a longitudinal action research on the effectiveness of a nature observation program, Project PAL, for elevating rural children's biophilia and support their personal development. The purpose of Project PAL is to develop a supportive system of personal development for rural children in Taiwan and to investigate the potential of the deliberative cultivation in naturalist intelligence to transform children's interests into talents and leading to professional development longitudinally. Project PAL is a project-based learning program and designed with three schemes: i) Program directing identification (P), ii) Action leading conceptual learning (A); and, iii) Learning leading talent development (L) based on the cultural-historical perspective of Vygotsky (1978). This longitudinal action research model has been developed and implemented over the last 4 years, across different rural regions in Taiwan. The results find that Project PAL did elevate rural children's biophilia from dominionistic to ecologicistic scientific/aesthetic value and humanistic value efficiently. Children's talent and personal goal changed when children's biophilic quality of nature were elevated. The results also suggested that providing rural children visual thinking tools to make connection in between biophilia experiences and domain knowledge could be the key of resolving the issue of culture age (Vygotsky, 1978) for rural children's learning. The framework of project PAL, the design of the project-based learning and children's learning will be showcased in the presentation.

**Keywords:** Biophilia, Talented Development, Rural Children, Naturalist intelligence

**Muneerah Al-Subaiei**  
ERCICRTEL1901156

**Investigating the Role of Peer-Assessment in Speaking Classes: Evidence from Saudi EFL Students**

**Muneerah Al-Subaiei**

**English Language Institute, King Abdul Aziz University, Jeddah, Kingdom of Saudi Arabia**

**Abstract**

This research is devoted to investigating the role of peer-assessment in English speaking classes among Saudi female students who are in their foundation year at King Abdul-Aziz University. Moreover, the study explores participants' views towards their peer-assessment experience. To this end, quasi-experimental design with a control group and an experimental group was followed. Also, participants' perceptions of peer-assessment were collected through a questionnaire and one-to-one interviews. The findings revealed that peer-assessment significantly improved the students' performance in the

experimental group compared to the control group. Additionally, the results present that students generally had positive perspectives on PA. However, some issues regarding the process of PA and its use need to be considered. The research concludes by providing some implications and recommendations for further research.

**Keywords:** Peer-Assessment, English Speaking Skill, English as a Foreign Language (EFL), Saudi Arabia



**Dr. Fatima H. Bailey**  
ERCICRTEL1901157

**Reflexive and Reflective Teaching Practices; Impetuses Towards Implementing Culturally Relevant and Responsive Pedagogy**

**Dr. Fatima H. Bailey**  
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**Abstract**

Teaching in the 21st century requires a new way of thinking, funding knowledge and facilitating critical learning experiences. It calls for teachers to innovate, be inclusive, develop their pedagogies and implement strategies that provide quality learning opportunities for children who may be culturally, intellectually, physically, and linguistically different. A recurrent question and theme in schools today is how can teachers best support learners with whom they have little in common. Reflexive and reflective teaching are contemporary practices associated with teachers reflecting, developing adaptive capacities and skills to support learners. These practices prompt teachers to consider obstacles, reconsider their approaches and remove barriers so that learning can happen. Through these practices teachers can move towards intentional efforts to become culturally competent or deliver content to cross-cultural students in ways that engage them in learning. However, there has been little research into how these habits of mind and practices might evolve and lend themselves to culturally relevant and responsive pedagogy. This research attempts to address this issue and present salient recommendations for future consideration.

**Logapriya Thiyagarajan**  
ERCICRTEL1901158

**The Flipped Classroom**

**Logapriya Thiyagarajan**  
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**Abstract**

The flipped classroom is an instructional model in which students are initially exposed to the concepts of learning contents outside classroom through instructor provided videos and other pre-class learning materials and the instructor use the in-class time for student-centred active learning such as problem solving, collaborative project and field trip. This paper deals with the title description and its pros and cons and also the complex common question about the same.

**Keywords:** Flipped Classroom, Advantage, Disadvantage, Teacher-Student Relationship

**Joyce Anku**  
ERCICRTEL1901163

**Using Multimedia Texts in Multilingual Lower Primary Classrooms: A Case Study of Selected Schools in the Greater Accra Region of Ghana**

**Joyce Anku**  
Department of Arts and Social Studies Education, Valley View University, Accra, Ghana

**Margaret Ansre**  
Department of Arts and Social Studies Education, Wisconsin University College, Ghana, Ghana

**Abstract**

The study explored the use of multimedia texts as an effective means of complementing the use of English as a medium of instruction in lower primary classrooms in Ghana. The language policy in education for lower primary schools in Ghana advocates for the use of mother tongue as medium of instruction from Reception class to Primary class 3. However, no provision has been made for schools sited in multilingual communities. Thus the teachers, who are not polyglots, are compelled to use an English medium of instruction. Coincidentally, most of these pupils are already exposed to some amount of multimedia texts in their homes and in the communities in which they live. A question arises as to how the teacher can optimize the English acquired from multimedia texts, by the pupils, for

effective teaching and learning experience. Selected schools in the Adentan Municipality of Accra, Ghana have been observed. Using questionnaires, interviews, observation and tests, the findings revealed that with the support of multimedia texts, pupils are able to understand lessons taught in English. The study thus recommends that teachers in multilingual classrooms, who use an English Medium of instruction, explore this as an option to enhance the teaching and learning process.  
**Keywords:** Language Policy, Multilingual Classrooms, Medium of Instruction, Multimedia Texts



Mary George Varghese  
ERCICRTEL1901164

**Meta-Cognitive Skills in Teaching Skills: A better approach to Teacher-Training Program**

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**Abstract**

Teachers hold the key to the future both directly and indirectly. Teaching is important because it takes out the best from the children and replaces it with the key of knowledge, hope and security. It is through the daily intercourse of teaching (and learning) that people develop their habits and character that later determines their paths.

Metacognition has been defined as “one’s knowledge concerning one’s own cognitive processes or anything related to them” (Flavell, 1976, in Kaplan et al., 2013) and is commonly referred to as “thinking about one’s thinking”. Having well-developed metacognitive thinking skills is associated with improved learning.

According to metacognitive theories, metacognition includes two domains: knowledge of cognition and regulation of cognition (Schraw & Moshman, 1995). Knowledge of cognition includes knowledge about oneself as a learner, knowledge about learning strategies, and knowledge about why and when to use a given strategy. Regulation of cognition includes the ability to plan, monitor, regulate and evaluate your learning process. Instructors can incorporate strategies to help students develop their self-regulatory skills and/or they can use strategies that guide students to think meta-cognitively about course content (i.e., to think like a professional, approach problems as a professional in the discipline would).

The Author studies the Metacognitive Skills and Teaching Skills among the Student-Teachers/Teacher- Trainees. The researcher uses the Metacognitive Skills in Skill Improvement Program (SIP) for the Teacher-Trainees. The study reveals that Metacognitive approach is very effective to sharpen the Teaching Skills among the teacher-trainees. The researcher asserts that the metacognitive approach is a potential tool to bring vigour and rigor to the teacher preparation program. Hence the researcher urges the academicians to practice it more to improve the quality of Teacher-training Program.

Eka Sari  
ERCICRTEL1901168

The Policy of Defending the State in Supporting State Defense in the Education and Training Center of the Ministry of Defense (Study in Training of Facilitator Programs of Defending the State in 2018)

Eka Sari

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**Abstract**

The policy of defending the state has not yet been supported by the Law on Defending the state. The Ministry of Defense has a Training of Facilitator program in the first wave of work in training Center of defending the states, but there are no participants who apply for defending the state education in their respective work environments. This research analyzed the implementation of training facilitator program of defending the state in the work environment and evaluation of training participants by the Training Center of defending the state in the Training of Facilitator Program in the work environment. The study was conducted with qualitative methods namely interviews, observation and document analysis followed by data analysis. The results of the study show that the legal basis for defending the state in order of the law is still weak, so the draft constitution of nasional resource Management must be immediately passed into law. The implementation trouble is that the training center of defending the state still lacks of human resources, this can be seen in the internal trainers who hold concurrent positions and there is no specific position of coach. In addition, there has been no even distribution of education and training participant regions, so that they are still concentrated in Java. The summative evaluation not yet carried out by Training Center of defending the state has

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|  | <p>caused the purpose and impact on training participants to be unknown.<br/><b>Keywords:</b> Defending the State, Implementation, Training Center of Defending the State, Training of Facilitators, Education and Training</p>   |
| <p><b>Rabea Saeed</b><br/>ERCICRTEL1901170</p>   | <p><b>Perspective on Code Switching in Content-based Classrooms: Government Schools Context in Pakistan</b></p> <p><b>Rabea Saeed</b><br/>Training and Education Consultant (Freelance), British Council, Lahore and Scholar MS Linguistics and Literature, Pakistan<br/>Department of Humanities, COMSATS University Islamabad, Lahore Campus, Lahore, Pakistan</p> <p><b>Abstract</b><br/>Teaching in Pakistan has always shown irregular policy decisions with reference to medium of instructions and choice of language used by teachers and students. This has resulted in below average education quality in government schools. Multitude of research has been done, both internationally and nationally, on language use for teaching and learning, and use of L1 has been found effective (Liu et al., 2004, Liebscher &amp; Dailey, 2005, Greggio &amp; Gil 2007, Manan et al., 2017). With recent trend towards code switching by declaring EMI as a challenge (p.47, National Education Policy Report, 2017), the paper aims at mapping teachers' perspective on the policy. This is achieved through a questionnaire on code switching developed on patterns of Translanguage theory (Park, 2013; García &amp; Lin, 2017,). The research would give direction towards a national problem that is which language to use for teaching and communication in government schools for effective teaching and learning.<br/><b>Keyterms:</b> Translanguage, Multi-Lingual Classrooms, Medium of Instructions (MOI), Code Switching</p>   |
| <p><b>Saadia Kashif</b><br/>ERCICRTEL1901173</p> | <p><b>Evaluation through E-governance in Education</b></p> <p><b>Saadia Kashif</b><br/>Institute of Education and Research, University of the Punjab, Lahore, Pakistan</p> <p><b>Abstract</b><br/>This abstract highlights the importance of monitoring and evaluation in education through E-governance especially in educational institutions in Punjab, Pakistan. In this era of fast-paced world, monitoring and evaluation system needs to be revamped in terms of digitization for effective and efficient progression, results and follow-up. There are some references to monitoring and evaluation frameworks that schools, both public and private have started to follow since the 'evaluation of schools' is comparatively new phenomenon in Pakistan, however, digitized monitoring and evaluation is the need of the hour. It does not only save time but also make the progress authentic, appropriately paced, interactive, cost and user friendly, and efficient. Moreover, the data is retrievable and easily accessible. Though the physical verification and baseline monitoring is of pivotal importance, I as an observer throughout my professional career found that monitoring and evaluation lacks standardization and centralization. The abstract emphasizes the Digitization of School Evaluation process and procedures with respect to Head Teacher's governance and management of school affairs and teachers' professional development and its impact on teaching and learning. The idea of digitized monitoring and evaluation piloted in a cluster of 20 private (Primary and Secondary) schools in the Province of Punjab. Android Phones were used for the collection of data. The data was then transported to the central base as soon as it was collected. The Data base has already been designed to generate reports as per the required formats, levels, and forms. This unique idea of digitized monitoring enabled us to create paper free environment, have standardised and central monitoring, unified reporting formats, data base record keeping (safe and secure), access of data for evaluators and senior school management. Moreover, this also allows us to do the online follow-up of the monitoring activities. The target audience was low cost-income schools.<br/><b>Future implications:</b><br/>Digitization in educational monitoring and evaluation is inevitable. Currently, it has major implications for educators, evaluators and for the policy makers to implement e-governance through digitized monitoring and evaluation. The thematic significance of the abstract has strong relevance in the field of education in the ever-changing world. No one can deny impact of technology on our lives, however, we are still using paper and pencil to gather data and chalk out solutions which lead to subjective judgments. Instead, we need to work on the E-Systems to deal with education or educational process to</p> |

make the evaluation process and judgments, objective and data driven.  
**Keywords:** E-Governance, Data Driven, Judgment, Evaluation

Dr Elham Aldousari  
ERCICRTEL1901065

**Information Literacy Skills of Public High School Students in Kuwait: An Exploratory Study**

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Department of Information Studies, Kuwait University, Kuwait

**Abstract**

This study aims to identify the three literacy skills: information, computer and Internet skills among public high school students in Kuwait. It also aims to find the relationship between the variables of gender, area of specialization, the educational district, as well as computer and the Internet skills. The study used the survey method to obtain data and information from a sample of 1,000 high school students (500 males and 500 females). The results of the questionnaire showed that the majority of respondents were familiar with using computer applications and Internet services such as search index by titles and keywords. However, the respondents lacked the necessary skills of information evaluation. The results show that females have better knowledge than males in the three literacy skills: of computer and Internet and library services. The respondents from the scientific branch of study had more knowledge of Internet and computer skills, while respondents from the literary branch of study had more knowledge about the use of library resources and services. The results also show that respondents who came from schools of AlFarwaniya educational district had more knowledge than other students coming from other educational districts about the use of library services, computer and Internet.

**Keywords:** Information Literacy, Internet Literacy, Information Skills, High School, Kuwait

**Making of Successfully planning and implementing peer-to-peer lecture films**

Anja Pfennig

Technical Studies and Life Sciences, Mechanical Engineering, HTW-Berlin, University of Applied Sciences, Berlin, Germany

**Abstract**

Videos implemented in higher education are widely used by students and provide an audio and visual stimulus covering different learning methodologies. Lecture videos that are analogous to the desired learning outcomes of the lecture are considered a reinforcement, rather than a replacement for lectures. However, filming a lecture and providing this as a video lecture is not meant by a lecture video that covers scientific background on short sequences. These videos need to be of a certain standard to gain students' interest and become a fully accepted learning material. Since summer 2015 lecture videos are implemented in "inverted classroom" teaching scenarios to teach material science to first year students studying mechanical and automotive engineering at HTW Berlin. These videos were initially inspired by students resulting in the production of a set of lecture videos during a one term semester project each semester. The "making-of" is supervised by lecturers and film experts (peer-to-peer approach). The peer-to-peer approach is an important aspect because students' needs and their perspective on teaching material is directly included in the videos. Research focus covers the often posed question: what does it take to prepare successful peer-to-peer lecture films. Therefore this paper practically contributes to those who are thinking about producing lecture videos and implementing these in face-to-face lectures or online/blended learning scenarios.

**Keywords:** Lecture Films, Making of, Peer to Peer, Material Science

**"Making it work" – Successfully Planning and Implementing Peer-to-Peer Lecture Films**

**Abstract**

Recently lecture films are more and more integrated in students' learning materials portfolio in higher education. Since summer 2015 lecture videos are implemented in "inverted classroom" teaching scenarios to teach material science to first year students studying mechanical and automotive engineering at HTW Berlin. Lecture videos so far cover subjects such as material testing, composites, corrosion, defects in crystals, hardening mechanisms, annealing, recrystallization and materials families. These videos were initially inspired by students. Each semester a set of lecture videos is conducted during a one term semester project supervised by lecturers and film experts (peer-to-peer



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approach). The peer-to-peer approach is an important aspect because students` needs and their perspective on teaching material is directly included in the videos. Recordings of lectures were also successfully implemented teaching general phase diagrams and the iron-carbon-phase diagram. Both, lecture films and recordings of lectures were used to study themes after class, prepare for classes (inverted classroom scenarios) and the final exam. Focus of the research was to evaluate the benefits of the peer-to-peer approach and to evaluate the learning outcome after lecture video implementation in first year classes. In general, students are familiar with videos as learning source, enjoyed to work independently and not only according to contact hours and were generally more active and better prepared during class resulting in better grades. The teaching method “inverted classroom” and class results directly relate to the quality of the video material. Practice examples introduce the teaching method and evaluation of both, videos and teaching method. Future aim will be to include peer-review within the blended learning course to better adapt teaching videos to students` learning needs.

**Keywords:** Lecture Films, Peer to Peer Approach, First Year Students, Inverted Classroom, Material Science

Devi Hellystia  
ERCICRTEL1901067

**The Effectiveness of Online Blended Learning to Promote EFL Reading Skill in the Higher Educational Context in Indonesia**

Devi Hellystia  
English Department, Gunadarma University, Jakarta, Indonesia

**Abstract**

EFL(English as Foreign Language) reading is a complex skill to be mastered particularly in the context of higher Education in Indonesia. The method of blended learning is offered to solve the problem. This research aims at determining the effectiveness of online blended learning in which face-to-face and online instruction are combined to promote EFL reading proficiency of students in a university in Indonesia. A quasi-experimental with one-group pretest and post test design was applied to reach the goal. Sixty students were selected as the subject of the research. They were tested for their reading skills before and after the treatment. The result indicates that online blended learning is statistically significant to improve reading proficiency of Indonesian EFL university students. Thus, blended learning can be adopted in English classes to facilitate the learning process particularly reading skills.

**Keywords:** Online Blended Learning, EFL, Reading Proficiency

Tina Moore  
ERCICRTEL1901073

**Show Me, Tell Me, Involve Me Modernising the Osce Assessment in Veterinary Nursing Education**

Tina Moore  
Middlesex University, United Kingdom

Nina De Franco  
Head of Veterinary Studies, College of Animal Welfare, United Kingdom

Barbara Cooper  
Principle, College of Animal Welfare, United Kingdom

**Abstract**

For some time, the staff at The College of Animal Welfare within the United Kingdom has become increasingly dissatisfied with the traditional approaches to assessing clinical competence. Current methods are out of date, do not facilitate deeper learning nor enable students to be ‘fit for practice’. This qualitative study aims to address those concerns.

Concentrating on learning can be accomplished through careful manipulation of appropriate assessment processes. The use of the Objective Structured Clinical Examination (OSCE) is one such assessment tool that can facilitate and examine the higher order skills of analysis, synthesis and evaluation.

A critical component of OSCE’s is the student’s ability to demonstrate their success in the mastery of content, concepts and skills. This is achieved through focusing on what they have learnt, rather than on what they have been taught.

Problem-Based Learning (PBL) provides the theoretical underpinning for using the OSCE as an assessment tool. PBL starts with the premise of a problem, query or puzzle to be solved. and assists

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|  | <p>student learning by integrating theory and practice. Prior to solving the problem, students need to acquire knowledge and professional and academic skills and understand client requirements and contextual factors of the situation</p> <p>OSCE assessments also assist in providing the students the opportunity see the relevance in what it is that they are being assessed in. Students are able to see the relevance in what it is that they are being assessed in, particularly in the preparation for the real world of work.</p> <p>For some time, the staff at The College of Animal Welfare (CAW) has become increasingly dissatisfied with the traditional approaches to assessing clinical competence. Current methods are out of date, do not facilitate deeper learning and or enable students to be 'ready for employment'. CAW has applied to the Royal College of Veterinary Surgeons (RCVS) for a change of their OSCE assessment from the 'skills station' to the 'scenario based' approach.</p> <p>The RCVS have responded with a number of concerns namely, quality assurance of the assessments, i.e. the standard setting methodology of the pass mark, fairness, validity and reliability of the outcomes.</p> <p>The purpose of this study was to address these concerns (and provide an argument for the proposed change in assessment) by examining the preparation of the students and staff for the current assessments and comparing to students responses to the proposed approach which is adopted from the PG diploma in nursing programme at Middlesex University.</p>  |
| <p>Snezana Filipovska<br/>ERCICRTEL1901074</p> | <p><b>Teaching Methods in the Ballet Art, Base of Technical and Emotional Expression of Human Body</b></p> <p>Snezana Filipovska<br/>Department of Ballet Pedagogy, Faculty of Music Art, SS. Cyril, Methodius University, Skopje, Republic of Macedonia</p> <p><b>Abstract</b></p> <p>In the proposed research, the author contemplates the ballet art from the aspect of the methods used in the education of ballet artists. The dance movements, established in the oldest Italian, French and Russian ballet schools are left the same nor subjected to change. The methodology of dance movements can be changed, depending on pedagogues individual creative approach, the education and stage experience. The most famous method of studying classical dance is the Vaganovas' method which has a strictly developed system of stage movements.</p> <p>Speaking of new forms of ballet performances, they are constantly being sought in the choreography. Throughout a very specific way in its educational methods replying to the new choreographers' requirements, the ballet pedagogy perfects the foundations of dance science.</p> <p>On the one hand, it nurtures the traditions of the wonderful and inspiring skills of its predecessors. For centuries, the perfection of dance expression forms has been stored in the treasure trove of the classical ballet legacy. On the other side, the pace of life has an impact over the everyday life of ballet players. More and more they refer to the perfection of the technique in the movement performances. The role that the pedagogue has in the process of educating the ballet actors arises precisely by applying the skills in which techniques free management is enriched with plastic awareness and spiritual expression. The research aims towards Vaganovas method, which is utilized in world-wide prestigious ballet schools and Theaters. In this method, the perfect technical fulfillment of movements is tangled with the internal expression of any ballet pas.</p> <p>In order to practically execute this method, the author presents the original class of Marina Semyonova (the heir of Vaganova). Semyonova has been a pedagogue for more than 50 years in the ballet troupe of the Bolshoy Theater. Her day-to-day lessons/classes with the ballet soloists, even today, presents the personification of the most prestigious school of choreographic enhancement. The class is being regarded as a valued research material that achieves outstanding pedagogical results.</p> <p><b>Keywords: Ballet Art, Vaganova Teaching Method, Artistic Lesson of Classical Dance</b></p> |
| <p>Kannu Priya Kamboj<br/>ERCICRTEL1901076</p> | <p><b>Emotional Intelligence and Psychological Well-being of Indian School Teachers: Role of Resilience</b></p> <p>Kannu Priya Kamboj<br/>Research Scholar, Department of Humanities and Social Sciences, Indian Institute of Technology, Roorkee, India</p> <p>Pooja Garg<br/>Department of Humanities and Social Sciences, Indian Institute of Technology, Roorkee, India</p>  |

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|  | <p style="text-align: center;"><b>Abstract</b></p> <p>This article aims to highlight the relevance of investigating the positive psychology parameters, in an often ignored workplace like school. The direct and indirect impact of various psychological variables plays a crucial role in the performance of the school teachers. The present study, therefore, attempts to explore the mediating effect of employee resilience on the relationship between emotional intelligence and psychological well-being of school teachers. A sample of 200 school teachers from sub-urban cities of Haryana (India) participated in the present study. The collected data was pertinent to Pearson's correlation and mediation analysis by Preacher and Hayes (2004). The results deduced a significant positive correlation among the key study variables. The article illustrated full mediation between the key study variables, hence justifying the study hypothesis. The authors discussed the necessary implications and prospects of the study.</p> <p><b>Keywords:</b> Psychological Well-Being, Emotional Intelligence, Employee Resilience, Positive Organisational Psychology</p>  |
| <p>Nancy Everhart<br/>ERCICRTEL1901082</p> | <p style="text-align: center;"><b>Library Anxiety in College Students with Autism Spectrum Disorder</b></p> <p style="text-align: center;">Nancy Everhart<br/>School of Information, Florida State University, Tallahassee, USA</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Library anxiety theory is used to describe the phenomenon of a fear of being in and using libraries. Recurrent themes of library anxiety that have been identified in the literature are fear, confusion, a sense of being overpowered or lost, and a feeling of helplessness and dread in the students' approach to having to use the library to conduct research. Large libraries, like those found on college campuses, are more likely to induce library anxiety. Due to earlier identification and intervention, more students with autism spectrum disorder (ASD) are attending college. This study explores the question: How does library anxiety impact students who are on the autism spectrum and their success addressing information literacy needs?</p> <p>This session will present the results of the Library Anxiety Survey which was administered to 100 students with ASD. Findings relate to barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. The presenters will also share limitations of the research including the difficulty of data gathering from students with ASD.</p> <p><b>Keywords:</b> Library Anxiety, Autism, Academic Libraries</p>   |
| <p>Pascale Hajal<br/>ERCICRTEL1901086</p>  | <p style="text-align: center;"><b>Investigating School Teachers Perceptions of the Constructivist Theory- A multiple case Study in Lebanon</b></p> <p style="text-align: center;">Pascale Hajal<br/>English Department, School of Arts and Sciences, Lebanese American University, Beirut, Lebanon</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Purpose-</b> The purpose of this study is to investigate the teachers' perception and application of the constructivist theory in schools.</p> <p><b>Design/methodology/approach-</b> This study followed a qualitative approach. Teaching strategies used in class was observed and schoolteachers and coordinators after each class observation were interviewed.</p> <p><b>Findings-</b> Main findings indicate that the schoolteachers lacked comprehensible perception of the real application and meaning of the constructivist theory. These results indicate negative perception of the constructivist theory.</p> <p><b>Research limitations/implications-</b> Four main limitations have influenced the efficacy of this study. The study was conducted only in three schools. Yet, it is not mentioning that the number of participants is not required in a qualitative approach. It is also worth mentioning that the three teachers were females. Finally, the researcher was the primary source of data collection and analysis. This might lead to the fact that some of the incidents might have been overlooked while others were overemphasized.</p> <p><b>Practical implications-</b> Schools' pedagogy should be enhanced and in order to overcome the gap of the findings of this study and enhance the schoolteachers' perception of several teaching methodologies which help them shift to student-centeredness, a concerted effort and coordination between MEHE and CERD, education makers in the education field, school administrators and schoolteachers, and students and their parents are highly beneficial and important. A new culture is suggested to be built</p> |

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|   | <p>in where capacity building programs such as seminars should be introduced to both educational sectors in Lebanon taking into consideration that not all schools in Lebanon are subject to follow up on such trainings and seminars.</p> <p><b>Originality/value-</b> The main value of this study is to encourage the schoolteachers to enhance their knowledge on the constructivist theory in order to engage, motivate and improve the quality of education.</p> <p><b>Keywords:</b> Lebanon, Teaching methodology, Constructivist Theory, Teachers' Perception</p> <p><b>Paper Type</b> Research Paper</p>  |
| <p><b>Mag. Matthias Prikoszovits</b><br/>ERCICRTEL1901089</p> | <p><b>Occupational Orientation in Higher Education Curricula for Foreign Language Teaching</b></p> <p><b>Mag. Matthias Prikoszovits</b><br/>Department of German Studies, Area of German as Foreign and Second Language, University of Vienna, Austria</p> <p><b>Abstract</b></p> <p>Since the turn of the millennium, economic events as well as developments in the area of higher education policy have led to new approaches to university curricula development. The current trend in university curricula for foreign language teaching is a shift from traditionally literature-oriented and linguistics-oriented teaching objectives and contents to an increased focus on vocational orientation and practical application. In a first step, the lecture describes the characteristics of occupation-oriented foreign language teaching and learning, with regard to teaching and learning outcomes, methodology, contents and assessment. In a second step, it illustrates how foreign language curricula in higher education have factored in these characteristics in recent years. Furthermore, it demonstrates how these characteristics could be incorporated in university curricula more efficiently in the future. The lecture is based on empirical results of recent research. In his doctoral project, the lecturer evaluated academic articles on occupation-oriented language education as well as university curricula for German as a foreign language. He also carried out interviews in Southern Europe. The results presented are based on a qualitative content analysis. The project focused specifically on university curricula for German as a foreign language from Italy and Spain. The lecture will pay general attention to the possibilities of the development of occupation-oriented university curricula for foreign language education.</p> <p><b>Keywords:</b> Occupational Orientation, Curriculum, Foreign Language Education, German as a Foreign Language</p> |
| <p><b>Parvinder Singh</b><br/>ERCICRTEL1901103</p>            | <p><b>Study of Academic Achievement in Mathematics in Relation to Brain Hemispheric Dominance</b></p> <p><b>Parvinder Singh</b><br/>S.G.G.S. Khalsa College, Mahilpur, India</p> <p><b>Abstract</b></p> <p>The purpose of this study was to determine if there exist any relationship between hemispheric dominance and academic achievement in mathematics of the students of XI and XII class and to find the level of brain hemispheric dominance of the boys and girls. Study reveals that there is no significant relationship between academic achievement in mathematics and hemispheric dominance but boys and girl students differ significantly from their level of brain dominance.</p> <p><b>Keywords:</b> Hemispheric Dominance, SOLAT (Style of learning and thinking), Academic Achievement in Mathematics.</p>   |
| <p><b>Gavin Lynch</b><br/>ERCICRTEL1901106</p>                | <p><b>Potential Stagnation and Decline in Return on Investment~Identifying Medium-Term Issues in an Intensive English Program in a Japanese University</b></p> <p><b>Gavin Lynch</b><br/>Department of International Culture, Faculty of Liberal Arts, Kanazawa Seiryō University, Kanazawa, Japan</p> <p><b>Abstract</b></p> <p>This research reports on five years of results of IELTS testing taken by first year university students in a Japanese university. The data analyzed in previous papers was from economics majors taking higher level English classes in the academic years of 2013 and 2014, and then in 2016 and 2017 by liberal arts</p>  |

(culture/tourism/English) majors in a new department whose initial focus was English. Lynch (2017) reported that “return on investment (ROI) in education increases when students are given choices in their education”, confirming earlier results found by Lynch and McKeurtan (2011), and Spokes (1989). Furthermore, teaching in a more intensive way (using a quarter system rather than a semester system) was found to give greater ROI. This study goes further and examines a further year of results, finding that stagnation and some decline in results began. This may indicate that the initial high results may have been partly due to special circumstances present in the new department, or that new circumstances have appeared which limited academic gains. Results are reported and discussed. Data and a discussion including class student-teacher ratio is added, giving a new direction to the research.  
**Keywords: IELTS Intensive Program, Return on Investment, Stagnation and Decline in Results**

**A Perspective on Bridge Course- A Comparative Study of Monograde and a Multigrade Classroom**

**Shalika Banu Nizam Mohideen**

**Department of English, Fathima Central Senior Secondary School, Chennai, India**

**Mrs. Bhavani**

**Department of English, Fathima Central Senior Secondary School, Chennai, India**

**A. Nigar Akthar**

**Department of English, Fathima Central Senior Secondary School, Chennai, India**

**Abstract**

This paper examines the outcome of the Bridge Course conducted during 2017-2018 based on experiential learning and teaching among the mixed age group students and has compared it with the mono-grade group in the Bridge course done during 2015-2016 and 2016-2017. The subjects selected for the Bridge Course are English for enhancing communication, vocabulary, pronunciation and writing skills, Mathematical concepts for better understanding through collaborative learning, some simple techniques in Memory to link the concepts easily when needed This year we have introduced In-service and Outreach activities to hone the student’s problem solving skills, entrepreneurship and to nurture humanity. This paper also explains about the classroom arrangement and management, the teacher’s role as an impeccable facilitator, the need for making proper timetable and lesson plans as the class room consists of mixed grade students and segregating the students’ into 25-30 in a class, dividing them into groups equally, assuming them roles to motivate them intrinsically and extrinsically. The paper also throws light on the research methodologies like Analytical Method, Historical Method, Case study Method and Instructional Method. It also focuses on the psychological aspect of the students during the collaborative teaching and learning.

**Keywords: Bridge Course, Comparative Study, Hone, Psychology of Mixed Grade Student**

**Exploring Masters Students Experiences of the Dissertation in the Field of Education at the Algerian University**

**Riadh Ghemmour**

**School of Education, University of Exeter, Exeter, UK**

**Abstract**

I am interested in masters’ students’ experiences of conducting a research-based dissertation in the field of education. It is important to look at such a phenomenon for several reasons. Firstly, masters’ students’ experiences of dissertation have received comparatively little attention compared to undergraduate or doctoral ones (Drennan & Clarke, 2009). In addition, there is a paucity of exploring the teaching and learning of research methods at master’s level in the wider HE literature (Pringle Barnes & Ming Cheng, 2018) and mostly in the Arab world where research still struggles to reach an important value within academia in terms of practice (Ahmed & Albuarki, 2017). Finally, there is a common stereotype regarding masters’ dissertations which is that students lack experience in research and thus their contributions are not given a value (Woolcock, 2007). With regards to these, I wish to present to the audience how I am willing to undertake a postcolonial lens of ‘deconstruction’ and ‘self-reflexivity’ (Spivak, 1988) to interrogate, understand and trouble the current practices of teaching and learning research methods at master’s level in the field of education in the Algerian University. It seeks to identify the ‘lived’ experiences of master’s students through exploring their conception of research,



**Shalika Banu Nizam Mohideen**  
ERCICRTEL1901116



**Riadh Ghemmour**  
ERCICRTEL1901118

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|  | <p>how they come to have such conceptions and how they negotiate their experiences in conducting a research-based dissertation. In addition, it engages teachers in a critical dialogue to reflect on their teaching and research practices within classrooms and how they negotiate such practices to influence learning. To reach such aims, an interpretive paradigm is embraced using a mixed-methods approach which combines online questionnaires, classroom observations and semi-structured interviews. The presentation will hopefully interrupt our thinking for a while and challenge the status quo of teaching and learning practices of research methods in the field of education in our respective contexts.<br/>Keywords: Research Methods, Postcolonial Theory in Education, Masters' Dissertation</p>   |
| <p>Sule Bayraktar<br/>ERCICRTEL1901120</p> | <p><b>Pre-service Primary Teachers' Level of Ecological Footprint Awareness</b></p> <p>Sule Bayraktar<br/>Primary Education Department, Faculty of Education, Giresun University, Giresun, Turkey</p> <p><b>Abstract</b></p> <p>The purpose of this research is to determine pre-service primary teachers' awareness level of ecological footprint. The study also investigated whether there is a difference in ecological footprint awareness level based on gender, parents' education, and longest lived place of residence. "Ecological Footprint Awareness Scale" which was developed by Coşkun &amp; Sarıkaya(2014) was employed to collect the data. The scale is a 5 point Likert type instrument which is composed of five dimensions related to food, transportation and residence, water consumption, energy consumption, and waste management. Seventy four pre-service primary teachers in their third year of study in Faculty of Education at a medium size University located at northeast part of Turkey participated in the study. Analysis of the data was performed by employing t-test and one-way analysis of variance (ANOVA) by utilizing SPSS statistical package. Results of the study revealed that the pre-service teachers' awareness on ecological footprint is at a medium level; highest levels of awareness found in energy (X= 4,15) and water consumption(X= 3, 75) dimensions. Least level of awareness detected in food dimension(X=3,03) of the scale. Results of the study showed that pre-service teachers' awareness level did not change based on gender with the exception of energy dimension of the scale (t=2,24, p &lt;0.05) in favor of females. The results also showed that ecological awareness level of the pre-service teachers changed based on parents' education in energy and food dimensions of the scale and did not change based on the place of residence.</p> |
| <p>Jale Kalemkus<br/>ERCICRTEL1901128</p>  | <p><b>The Investigation of the Relationship Between the Metacognitive Awareness Levels of the 5th and 6th Grade Students and the Self-Efficacy Perception Levels for Science</b></p> <p>Jale Kalemkus<br/>Faculty of Education, Kafkas University, Kars, Turkey</p> <p>The aim of this study was to determine whether there is a relationship between the metacognitive awareness levels of the 5th and 6th grade students in the elementary school and their perception of self-efficacy towards science. 164 students participated in the study. in order to obtain the research data, "Self Efficacy Scale Towards Science and Technology" developed by Tatar, Yildiz, Akpinar and Ergin (2009) and "Metacognitive Awareness Inventory for Children " in Turkish adaptation by Karakelle and Saraç (2007) were used. Data were analyzed by using SPSS 20 package program. At the end of the study, it was determined that there is no relationship between the level of metacognitive awareness of the students and their self-efficacy perception levels for science.</p>  |
| <p>Rachel Takriti<br/>ERCICRTEL1901132</p> | <p><b>What does my Teacher want from Me? Teachers Expectations of Children Starting School in the UAE</b></p> <p>Rachel Takriti<br/>Department of Curriculum and Instruction, College of Education, United Arab Emirates University, UAE</p> <p>Fatme Ali Mohamed<br/>Department of Curriculum and Instuction, College of Education, United Arab Emirates University, Al Ain, United Arab Emirates</p> <p><b>Abstract</b></p> <p>Campbell (2015), using data from the Millenium Cohort Study in the UK, demonstrated that teacher</p>  |

expectations of children have a significant influence on pupil outcomes. It can be argued that the process of entering full time schooling, known in the literature as “transitioning”, is the most important academic move that children will make. Transition into school as a young child has been shown to correlate with later school outcomes, with cross-cultural research demonstrating a relationship between early transition experiences and both social competence and academic achievement (Remey& Campbell, 1991) with a positive transition leading to a more successful school career. Therefore, having a full understanding of the teacher expectations of children entering school is essential.

The current research focused on teacher expectations of children starting school in the Abu Dhabi Emirate. Specifically, it examined teacher expectations of what would constitute a successful transition into school, with the following aims:

1. To examine the expectations of teachers for children who are starting school in the UAE. Specifically, what are the skills and knowledge that children entering school should have and/or develop throughout the first school year.
2. To explore the challenges faced by teachers and children in the transition process.

The study used a qualitative approach. Ten teachers working in early years’ education in Al Ain private schools were interviewed using a semi structured interviewing technique. Thematic analysis revealed the following six themes: separation from parents; first day experiences; self-care skills; teacher satisfaction; social development; and daily routines. Understanding the factors which teachers, living and working in the UAE, consider important in transition, will enable schools here in the UAE to design or modify transition programmes to meet the specific needs of this groups. This can only serve to increase the quality of early years’ provision.

Paul Joyce  
ERCICRTEL1901140

**Desire for L1 support in the EFL classroom: Exploring Connections with Motivation, Ambiguity Tolerance, Proficiency and Gender**

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Abstract

What is the role of the first language (L1) in the second language (L2) classroom? Until recent times, many teachers of English as a Foreign Language (EFL) had assumed that the English-only approach was always the ideal language-learning environment. However, there is increasing evidence of significant benefits to judicious use of the L1 in the L2 classroom (Cook, 2010). This study explored the desire for student L1 support in the L2 learning context from Japanese tertiary level learners of English. An understanding of the desire for L1 support was sought by examining its relationship to a number of personal and cognitive variables. Through quantitative, there was found to be a significant relationship between desire for L1 support and L2 proficiency, L2 learning motivation, and L2 ambiguity tolerance. However, gender was not found to be significantly related. The findings from this study have clear implications for teachers and researchers in assessing the role of teacher L1 use in the classroom.

Keywords: L2 Language Learning, L1 Use, L2 Learning Motivation, L2 Ambiguity Tolerance, L2 Proficiency, Gender



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**Early Childhood Educators' Responses to Children's Interpersonal Sexual Behaviors**

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Abstract

This paper presented a qualitative study which examined the experiences of Taiwanese early childhood educators (ECEs) who encountered children’s interpersonal sexual behaviors (ISBs) in the classrooms and how did they respond to children’s ISBs. The themes of missing pieces in inquiry, missing pieces in responding and blaming the victim were emerged after drawing on cases shared by 36 ECEs from the northern and the middle part of Taiwan who were recruited via websites that ECEs often visit and snowball sampling. The results of this study suggest that the discourse that children are sexually innocent underpinned ECE’s responses or lack of responses to children’s ISBs. Under the discourse that children do not understand sexuality, some of the ECEs hold the power to determine the meaning of children’s ISBs without seek for children’s motivation. Under the circumstance that children’s voice

is missing, ECEs were not able to provide proper education based on children's motivation. Moreover, given the discourses that children should be protected to be remain 'pure' of it, some of the ECEs asked children who conducted ISBs to stop, diverted their attention or gave them an excuse to explain why they should stop without efficient educational actions. Instead, they focus on teaching children the rule of self-protection such as 'wear the cloth that can protect yourself' which not only passed the messages of blaming victims that they are responsible for attracting perpetrator, but also missed the opportunity to teach children the cultural appropriate ISBs. Further training on self-awareness of attitudes toward children's sexuality and how to respond appropriately to children's ISBs is important for ECE to support healthy sexuality development.  
Keywords: Early Childhood Educator; Interpersonal Sexual Behaviors, Sexual Innocent, Blaming Victim

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The Effect of Designing Blended Learning According to Kemp's Model on Developing Educational Technology Students Competencies

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Abstract

Instructional design is the process by which instruction is improved through the analysis of learning needs and systematic development to learning experiences. Instructional designers use communication and information technology and multimedia as tools to enhance their instruction outcomes. The Kemp Design Model is known among instructional design models used for the design and development of instructional experiences. The model combines a number of different disciplines and approaches to instructional design. Some instructional technologies like Morrison believed that there is "never one perfect approach to solving an instructional design problem". Thus, Kemp Model incorporates both behavioral and cognitive approaches of learning. The main goal of the current paper is to explore Kemp ID model, show with examples how the model can be used for developing a proposed e-learning environment for teaching an educational technology course at the Basic Educational College in Kuwait State.

Keywords: Instructional Design, Kemp ID Model, E-Learning Environment, Instructional Technology & College of Basic Education

A Curricular Delphi Study for Teaching and Learning Science in Secondary Education in Spain

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Abstract

It is known that scientific competence in secondary school students plays a very important role both in intellectual development and in its various applications for everyday life. However, the degree of competence in science of the secondary students in Spain is low, and it is difficult to unravel what fails in educational practice as well as what are the topics of a good culture and science education. For this reason, it is a matter of greater concern at this educational level to know how the students should be trained in science.

This study is focused to find the clues for the scientific training of students to achieve the relevant level of competence in science. Through the use of the Delphi technique, taking place in three rounds, we collect the views of more than one hundred individuals belonging to the different groups related to the field of science and teaching. From the cluster analysis which has been taken place in the second round, a set of five concepts or ideas has been found. Later on, from the third round, we found that one of these five concepts seems very important for the four groups of stakeholders, which is Concept E: Science related with the interest to preserve the Earth and Human Health.

Keywords: Curricular Study, Delphi Method, Science Education, Secondary School



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The Role of Nigerian Academic in Domesticating an International English Literacy Teaching Model

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|   | <p style="text-align: center;"><b>Abstract</b></p> <p>The subscription of Nigeria to MDGs with the aim of providing qualitative education at basic education level by government made international interventions in all parts of Nigeria vibrant. Such intervention is usually technical which tends to provide teachers with internationally tested model that will enhance their service delivery and bring about improvement in teaching and learning. This paper therefore, is an exploratory that dwel on the critical role of home academics in adapting an international model of teaching to suit local linguistic and cultural settings of the host country.</p> <p><b>Keywords:</b> MDGs, English Language Teaching, Nigeria</p>  |
| <p>Sani Sule<br/>ERCICRTEL1901178</p>   | <p style="text-align: center;"><b>A Linguistic Analysis of Hausa Proverbs: A Case Study of Conflict Resolutions</b></p> <p style="text-align: center;"><b>Sani Sule</b><br/>Department of Hausa Language, Literature &amp; Cultural Studies, Jigawa State College of Education<br/>PMB, Gumel, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Proverbs are wise saying that deals with human social interaction, reconstruction of experiences, explaining different aspects of critical thinking as well as explaining the past giving instruction and warning for the future. This aim of the study is to analyze the Hausa proverbs from one of the two major second language in West Africa after Swahili (Aminu, 2003; Newman, 2000). Proverbs served as an ideal guides to thought and action of every individual which served as mediation for cultural conflicts, ethnic violence in a multi-lingual countries across the world. Furthermore this paper will use a qualitative content analysis through a purpose sampling technique in selecting the related proverbs on conflict resolutions. Findings revealed that Hausa proverbs is highly proficient way of enlighten people in every aspects of human endeavours. The significance of the results is discussed followed by implications of the findings and suggestions for future research.</p> <p><b>Keywords:</b> Hausa, Hausa Proverbs, Conflicts Resolutions, Nigeria</p>   |
|  <p>Sirajo Mohammed<br/>ERCICRTEL1901179</p> | <p style="text-align: center;"><b>Formative Assessment and Feedback Using Technology as a Teaching Style that Enhances Quality Teaching and Learning</b></p> <p style="text-align: center;"><b>Sirajo Mohammed</b><br/>Nursing Sciences, Federal University, Birnin Kebbi, Kebbi State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Teaching and learning involves lifelong knowledge acquisition; it seeks to empower students with the impetus necessary for continual development and up-to-date skills and knowledge alongside competency through formative assessment and feedback. With this in mind, the aim of this study is to provide a reflective account of formative assessment and feedback conducted in an assessed session for the Post Graduate Certificate of Education (PGCE) Cardiff University UK. It will focus on formative assessment, written feedback and verbal feedback cognizant of modern technology. The study highlights the practical session in simulation practice with second year undergraduate students (Adult Nursing) during a Basic Life Support session. Formative assessment is defined as the on-going monitoring of performance that has the potential to prepare students for future assessment and practice skills. Assessment followed by feedback from the teacher helps students to bridge the gap between the current level of understanding and the intended learning. Written feedback, on the other hand, is defined as a complex process that requires understanding of competency goals and the ability to establish a medium through which to reduce the gap between the existing status and the intended state of students. Meanwhile, verbal feedback transforms the learning process, thereby enabling consistent improvement to take the learning forward. The study conclude that application of computerized and electronic manikins or models for practical demonstration as well as use of slides and other visual aids helps to meet learning needs of students thereby enhancing learning.</p> <p><b>Keywords:</b> Teaching, Learning, Technology, Innovation</p> |
|   | <p style="text-align: center;"><b>The Effect of Power and Interpersonal Communication on the Innovation of Primary Teachers in BPK Penabur Jakarta</b></p> <p style="text-align: center;"><b>Susanty Magdalena</b><br/>BPK Penabur Jakarta, Jakarta State University, Jakarta, Indonesia</p>   |



Susanty Magdalena  
ERCICRTEL1901182

**Abstract**

The objectives of the research was to study the effect of power and interpersonal communication on the innovation of the primary teachers in BPK PENABUR Jakarta. This research uses a quantitative approach. The research was conducted by survey method with path analysis used in hypothesis testing. The samples of this research were 159 teachers of primary school as a repondents who were selected through simple random sampling. This research uses survey methods with path analysis methods. The process of collecting the data in SDK PENABUR in DKI Jakarta carried out by using a questionnaire. The data obtained are then analyzed using descriptive statistics and inferential statistics. The results of the study: (1) there is a positive direct effect of power on innovation (2) there is a positive direct effect of interpersonal communication on innovation (3) there is a positive direct influence of power on interpersonal communication.

**Keywords: Power, Interpersonal Communication, Innovation**



Adetola Salau  
ERCICRTEL1901183

**Transforming Learning through Relevant STEM Education for Nigerian Students**

**Adetola Salau**

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**Abstract**

It's no surprise to state that little has changed in how STEM is taught in Nigeria in the last three decades. As a result, it seems, Nigerian students have been left behind, falling further behind in science and math literacy.

There have been futile national reform efforts to improve things. The issue with them has been a lot of inconsistency and lack of a cohesive effort as changes in teaching practices have been minimal.

Amir Mesbahi  
ERCICRTEL1901184

**How to Teach Maths in Schools**

**Amir Mesbahi**

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**Abstract**

This paper is provided for usage of teachers and consultants especially for secondary levels in order to improve the level of teaching and learning maths in schools. This paper describes the ways by which a maths teacher can teach better and students can learn easier and as a result they can help to increase the quality of education by making interest and motivation in students. This paper stem from my and other teachers experience and research during years dedicated to teaching maths.

Some examples and problems along with their answers are represented for some of methods in various levels for better understanding.

Teaching maths should be in such a way that it helps to make the highest efficiency in terms of time, education quality, students satisfaction. In addition to ways of teaching maths, methods of solving maths problems are instructed in this paper.



Umer Hameed  
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**Evidence to Evaluate the Long-Term Impacts of the Institutional Response and Adjust the Direction in Pakistani Universities**

**Umer Hameed**

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**Abstract**

Why leaders require evidence to evaluate implications and evaluations in policymaking? (Michael, Simon & Jill, 2011). This debate did not originate from the education sector. According to Gornitzka, Kyvik, and Stensaker (2005) and Sabatier (2005), Pressman and Wildavsky are considered to be the pioneer of the term 'implementation studies' triggered from political science with their seminal book 'Implementation' in 1973. From then this concept traveled through various disciplines and reached academic sphere in the late 80s. Gornitzka, Kyvik & Stensaker (2005) identified multiple factors which stimulated the higher education (HE) settings to search for evidence or logical grounds for policymaking and planning. The objective of the presented work is to discuss evidence as an instrument or driver for a progressive HE institution strategy. Different perspectives are discussed that how any evidence has the long-term intended and unintended impact. How leaders could respond

to specific evidence used to evaluate its implications for different stakeholder groups. For the presented work, I selected my work settings. I am the part of a public university in Faisalabad, Pakistan. National Textile University (NTU) was established in 1959 and upgraded as University (History, 2018) in 2012. During the module: 'Leadership, policy, and institutional change,' external forces are selected through weekly discussion, and each of them is elaborated in the context of literature and NTU scenario. Leaders use various types of evidence for policymaking and determining the direction of an institution. Educational Leaders with careful and deliberate use of available evidence, are most likely to build learning organizations with positive and sustainable change.



Sharmin Sultana  
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Teaching Heterogeneous ESL Classes at Tertiary Level in Bangladesh

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Abstract

The magnitude of English language as the principal medium of communication for world citizens has become more imperative in the current millennium. A great deal continues to be said about the teaching of English at tertiary level in Bangladesh, and the focus has often been on the capability of teachers to encourage students to learn and use the language in a variety of contexts. In our everyday teaching in a heterogeneous ESL class, we may worry about them who are struggling, but do we do everything we can to include them so that they get quality learning opportunities too? Hence, the paper investigates the 'Challenges in heterogeneous classes', and recommends some directions with possibilities and opportunities to embrace the challenges. The focus is on creating learning environments that are inclusive of all students, regardless of their needs. This study basically combines both qualitative and quantitative research methods, where research paradigm would be pragmatic. Moreover, there is an attempt to triangulate the researcher's observation with primary and secondary data. To summarize, there is an earnest attempt to bridge the gap between theory and practice. Finally the study directs to promote learners' autonomy in the heterogeneous ESL classroom so that students can be best prepared as universal correspondents.

Keywords: Heterogeneous classes, Challenges, Directions, Needs, Learners' Autonomy

Vithuja Rajaram  
ERCICRTEL1901194

Teaching Strategies to Motivate ESL Speaking Skill in the University of Jaffna- First Year  
Management ESL Learners

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Abstract

Currently, teaching English as a Second Language [ESL] has become a strenuous task around the world. With this tendency, motivating learners to develop speaking skill has become important. Since motivation is one of the learner affecting factors, it has to be shaped properly among the learners. Therefore, teachers have the primary role in establishing motivation among the learners to practise speaking skill. Appropriate teaching strategies should be very effective in helping the learners to enhance the motivational level among learners. The micro focus of this study is improving the relevant speaking ability. Thus, the aim of this study is to experiment the most effective teaching strategies to improve the motivation among the learners related to speaking skill. In order to obtain basic data, suitable questionnaires have been prepared and administered among the teachers and learners of the University of Jaffna to trace the current motivational level. Semi-structured interviews are conducted for the teachers and learners with regular classroom observation. The target group of the research study is the first year ESL learners of University of Jaffna from the Faculty of Management Studies and Commerce. The obtained primary and secondary data have been analysed by employing qualitative method. At the end of this study, it reveals the basic causes for the difficulties in improving the speaking skills are: (1) limited relevant vocabulary related to their relevant fields (2) less smartness out of fear (3) lack of using communicational strategies (4) interference in pronunciation and (5) less/no environmental support. Based on the findings, if ESL teachers introduce appropriate strategies as scaffoldings to the ESL learners, they will be able to reach the objective quickly.

Keywords- Strategies; Motivation; ESP; Scaffoldings; Communicational strategies;

Nawal M. Al-Qahtani

The Saudi Clinical Practice Guideline for the Management of Overweight and Obesity in Adults

ERCICRTEL1901190

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#### Abstract

**Objective:** To assist healthcare providers in evidencebased clinical decision-making for the management of overweight and obese adults in Saudi Arabia

**Methods:** The Ministry of Health, Riyadh, Kingdom of Saudi Arabia assembled an expert Saudi panel to produce this clinical practice guideline in 2015. In collaboration with the methodological working group from McMaster University, Hamilton, Canada, using the Grading of Recommendations, Assessment, Development and Evaluation (GRADE) approach, which describes both the strength of recommendation and the quality of evidence

**Results:** After identifying 11 questions, corresponding recommendations were agreed upon as guidance for the management of overweight and obese adults. These included strong recommendations in support of lifestyle interventions rather than usual care alone, individualized counseling interventions rather than generic educational pamphlets, physical activity rather than no physical activity, and physical activity in addition to diet rather than diet alone. Metformin and orlistat were suggested as conditional recommendations for the management of overweight and obesity in adults. Bariatric surgery was recommended, conditionally, for the management of obese adults (body mass index of  $\geq 40$  or  $\geq 35$  kg/m<sup>2</sup> with comorbidities).

**Conclusions:** The current guideline includes recommendation for the non-pharmacological, pharmacological, and surgical management of overweight and obese adults. In addition, the panel recommends conducting research priorities regarding lifestyle interventions and economic analysis of drug therapy within the Saudi context, as well as long term benefits and harms of bariatric surgery

Medical Students' Time Management Skills and Strategies in Connecting to Self-Directed Learning: A Qualitative Study

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#### Abstract

Self-directed learning (SDL) is the ability to direct and regulate one's learning which is crucial to success, and it is associated with life-long learning in the medical profession. However, medical students' have low readiness for SDL, and therefore, it warrants improvement in the training curricula of medical and post-graduate studies. Several factors influence SDL among medical students and one of the crucial factors is the time management. However, data correlating poor time management with SDL readiness among the medical students in Saudi Arabia has remained underexplored. Thus, exploring the experiences of the medical residents based on Macan's theory of time management would help understand the importance of time management skills as part of the SDL in Saudi Arabia. Hence, for them to be competent, skilful and self-directed lifelong learner, this study would explore the strategies which could be utilized by the Saudi Medical residents in managing their time by answering the following question: "What strategies do Family Medicine residents use to manage their time to meet the desired learning outcomes?"

The study consisted of twenty-five (n=25) participants who qualified the prescribed set of inclusion criteria. Ethical principles included the informed consent, autonomy, confidentiality, privacy, and anonymity were ensured throughout the entire research.

The emergent themes that were generated from the focus group discussions (FGD) were observed to be associated with the widely known model of Macan' Time Management (1994). The management



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process involved four steps which included the planning, organizing, directing and controlling of time which reflected in the experiences shared by the family medicine residents in achieving the desired learning outcomes through SDL. This study concluded that there would be positive outcomes if the tested strategies of time management are used to train the medical residents.  
Keywords: Focus Group Discussion, Management Process, Self-Directed Learning, Time Management, Time Management Strategies.

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## **Upcoming Conferences**

<https://eurasiaresearch.org/tera>

- 3rd ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 13-14 March, Singapore
- 4th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 09-10 April, London
- 5th ICRTTEL 2019 – International Conference on Research in Teaching, Education & Learning, 01-02 May, Rome

- 6th ICTEL 2019 – International Conference on Teaching, Education & Learning, 03-04 June, Prague
- 7th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Malaysia
- 8th ICTEL 2019 – International Conference on Teaching, Education & Learning, 24-25 June, Lisbon
- 9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore
- 10th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Bali
- 11th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Budapest
- 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
- 18th ICTEL 2019 – International Conference on Teaching, Education & Learning, 17-18 September, Jakarta