CONFERENCE PROCEEDINGS

4th ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 09-10 April, London

09-10 April 2019

Conference Venue

Canada Water Theatre and Library, 21 Surrey Quays Road, London, UK

Email: convener@eurasiaresearch.info

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Preface:

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

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

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

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

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

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

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

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

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

Marion Hopfgartner
Speaker, Educationalist and Writer on Educational & the TLI-Paedagogics, Vienna, Austria

Marion Hopfgartner is a Speaker, Author, Education and Life Transformer and Entrepreneur. Her business career started at the age of 19, after her degree as an educator and preschool teacher – when she led a Day-Care-Institution. Very soon, she moved up the career in Personnel Management working in a social Non-for-Profit Association that had 1400 employees. This was possible by having a fantastic Mentor on her side, who guided her step by step. Already at the age of 22, she was a Board Member of a Non-for-Profit LLC. As one of the Board Members – she focused on Personnel Management and on Social Projects. At that time, she also started her career as an Adult-Trainer and Speaker – working together with a local Institution in holistic health care.

At the age of 30 – she left these businesses behind and started to work internationally. This Mentor invited her to build up an International Network of Organizations in the field of Alternative Health Care and Training. Together with a team, they developed the training material, training schedules organizational structure, standardizing procedures; they set up operating Boards and trained more than 350 Instructors internationally. For more than 7 years she worked hand in hand to grow these international organizations.

As her Personal Assistant – Marion Hopfgartner also learned all basic needs to establish not only a small business but an International Network of Organizations. Since her Coach died in March 2016 and the different Boards took over the leading function of the individual organizations – she now focuses back on growing her own Companies. In a speed time of 4 months, she got them set for International Work and grew an incredibly successful team. While working in this network of organizations – she constantly received requests to mentor educational institutions. As consultant and coach, she upgraded many in different areas, restructured their way of operation, but also started to implement modern education in some of these institutions. While she was heavily focused on working with her Coach – she still also established many successes in this area.

Now, together with her team in her Educational Consultancy focus more and more on consulting educational institutions and small businesses all over the world. They also focus on creating meaningful new ways in Training, Teaching and Modern Education.

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KEYNOTE SPEAKER

Annika Bush
Research Assistant and Lecturer, Department of Science Education, Bielefeld, Germany

Topic: Why collaboration is even more important in times of digitalization

Annika Bush is a research assistant and lecturer at the Bielefeld University in Germany. She studied history, biology and educational sciences and therefore, her research is influenced by many disciplines. She got a scholarship to study at the Universidad de Panama in Panama, and spent much time in North and Latin America, Asia and Australia. Her aim is not only to improve teacher training and higher education but to enhance intercultural communication and learning through international collaborations in every way. Her current research topic is collaboration in e-learning settings.

PLENARY SPEAKER

Małgorzata Wójcik
Assistant Professor, SWPS University of Social Sciences and Humanities, Warsaw, Poland

Dr Małgorzata Wójcik is an assistant professor at SWPS University in Katowice. Before entering the field of research she had been working as a middle school teacher and educator. Her research interests are connected with peer group dynamics, bullying, victimization as well as the effectiveness of school prevention programs. She has implemented the research-based anti-bullying program for students during the transition to middle schools which has proven to be successful in reducing five types of bullying behaviour. She has also conducted Participatory Action Research with university and high school students. Her latest research concentrates on peer group as the main context for understanding and preventing bullying.
| Davut Uysal  
| ERCICRTEL1905052 | Investigation of Organisational Culture and its Impacts on Job Satisfaction among Language Teachers at a Language School |
| Davut Uysal  
| School of Foreign Languages, Anadolu University, Eskisehir, Turkey |
| Abstract  
| Turkish higher education system has experienced some structural changes in recent decades, which resulted in concentration on English language teaching as a foreign language at universities. However, the number of studies examining the relationship between organizational culture and job satisfaction among language teachers at higher education institutions, who are the key elements of teaching process is very limited in the country. The main objective of this study was to determine the perceptions of English language instructors regarding organizational culture and its impact on their job satisfaction at School of Foreign Language-Anadolu University in Turkey. The findings of the study revealed that the respondents of the study had positive perceptions regarding current organizational culture indicating satisfaction with co-worker relations and administration, supervision support and the work itself, as well as moderate satisfaction with the available professional development opportunities provided by their institution. A significant relationship between overall organizational culture and job satisfaction was found in the study. This study also presents some key elements to increase the job satisfaction levels of the language teachers and to improve the organisational culture based on the findings of the study.  
| Keywords: Organizational Culture, Job Satisfaction, Academic Professionals |

| Maida Dzakula  
| ERCICRTEL1905055 | Teaching Intercultural Communicative Competence |
| Maida Dzakula  
| Faculty Development Support, Defense Language Institute Foreign Language Center, Presidio of Monterey, Monterey, California |
| Abstract  
| Because producing linguists (and/or military linguists) requires an approach to language teaching that is quite different from high-school or college-level courses, this presentation focuses on capturing the unique needs of military foreign-language learners, their ability to communicate with sectarian loyalties, and to negotiate and mediate in the face of conflicting cultural, behavioral, and religious norms.  
To achieve Intercultural Communicative Competence (ICC), learners of Foreign Languages (FL) need to develop pragmatic competence, and this may be accomplished with explicit instruction of negotiation and metapragmatic skills.  
The old way of teaching and learning FL has proven to be insufficient to enable learners to develop communicative competence or to establish cooperative relationships with locals. As a consequence, there is a shift from previous theoretical frameworks, which considered language as a system based on grammatical rules, toward focusing on discourse and a more communicative and pragmatic perspective.  
This presentation describes how incorporating pragmatics into FL training can increase FL proficiency and improve learners (and military) effectiveness. This pragmalinguistic study (based on successfully defended doctoral study) of the speech acts of negotiation as made by U.S. military linguists, investigated the two types of pragmatic instruction: explicit and implicit.  
Furthermore, the presentation explores the effects of explicit metapragmatic training on the intercultural negotiation, learners’ perception of pragmatic competence in intercultural negotiation, and pragmatic competence.  
A new theoretical model of ICC is presented in an effort to incorporate both pragmalinguistic aspects (the linguistic forms to negotiate), and sociopragmatic aspects (regarding the relationship between the participants that affect the choice of the linguistic forms). Specifically, the new model calls for a need to integrate two types of activities that are helpful for ICC: activities aiming at raising students’ pragmatic awareness and activities offering opportunities for communicative practice. |

| Dalal Alhendal  
| ERCICRTEL1905056 | Metacognitive Thinking Level Amongst a Sample of College of Basic Education Students in the State of Kuwait in the Light of Some Variables |

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<tr>
<td>Dalal Alhendal</td>
<td>Department of Education, College of Basic Education the Public Authority for Applied Education &amp; Training, Kuwait</td>
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<td>The main aim of the current study was to identify the level of metacognitive thinking amongst College of Basic Education students in the state of Kuwait in the light of the variables of: gender, study year, and academic achievement level. The sample of the study consisted of (281) students distributed over the four years of the Bachelor program. A metacognitive thinking scale was developed to achieve the aim of the study. According to the results the sample of the study showed a high level of metacognitive thinking at the total score level. The results also indicated that there were statistical significant differences in metacognitive thinking level due to the gender in favor of females, and there were statistical significant differences in metacognitive thinking level due to the academic achievement in the favor of the high achievers. The results also revealed that there were no statistical significant differences in metacognitive thinking level due to the year level. Finally, the researchers suggested some recommendations to improve the metacognitive level of students. Keywords: Metacognitive Thinking, Academic Achievement</td>
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<td>Soulmaz Heidari</td>
<td>An Approach to Rehabilitation of Students Concentration in Educational Spaces with the Emphasizing on Landscape Visual Quality</td>
<td>Architecture, Shiraz Azad Islamic University, Shiraz, Iran</td>
<td></td>
<td>Change in lifestyle, technological advancement and complexity, and the increasing variety of related phenomena have, to a large extent, been directly and indirectly influenced by the mental development of adolescents today. These intrusive thoughts, through the use of mind and mind, have forced them to subjectivize their minds and devote their mental and intellectual powers to various and diverse issues that are the main obstacles to the ability to maintain concentration of mind in most people. Post-family schools are the main place where people spend a significant part of their life in the most important age-matures with the goal of academic achievement. The school's physical space includes open spaces, closed spaces, and all elements and spaces within the school's boundaries, with physical discipline and the relationship between them being the most important aspect of school design. From the viewpoint of educators, physical and environmental factors, such as the characteristics of the student, the teacher, the human relationships among them, and ... have the greatest impact on the quality of schools, and the lack of attention to the physical environment of the school and the governing environment Students' psyche can cause fatigue, disorientation and lack of concentration of students (several studies conducted in different cultures suggest that lack of environmental stimuli and the lack of possible sensory motor and mental experiences, undesirable effects Emphasizes the children's mental and social development. In this regard, the role of the open space of schools as the first The student's clash with the educational environment was not overlooked. School yards, while having potential features with open spaces' functional capabilities, not only provide the opportunity for many students to develop mental, physical, and personality, but can provide the basis for Desirable activities are the factor of energy evacuation and refresh the student's intellectual and intellectual capacities in recreational and relaxing tones. Natural elements in the open spaces of schools such as green spaces, light and ... can affect the design of school buildings and knowledge Encourage students to experience nature and link it. According to studies, with the increasing urbanization rate, children spend less time in natural open spaces (and often spend more than an hour in their daily lives on the monitors). Empty spaces in educational settings should be able to Reflecting shortcomings and allowing natural elements to be perceived both inside and outside. In addition to providing natural elements in the yard, creating a landscape in the interior is also considered as an environmental attraction, and according to research, attractiveness The environment is the most effective factor in understanding the environment in terms of students. The close relationship with the elements Natural and far-away relationship with landscapes outside the site are always of particular importance in design. In this regard, researchers categorize nature-</td>
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related relationships in three levels of natural landscape, nature, and interaction with nature (according to In this division, not only the creation of open spaces with natural factors in the school yard can be a way to escape students' mental fatigue, but also the visually beneficial connection to natural green spaces through the physical clarity of classrooms also boosts health Psychological, mental, and better learning of them, and their connection is cut off with nature Vody be established. Educational psychologists believe in the need for a landscape to create an intuitive visual environment in the learning process. After a widespread perceptual activity, the vision of the natural landscape restores power to focus on the brain, helping the rest of the mind and visual sight to close through the momentary separation from focusing very closely on the work table and reducing the contraction of the lens. This is very important for students with growing visual power. Regarding the above, strengthening the landscape as the center and heart of the school, instead of focusing exclusively on its building and creating appropriate outlook outside the classroom space as a source of attention, not only does not lead to student distraction, but focuses Their senses. In this regard, the present study seeks to apply open space design principles and its factors such as natural and dynamic elements in school buildings such as water, green spaces and other natural ecosystems, on the one hand, and the impact of physical variables of classrooms On the other hand, in order to create desirable landscapes and landscapes, the effect of the visual relationship between the classes and the primary schools courtyard on the concentration of students' focus and, through the establishment of appropriate visual interaction, provide effective solutions for the generation of healthier future mentally and educationally in the future.

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<th>James Etim</th>
<th>An Analysis of Selected Characteristics for High and Low performing Schools in Selected School Districts in North Carolina 2015-2016 and 2016-2017</th>
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<td>Education, Winston Salem State University, Winston Salem, North Carolina</td>
<td>Abstract</td>
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<td>A lot of research has been completed showing that higher levels of education improves employment opportunities, improves health and reduces poverty. In the last five years, K-12 curriculum in many states has moved to getting students College and Career Ready. The No Child Left Behind Act (2002) mandates that students be assessed in selected grades between grades 3 and 12 during their academic careers. In North Carolina, students in elementary and middle grades take the End of Grade Tests. Schools are categorized as A or B or C or D or F based on selected indices, foremost being the level of student performance in the End of Grade Tests for the school. A and B schools may be categorized as high performing schools while schools with D/F designation may be categorized as low performing schools. Based on the North Carolina School Reports Card for 2016 and 2017, the purpose of the study were the following-a. are teachers in high performing schools more highly qualified, more experienced and have higher percentage of advanced degrees than teachers in low performing schools? b. What is the level of educational disadvantage for schools that are high performing when compared to low performing schools? c. What is the level of Incoming Readiness for students in low performing when compared to high performing schools? Data was analyzed using percentages and chi square. Based on the analysis, suggestions would be made on what could be done to enable students in low performing schools receive a more equitable education that leads to higher level of success.</td>
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<th>Moraru Silvia</th>
<th>Learning and Teaching Science (Chemistry and Physics) Using New Technologies in a Creative School (National High School)</th>
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<td>Liceul Teoretic National, National High School of Bucharest, Bucharest, Romania</td>
<td>Abstract</td>
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<td>The paper presents the preoccupation of a group of chemistry and physics teachers to modernize the teaching-learning-evaluation process using the new technologies (2012-2017). The study presents the strategy proposed by the National High School Bucharest for the training of chemistry, physics, and biology teachers for the creation of educational means used in lessons. The</td>
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National Theoretical High School is a creative school that aims for its students to make a permanent connection with real life, preparing them for the next stage that does not look like today. Our students study the sciences starting with the third grade and ending with the 12th grade. The paper contains the following parts:
I. Traditional learning versus student-centered learning;
II. What is the teacher's role in student-centered learning?
III. Computer-assisted training in physics and chemistry using ICT in student-centered learning;
IV. The role of the teacher in a creative school;
V. Instead of conclusions;
VI. References

Keywords: ICT, Creative School, Real and Virtual Experiments

Laura Monroe
College of Community Innovation and Education, University of Central Florida, Orlando, Florida, United States

Abstract
As more non-native English-speaking students enroll in English-medium universities, even more faculty will instruct students who are unprepared for the rigor of post-secondary academic writing in English. Many faculty members lack training and knowledge regarding the assessment of non-native English-speaking students’ writing, as well as the ability to provide effective feedback. This quantitative study investigated the possible attitudinal factors, including demographics, which might affect faculty preparedness and grading practices for both native and non-native English-speaking students’ academic writing and plagiarism, as well as the reasons faculty do not deduct points from both populations’ writing errors. Structural equation modeling and SPSS Statistics were employed to analyze the results of a faculty questionnaire disseminated to individuals who had taught non-native English-speaking students in academic subject courses. The findings from this study illustrated that faculty’s native language, years taught, and institution type were significant factors in not deducting points for academic writing errors and plagiarism, and the major reasons for not deducting points for errors were that faculty had too many students to grade, not enough training in assessing student written errors and plagiarism, and that the errors and plagiarism would have taken too long to explain. The practical implications gleaned from these results can be applied to most departments in English-medium post-secondary institutions regarding faculty preparedness and training in student academic writing errors and plagiarism, and recommendations for future research are given for similar types of preparation and guidance for post-secondary faculty, regardless of degree path or academic subject.

Keywords: Assessment, Non-Native English-Speaking Students, Faculty, Writing

Patrick Briones
College of Community Innovation and Education, University of Central Florida, Orlando, Florida, United States

The Efficacy of Cohesive Devices in Developing Reading Comprehension of Junior High School Students in Dasamarinas City, Cavite, Philippines

Abstract
There is a plethora of research regarding analysis of cohesive devices in teaching of writing. However, they are only few researches can be found regarding the efficacy of cohesive devices in improving student’s reading comprehension. Hence, this study aimed to identify the effectiveness of cohesive devices in improving student’s reading comprehensions specifically the positive roles of cohesive devices in the texts to improve the reading comprehension of junior high school students at Congressional Integrated High School, Cavite, Philippines. Participants were 100 Grade 10 students (50 for experimental group and 50 for controlled Group). They will be randomly selected. Participants have some common characteristics as they are all of average in terms of English learning background. In order to facilitate accurate and comprehensive results of this study, the researcher used ABRC Reading Materials from DepEd educational resources. Consequently, pre-test and post-test were given and T-test was performed to identify the
positive role cohesive devices in understanding a text. The results showed a significant improvement in the reading scores of the pre-test and post-test. In the end, some pedagogical implications were given.

Keywords: Cohesive devices, Reading Compression, ABRC Reading Test

Leila Azadbakh
ERCICRTEL1905070

Postgraduate research mentor-ship program: An appropriate approach to improve the quality of postgraduate students researches

Leila Azadbakh
Department of Community Nutrition, School of Nutritional Sciences and Dietetics, Tehran University of Medical Sciences, Tehran, Iran

Abstract
One of the important challenges at the Universities of Medical Sciences is the mentorship of postgraduate student’s academic theses. Since 2015, Research Mentoring Program have been implemented with the aim of improve research knowledge and skill, thesis quality, and quantity and quality of papers of postgraduate students.

In this program, guidance and supervision of the student is done through the supervisor and peer student as mentor. The student is required to report on his or her research project in weekly meetings.

28 postgraduate students participated in the Research Mentoring Program. Students stated that participation in this program not only helped to increase their knowledge and skills in their research project, but also had the opportunity to perform their research more quickly than their peers. Mentors also believed that the program was able to improve not only their mentorship skills, but also their knowledge and skills in research projects and research methods. This method also provides more experience for mentors. Also participating in this program was to increase the quantity and quality of papers resulting from postgraduate student’s academic theses.

Research Mentoring Program can enhance the postgraduate student’s knowledge and skills in their research projects and research methods, develop personal and professional relationships and promote interpersonal communication as a student or mentor. Ultimately, this program and its similar programs can improve the quality of postgraduate student’s academic theses and reduce their research period.

Keywords: postgraduate students, research-mentoring program

Mentoring As a Veritable Tool for Teaching Business Education at Tertiary Institution in Nigeria

Christianah Adekunbi Falade
Faculty of Education Department of Vocational and Technical Education (Business Education Unit) Ekiti State University, Ado Ekiti, Nigeria

Abstract
The study investigated teachers’ perception on the impact of professional development programmes on effective teaching of business studies in junior secondary schools in Ado Ekiti. The study adopted descriptive research of the survey design, with population of all 89 business studies teacher in Junior Secondary School in Ado Ekiti. 41 business studies teacher were selected using purposive sampling technique. A self structured questionnaire tagged Teachers’ Perception on the Impact of Professional Development Programme Questionnaire (TPIDPQ) was used to collect relevant data for the study. The data collected were analyzed using descriptive and inferential statistics. All hypotheses were tested at 0.05 level of significance. The findings revealed the differences among teachers participation in Seminar, conference and workshop. Also, the study specifically shows that the mean scores of teachers in seminar is apparently higher than the mean score of teachers in workshop and conference. The study concluded that for effective teaching of business studies, teachers must participate in professional development such as; seminar, conference and workshop. Based on the findings of this study, it was recommended among others that the educational authorities should create awareness for teachers as to the need for regular participation in professional development programmes.

Keywords: Conference, Effective Teaching, Professional Development Programme, Seminar, Workshop

Eisa M Balhan
Job Satisfaction with Elementary School Teachers who Teach Children with Behavioral

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Disruptions

Eisa M Balhan
Education Psychology Department, Kuwait University, Kuwait

Abstract
The aim of this study was to determine the degree of job satisfaction among elementary school teachers who teach children with behavioral disruption. It also aimed to identify the effect of some variables on the degree of job satisfaction among elementary school teachers who teach children with behavioral disruptions. The study was conducted on a sample of (341) male and female teachers from six different educational districts in the State of Kuwait. This study was based on the survey “job satisfaction among elementary school teachers” (prepared by the researcher). The most important results of the study are summarized as follows: Determination of the most important categories of job satisfaction among elementary school teachers who teach children with behavioral disruptions. There are also a statistically significant difference at the level of significance of (0.02) between the mean scores of the study sample on their job satisfaction in teaching children with behavioral disruptions related to the satisfaction resulting from the relationship with the parents of children who are behaviorally disturbed. There were statistically significant differences at mean levels (0.01) and (0.03) respectively between the mean scores of the study sample on their job satisfaction when teaching children with behavioral disruptions related to the satisfaction resulting from the relationship with parents of children who have behavioral disruptions as well as the total score due to gender variable for male teachers. There were also no statistically significant differences between the averages of teachers of job satisfaction when teaching children with behavioral disruptions related to the survey and the total score, due to the variable of the educational certification. In addition, there were no differences between the mean scores of the study sample on their job satisfaction when teaching children with behavioral disruptions related to the survey and the total score, due to the variable of the type of qualification. There were also statistically significant differences at the level of (0.02) among the average teachers of their satisfaction with teaching children with behavioral disruptions related to the overall score. Due to the variable of the educational subject between teachers of Islamic education and the Koran teachers of mathematics for teachers of Islamic studies and the Holy Quran. There are also statistically significant differences at the level of (0.01) between the averages of teachers of their satisfaction with teaching children with behavioral disruptions related to the satisfaction of personal aspects, and the satisfaction resulting from the relationship with parents of children who are behavioral disruptions as well as the total score in favor of those who have less than (1-5) years of experience.

Keywords: Job Satisfaction, Behavioral Disruption

Determinants of Poor Enrolment of School Age Children in Universal Basic Education Primary Schools in Olatamaboro Lga of Kogi State Nigeria

Jibrin Ibrahim
Psychology, Guidance and Counselling, School of Education, Kogi State College of Education, Ankpa, Nigeria

Abstract
This paper examined the consequences of poor enrolment of school age children into the Universal Basic Education Primary Schools in Kogi State. A descriptive research survey design was used for the study. The sample consisted of 120 respondents from a population of 217 head teachers and supervisors of schools. Two research questions guided the study. The instrument used for the study is focus group discussion schedule (FGDS). Data obtained through (FGDS) interview from 100 Head Teachers and 20 Supervisors, 120 subjects were randomly selected from a population of 217. This was qualitatively analyzed and presented using descriptive illustration of the voice and understanding of the participants. The result showed that parent/guardian avail their children/wards for enrolment into the UBE primary education on the grounds that government discourages the programme allowing teachers to go on strike. And, that poor enrolment of school age children is a result of parental, moral, financial and incessant strike. The consequences of poor enrolment destroy academic destinies of children and increase the probability of social tension,
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<td>Lamyae Lazaar ERCICRTEL1905074</td>
<td>What can a piece of writing reveal about our learners? An Action Research on Writing Difficulties among Moroccan High School Students</td>
<td>Poor Enrolment, Universal Basic Education, Parents, Pupils, School Age</td>
<td>The current paper aims at defining one of the issues encountered by high school students. The issue will be introduced through the context that will lead to the question, rationale, and review of literature paving the way to dig into the core of the problem. Tentative solutions is displayed along with the methodology followed and its results. The results were interesting as 60% of learners managed to write a coherent piece of writing after many treatment phases.</td>
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<td>Maria de Fatima Goulao ERCICRTEL1905076</td>
<td>E-students, autonomy and support</td>
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<td>Online education is a way to provide a greater number of students to Higher Education. This type of teaching leads to a new way of approaching content. It leads to the construction of knowledge in a more interactive and more cooperative way. For this to happen, pedagogy also changes. New possibilities and new questions arise. The e-students also find other challenges, such as the need for greater autonomy, greater self-regulation capacity. Among the many factors that can be found, there is e-student support to achieve success and avoid dropout. According to Simpson (2012) there are several types of support among them non-academic support or as Ubachs &amp; Konings (2016) point to a pedagogical support. It was on the basis of these assumptions that it was developed a curricular unit for the 1st year of Higher Education. In its structure, in addition to the formal content, forums (Forum Challenges) were placed for collaborative work among students mediated by the teacher. The evaluation that the students made points to a positive evaluation and intend to transpose this knowledge to other curricular units throughout their learning process. This type of support was considered by the students as one more value for them. They recognize their role in the approach to content. Based on this evaluation, some changes were introduced in the curricular unit. We consider investigations that seek to find ways of support to avoid students dropout.</td>
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<td>B. O. Anukaenyi ERCICRTEL1905078</td>
<td>Effects of Visual Information Aids on Secondary School Students Learning of Civic Education in Enugu Metropolis, Nigeria</td>
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<td>The importance of civic education in the curriculum of secondary education cannot be over-emphasized. In particular, students at that level of formative development are equipped with critical skills and knowledge for effective social integration. This underscores the need for this study that investigated the effects of utilizing visual information aids in making the teaching of civic education effective in the school. Two research questions that were turned into hypothesis guided the investigation. The experimental research design was adopted for the study that had all the senior secondary school students in Enugu metropolis in Nigeria as target population. All the 38 SS2A and 43 SS2B students in Enugu model secondary schools constituted the experimental and control samples respectively. The two groups were taught two (2) topics: “Citizenship” and “Social Responsibilities” with visual information aids (videos) for four (4) weeks after which their...</td>
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performance was evaluated with a 50-item objective test. The performance scores of students in the two groups were analysed using the mean and t-test statistics. The result of analysis showed that students taught with video performed significantly better than students taught without visual information aid. Based on the findings, it was recommended among others that civic education classes be taught with visual information aids.

Keywords: Civic Education, Student, Learning Visual Information Aids

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

Mohammad Iftikhar Bakht
PhD Scholar, Department of Education, The Islamia University of Bahawalpur, Bahawalpur, Punjab Pakistan

Abstract

Teachers play 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 lays 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 in to 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

Implementation of Information and Communication Technologies (ICTs) in Distance Education in Pakistan

Imran Latif Saifi
PhD Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan

Abstract

No doubt, it is the age of science and technology. Revolution in technology has affected all the fields of life from routine daily life to institutional settings. Influence of technology especially Information and Communication Technology (ICT) in all types of education is increasing day by day. Distance education is getting importance; where every-body have no time to attend any institution on regular basis to complete their education along with their jobs or business. From the help of this study, researchers had tried to find out implementation of ICT in distance education in Pakistan. Objectives of the study were to explore the steps regarding training of learners to use ICT and to analyze the use of ICT by learners were. This study was qualitative in nature and survey method was used. A convenient sample of 30 students of 2nd semester from M.Phil and BS program of Virtual University of Pakistan was taken. Interview was used as a tool to collect data from the respondents. Thematic analysis was done. On the basis of findings, it was observed that no training was provided to learners regarding ICT. Learners were also failed to use ICT effectively. So, it was suggested that learners must be trained and forced to use ICT to get better results in their educational carriers.

Keywords: Implementation, Distance Education, Learners

Educational Empowerment of Generation Z in Rural Areas of Pakistan

Lubna Salamat

Lubna Salamat

4th ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 09-10 April, London
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<th>Name</th>
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<tr>
<td>PhD Scholar</td>
<td>Educated youth is the back bone of any realm. Their role in socio economic development may lead the society or nation towards success and sustainable development. Equal opportunity of resources is the basic need. Pakistan is an under developing country, in which lack of opportunities are there among rural and urban areas. Individuals who born after 1995 are categorized as generation Z and are digitally aware, have the power to make fast decisions and linked highly with societies due to the use of social media i.e. Face book, Twitter, Whatssapp etc. To use social media, one must be educationally empowered. With this study, efforts were made to explore the opportunities related to education in rural areas of Pakistan and to understand the effect of education on the use of social media. Individuals of generation Z, living in rural areas of Punjab province was the population of the study. For convenience study was delimited to Bahawalpur district of the Punjab province. Eight villages were selected randomly. Fifty male and female respondents of generation Z were selected conveniently. Structured interview was used as the tool for this study consisting of 15 question and basic demographic graphic information i.e. Age, Gender, Qualification and Time spent on the use of social media. Thematic analysis was made. It was found that there was high correlation among educational empowerment with the opportunities provided.</td>
<td>Educational Empowerment, Generation Z, Social Media, Correlation</td>
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<tr>
<td>Raquel Bernabe</td>
<td>Impact of The Use of Learning Resource Management and Development System (LRMDS) on Master Teachers Teaching Science</td>
<td>Purpose: This study was conducted to determine the Impact of the use of Learning Resource and Management Development System (LRMDS) on Master Teachers teaching Science in the City Schools Division of Dasmariñas City Cavite, Department of Education. The results of the study would help teachers and administrators to assess the master teacher impression on using LRMDS application for enhancing the performance of master teachers and rationalize the planning for activities intended for improving the performance of master teachers.</td>
<td>Teaching and Learning</td>
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<tr>
<td>Beatrice Antwiwaa</td>
<td>Improving Children's Literacy: The Influence of Phonics Method on Reading Instruction Among Pupils' in the Cape Coast Metropolis</td>
<td>This study sought to improve children’s literacy by examining the influence of the phonics method on reading instruction among pupils in the Cape Coast Metropolis. The case study research design was adopted for the study. Using the simple random sampling procedure, 20 primary one (1) pupils from the Ola St. Francis Basic School were selected for the study. Data gathered from pupils with...</td>
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the use of the observational checklist and test were analysed using the descriptive statistics namely frequencies, percentages, means, and paired sampled t-test. It was found out that, trouble sounding out words, reading at a slow pace (decoding); as well as inability to know the letter sounds associated with each of the alphabets (phonics) were some of the kinds of reading difficulties that pupils encountered. Again, there was a statistically significant difference between the pre-test scores of pupils and the post test scores of pupils’ reading ability and that, the use of phonic method had a positive effect/impact on the reading ability of the pupils. The study recommended that, head teachers and teachers should include more periods on the time table for the development of reading skills among pupils in the school. Also, the Ghana Education Service and head teachers should organise regular in-service training and workshops for primary school teachers especially concerning the use of phonics method.

Keywords: Phonics, Decoding, Comprehension, Reading Difficulty

Support Services Available for the Inclusion of Children with Disabilities in Pre-Schools Obio-Akpor Local Government in Nigeria

Chima-Uzosike Ngozi
Department of Early Childhood Education, Faculty of Educational Studies, University of Education, Winneba, Ghana

Abstract

The study aimed to find out the support services available for the inclusion of children with disabilities in pre-schools in Obio-Akpor Local Government in Nigeria. Inclusive education happens when children with and without disabilities participate and learn together in same classroom with the right support services in place. This is a descriptive research design. Using the simple random sampling procedure, 45 public pre-schools in the Universal Basic Education in Obio-Akpor Local Government Area were selected for the study.

Data gathered from teachers and head teachers with the use of the questionnaire was analysed using the descriptive statistics frequencies and percentages. The result obtained indicated that, in spite of the inclusion of children with disabilities in universal pre-schools in Obio –Akpor, the right support services for inclusive education were not adequate, most of the school buildings were not disable friendly, the material resources available were not adequate to facilitate inclusive education in pre-schools. Again, inadequate human resource and inadequate pre service and in-service training for teachers were some of the major barriers to accessing inclusive early childhood programs by children with disabilities.

The study recommended that, the government and the policy makers in education should put the right support services in place for inclusion of children with disabilities in pre-schools. In-service and pre-service training on inclusive education for teachers and head teachers should be part of the pre-school program.

Keywords: Inclusive education, Children with special needs, Impairment

Implementation of E-Learning Project in Tshwane South District: Towards a Paperless Classroom in Secondary Schools

Dr Khashane Stephen Malatji
Department of Primary Education, School of Education, Tshwane University of Technology, Soshanguve North Campus

Abstract

The E-learning project has been rolled out in schools of Gauteng Province with the view of improving the quality of education and moving towards paperless classroom. The purpose of this study was to investigate challenges faced by Tshwane South Secondary Schools with regards to implementation of E-learning project with the view to suggest possible solutions. The study followed a qualitative research approach with case study research design. Population in this study consisted of teachers, School management Teams and learners. Purposive sampling was used to select 2 teachers, 2 learners and 2 School Management Teams that were on E-Learning committee. Data was collected through focus group interview and document analysis. With document analysis both E-Learning policy and implementation plan were scrutinized and analyzed. ADDIE’s model was used in this study which gave a theoretical lens on how instructional designer, training developer
and educator should design and develop a program such as E-Learning. Thematic approach was used to analyze data.

The study found that teachers were not adequately trained prior to implementation and that impacted negatively on the project. Moreover, the study revealed other challenges that were related to theft of devices, poor infrastructure, poor communication, teachers' attitudes, lack of self-motivation, parental involvement as well as poor monitoring of the use of the devices. The study recommended extensive training of both learners and teachers on the use of E-learning. Furthermore, it was recommended that restrictive devices be installed on the learners’ tablets to deny them access non-academic websites.

**Yanbo Zhang**
**ERCICRTEL1905093**

**Exploring ESP Teaching Model Based on Mobile Learning -Take Business English Course as an Example**

**Yanbo Zhang**
**Business English Department, Foreign Languages School, Northeast Normal University, Changchun City, P. R. China**

**Abstract**

ESP (English for Special Purposes) teaching involves English language teaching in different professional fields. The teachers are expected not only to convey the language knowledge, but also to explain the professional terms and knowledge in English.

This paper takes Business English course as an example to explore the feasible teaching models by use of mobile devices like smart phones. The writer first reviewed the researches on ESP teaching and mobile learning. Then the status quo and problems in the traditional business English teaching were discussed. The writer further attempted the design of mobile learning model in business English teaching from the perspectives of vocabulary, listening, speaking and reading and writing. And the features of mobile learning in ESP were summarized based on the discussion above. The introduction of mobile learning model into ESP teaching is a trend in modern world which will increase students' interest in English learning and the teaching effect will be enhanced as well.

Keywords: ESP; Mobile Learning; Business English; Teaching Model

**Prof. Dr. Hussein Sadi Ibrahim**
**ERCICRTEL1905095**

**The Impact of the Self-Learning Method on the Cognitive Achievement and the Accuracy of the Performance of the Kidnapping Weightlifting**

**Prof. Dr. Hussein Sadi Ibrahim**
**Dean of the Faculty of Physical Education and Sports Sciences, Salahuddin University, Erbil, Iraq**

**Abstract**

The research aims at the following:
1. to recognize the impact of educational curriculum according to the method of self-learning in the achievement of knowledge and accuracy of the performance of high-lift weightlifting.
2. to identify the impact of the methodology used in the college in the accuracy of the performance of high-kidnapping weightlifting.
3. Identify the difference in the post-test between the approach of self-learning method and the methodology used in the college in the achievement of knowledge of the high abduction by lifting weights.

Research Methodology and Procedures:
Including the research methodology used, the sample of the research, the number of them, the list of tools and the research equipment, the use of the weightlifting learning method, the field research procedures, the pre-test, the post-test, the procedures used in teaching, and the statistical methods used.

Conclusions and recommendations:
The researchers found a number of important conclusions:
1. The effectiveness and usefulness of using the self-learning method in teaching has become clear.
2. The superiority of the experimental group on the control group in the test is clear.

Keywords: Self-learning method, cognitive achievement, high lift by weightlifting

**Anthony Akinyemi Ayeobasan**
**ERCICRTEL1905122**

**Impact of Concept Mapping on Test Anxiety and Attitude to Mathematics among Primary School Pupils in Lagos State, Nigeria**

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**People: International Journal of Social Sciences**  
**ISSN 2454-5899**

| Anthony Akinbemide Ayeobasen  
Department of Educational Psychology, Federal College of Education (Tech.) Akoka Yaba, Lagos, Nigeria |
|---|
| **Abstract**  
The study was undertaken to appraise the relative efficacy of one training method (concept mapping) on test anxiety and attitude to Mathematics among Primary School pupils in Lagos State. The participants in the study comprised 150 primary school pupils (74 boys and 76 girls) who were randomly selected from three co-educational secondary schools in Lagos state. The following instruments were used in the study: Anxiety Rating Scale (Mathematics) and Mathematics Attitude Scale (MAS). All instruments were used for pre and post test assessments test. Three research questions were raised and three research hypotheses were formulated to guide the study. The research design was quasi experimental pre and posttest control design. The pre and post test scores were analysed using t-test and correlation. There were significant differences in post-test scores in Mathematics Anxiety Attitude to Mathematics Scale and gender among participants in the experimental groups. Consequently, the three hypotheses were rejected (p < 0.05). Discussion based on the findings of the study were made.  
**Keywords:** Concept Mapping, Test Anxiety and Attitude to Mathematics |

| Shonar Sheth  
ERCICRTEL1905123  
School of Liberal Studies, Pandit Deendayal Petroleum University, Gandhinagar, India |
|---|
| **Abstract**  
The upcoming years will be observing the inclusion of new and ferocious entrant, generation Z which has the potential to carry greater impact of change. The people born in (1995) as per Business Insider with the heavy influence of social media and technology this kids have received their education differently than the others. With smart classrooms and apps the way of learning has evolved and in a way have improved their learning curve. Generation Z students have different expectations of learning and performing. Rather than sitting and studying in a stereotypical way, they prefer submitting works through podcasts, blogging and outdoor studies. Their entry in their professional life can be forecasted on the basis of their reflection in their education system. The primary focus of the paper would be what would be there expectations and interest as employee and what fields they would prefer working in. They have a different attitude towards work and it would be a strong requisite for the companies to provide them with their requirements and retain them for a longer tenure.  
The research will be targeted on the population who are currently in their final year of higher secondary education and on the verge of selecting their graduation on the basis of their career interest. On the basis of this analysis the companies will be able to determine their preferences and they would be able to build a suitable work place. The questionnaire will be targeting the aspects like their career aspirations, job commitment and life goals. The results will be analysed further on standard statistical platform to create more concrete solutions.  
**Keywords:** Generation Z, Career Aspirations, Preferences, Indian Corporate |

| Sohail Sattar  
ERCICRTEL1905124  
Gender Studies, Punjab University, Lahore, Pakistan |
|---|
| **Abstract**  
The major objective of the study was to develop an Audio Instructional Model in Distance Education. The population of the study consisted of 20 Course Development Coordinators working at AIOU, eight I.E.T producers and 214 tutors working at AIOU at intermediate level of Lahore and Faisalabad regions. All the population of the study was taken as sample. The data were collected through three structured questionnaires developed for Course Development Coordinators, I.E.T producers and tutors and interview schedules developed for I.E.T producers and Course Development Coordinators. The recommendations included; (i) arrangements should be made for the tutors to record their lectures for audio, (ii) the quality of the audio instruments should be

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<tr>
<td>Hanna Yeshinegus</td>
<td>Exploring the role of managers in knowledge sharing: Case study in Addis Ababa two government</td>
<td>Higher education institutions (HEIs) are organizations that have the supreme role and obligation in knowledge creation and sharing. However, the role of managers for knowledge sharing is not fully studied in HEIs. Hence, the objective of the present study was to investigate the understanding, role and strategies of the managers to encourage academic staffs in knowledge sharing in the two government universities. A mixed method was employed to collect data from academic staffs and managers. Totally, 382 academic staffs and 30 managers were purposively selected from both universities, and questioners were administered to collect data from academic staffs and in-depth interview was conducted to collect data from managers. The role of the managers was assessed based on the provision of motivation, opportunities, facilities and rewards to academic staffs for knowledge sharing. The result showed that, managers had limited understanding about the concept of knowledge sharing. The HEIs had no strong, well-organized scientifically acceptable platform for knowledge sharing. There were limited opportunities and facilities provided by managers for knowledge sharing. The quantitative result also revealed that the motivation and opportunities to share knowledge were faintly positive in both universities. There were no clear and encouraging rewarding systems for academic staffs who share knowledge. The academic staffs had no trust towards his manager in encouraging knowledge sharing. Among the ways of knowledge sharing, informal chat, phone call and email were daily used by academic staffs. In conclusion, the overall findings revealed that managers are not creating opportunities, and motivation for knowledge sharing, thus hindering knowledge sharing in both universities. We recommend that, managers should create favorable atmosphere including opportunities, motivation and rewarding system for academic staffs. The study is a breakthrough to understand the role of managers for knowledge sharing, and can be used as a base line for future studies.</td>
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<td>Adamseged</td>
<td>Universities, Ethiopia</td>
<td>Keywords: Academic culture, higher education institution, Knowledge sharing, Managers</td>
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<td>Martha I Gomez</td>
<td>English as a Foreign Language and its historical growth in Colombia (2006 to 2018)</td>
<td>The SABER 11 test assesses the proficiency of the linguistic, pragmatic and sociolinguistic competences of students finishing high school. Linguistic competence assesses whether students can move from an orderly and logical structure of language to the meaning they have. Pragmatic competence evaluates the student's ability to organize sentences and produce textual fragments. Finally, the sociolinguistic competence evaluates the student's ability to interact in a social environment using the target language. Therefore, students are asked about how to handle rules of courtesy and all the behaviors and protocols that social relations require (Ruiz, 2016). The analysis considers 12 years of study to have a broader view on the changes presented on the test, the population and the linguistic conditions that this exam requests every year. This study explores the growth of English as a foreign language (EFL) in Colombia through the historical analysis of SABER 11 results between 2006-2018 in Medellin, Colombia in order to compare language policy expectations and the reality that Spanish-speaking societies face while learning</td>
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<tr>
<td>Betancur</td>
<td>Faculty of Communication (PhD in Linguistics), University of Antioquia, Medellin, Colombia</td>
<td>Keywords: English as a Foreign Language, Historical growth, Colombia (2006 to 2018)</td>
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<td>ERCICRTEL1905133</td>
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Keywords: Developing, Audio, Instructional, Education

Keywords: Academic culture, higher education institution, Knowledge sharing, Managers
# Impact of Intelligence on Teaching Pedagogies of Secondary School Science Teachers

**Dr. Rani Gul**  
Department of Education, Faculty of Arts and Basic Sciences, Balochistan University of Information Technology, Engineering and Management Sciences, Quetta, Pakistan

## Abstract
Intellectual strengths of the teachers can have a robust impact on their teaching pedagogies. This study illuminates the nine multiple intelligences and its impact on the teaching pedagogies of secondary school science teachers. Data were collected using two different questionnaires from 252 male and female secondary school science teachers, selected through proportionate random sampling technique, from urban and rural areas of district Peshawar. Finding revealed significant gender differences in visual and kinesthetic intelligences, and a consistent positive effect (r = .581) of science teachers’ multiple intelligences on their teaching pedagogies was also observed. The study suggested that teacher education institutes, teaching curriculum developers, policymakers may concentrate on secondary school science teachers’ capacity enhancement in line with their multiple intelligences to enhance their teaching skills and make teaching more effective.

Keywords: Capacity Enhancement, Individual Differences, Intellectual Strength, Students’ Achievements, Teaching Pedagogies

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# The Impact of Strategies-based Instruction on EFL Learners’ Speaking Performance

**Anahit Arakelyan**  
College of Humanities and Social Sciences, American University in Armenia, Yerevan, Armenia

## Abstract
Performing a quick search for the definition of strategy-based instruction, we will be provided by a great number of relevant responses. Perhaps, the most concise definition is that strategies are conscious thoughts and behaviors used by the students to facilitate language learning tasks and to personalize the language learning process. Despite the fact, that in many cases, speaking is viewed as being the most critical skill of all, such limited attention is paid in the research literature to the contribution the strategies-based instruction might have on speaking skills. Thus, the purpose of the current study was to find out beneficial ways of implementing formal strategy-based instruction with a particular focus on speaking, and see whether it would have effect on the development of Armenian EFL learners’ speaking skills as well as to find out the learners’ attitude towards the use of the strategies. From two groups involved in the study, the experimental group received the treatment, whereas the control group received placebo. The effectiveness of the treatment was investigated through quasi-experimental design. The study comprised both quantitative (pre and post tests, attitudinal questionnaire) and qualitative (semi-structured interview) data collection instruments.

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# Motivational Effects of “Artists in Schools Program” (AiS) in Visual Art Education Among Secondary School Students in Malaysia

**Wan Juria Emeih Wahid**  
Faculty of Arts, Computing and Creative Industry, Sultan Idris Education University, Perak, Malaysia

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**EFL.**  
Data showed how students’ proficiency is improving but it has not reached the bilingual program expectations of having students with a B1 level at the end of their high school life. Hitherto, none of the participating school has been able to achieve proper scores that can be over the national media and a meaningful success for EFL policies in a Spanish speaking context. This study enriched language policies in Colombia allowing diagnosis and changes inside programs in public institutions. Further research on this area is necessary in order to continue enriching the languages policies established in the country, the strategies and methods used to evaluate students learning process and therefore, improving the methodologies used to teach and learn a foreign language in the city and obtain meaningful results nationwide and worldwide.

Keywords: EFL, Language Acquisition, Language Policy, SABER 11 Test, Language Assessment
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<td>In Malaysia, motivation - the core prerequisite of creativity - in Arts Education has been an issue in the formal education system and has been considerably discussed. Based on the experiences faced in many countries, a possible resolution tool is the development of school - artist collaboration, which involves sharing of ideas and experiences between the artists and the schools. This study is aimed at exploring the secondary school students’ motivation towards Visual Arts Education through a collaboration entitled &quot;Artists in Schools&quot; (AiS). Nine (9) schools and nine (9) artists had participated in the project and, their selections had gone through the registration on the researcher’s website. However, only one (1) student from every school was selected to participate in one-on-one interview session. The research design of this study is the multiple case studies towards the multisite studies, and, aims to explore and make new discoveries on the students’ motivation. This study used interviews, in-depth observations and secondary data collection. Keller’s ARCS Motivational Theory has been used for assessment purposes. The result of the evaluation has shown that AiS is significantly functional and instrumental in enhancing and encouraging the level of motivation of the students in arts and thus, has high potential in improving the students’ creativity.</td>
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<th>Role of Women in Environmental Education and Sustainable Development Campaign</th>
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<tr>
<td>Omowunmi Agboola</td>
</tr>
<tr>
<td>Institute of Education, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria</td>
</tr>
<tr>
<td>Abstract</td>
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<td>The involvemnt of women in the implementation of environmental education and sustainable development programmes campaign cannot be over emphasized. Women play a major part in protection of biological diversity through their many roles and responsibilities. To minimise the problems of climate change and environmental degradation, environmental education (EE) and sustainable development (SD) awareness are imperative. The strategic actions needed for sound environmental management requires a holistic, multidisciplinary and intersectional approach. Women participation and leadership are essential to every aspect of these approaches. Women have an essential role to play in the development of sustainable and ecological sound consumption and production patterns and approaches to natural resource management. The United Nations Environmental Programme (UNEP) stresses that sustainable development is not possible without the empowerment of women. Women can be involved through community, traditional and political leaderships and celebrities’ campaigns. They can also be involved through female radio and television presenters championing women participations. Also through the campaigns by women professionals which include teachers, lecturers, researchers and those in non-governmental organisations. Women should rise up to this occasion and occupy their rightful place in leading the campaigns EE and SD.</td>
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<td>Keywords: Environmental Education, Celebrities’ Campaigns, Sustainable Development, Women Campaigns, Women professional groups</td>
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<tr>
<th>An Investigation of Pronunciation Difficulties of English Consonants and Vowels among Arts Students at Shendi University</th>
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<tr>
<td>Ashraf Mamoun</td>
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<td>Department of English, Faculty of Education, Shendi University, Shendi, Sudan</td>
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<tr>
<td>Abstract</td>
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<td>This study investigates the pronunciation problems of English consonants and vowels among Arts students at Shendi University for the academic year 2015 whose first language is Arabic, the study focuses on “Sudanese Spoken Arabic” that these students normally speak. The aim of the study is to find the problematic sounds and the factors that cause these problems and to suggest some techniques that will help those students who are majoring in English improve their pronunciation. The subjects for the study are thirty six students from Shendi University, Faculty of Arts for the academic year 2015. The instruments used for the data collection are observation, recordings and a questionnaire. The data collected was analyzed both statistically and descriptively. The findings of the study revealed that Sudanese students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of these words (Paper/Pepper /Thank/Sank</td>
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### Yawe Athanasius Aernan
**ERCICRTEL1905166**

**Information and Communication Technology (ICT) Gadgets on the Management of Public Higher Institutions in Benue State, Nigeria**

Yawe Athanasius Aernan  
Educational Foundations, Benue State University, Makurdi, Nigeria

### Ivagher Ezekiel Dondo
Educational Foundations, Benue State University, Makurdi, Nigeria

**Abstract**

This study investigated impact of Information and Communication Technology (ICT) gadgets on the management of public higher institutions in Benue State, Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey research design was employed for the study. The population of the study comprised 6,805 academic staff from 3 in Benue State. A sample of 408 academic staff was selected from 5 public higher institutions of learning using stratified random sampling technique. A 10-item structured four-point rating scale questionnaire titled “Information and Communication Technology (ICT) Facilities Questionnaire (ICTFQ)” with reliability coefficient of 0.76 was used for data collection. Data obtained from the field study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions while the Chi-square (χ²) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance. The findings indicated that e-mail and projectors has significant influence on the management of higher institutions in Benue State, Nigeria. It was recommended among others that Government should ensure the use of ICT gadgets among academic and non-academic staff so as to enhance effective and efficient management of their institutions.

**Keywords:** Information and Communication Technology (ICT), management of higher institutions, e-mail and projectors

### Dulce María López González
**ERCICRTEL1905173**

**Neuroeducations Teacher Update in Mexicos Rural Schools**

Dulce María López González  
Postgraduate of Pedagogy, National Autonomous University of Mexico, Mexico

**Abstract**

Neuroeducation as an emerging field faces the challenge of building bridges between cognitive neuroscience and education, in order to overcome the differences among these disciplines, a study has been performed with the purpose of linking the teaching practice with the knowledge that cognitive neuroscience offers by means of a teacher update workshop in neuroeducation. A mixed methodology was used to document the design and implementation of the proposed workshop, it was addressed to 82 teachers of elementary and special education in rural schools of Mexico and it covered theoretical and basic neuroeducation elements. After concluding the workshop, a survey was carried in order to gather teachers (n = 41) beliefs and perspectives. The data indicates that the surveyed teachers recognized difficulties to understand the issues related to neuroeducation, nevertheless, they identify a certain degree of functionality in the classroom that can contribute to improve their teaching practice and perceive the importance and interest of incorporating the contributions of neuroeducation to their own continuous educational development. The results allows to suggest that it is necessary to improve the workshop’s design intending to facilitate access to knowledge of this emerging field, it is also recommended to track on the application that teachers make of this knowledge to identify the benefits-risks and if these affect...
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<tr>
<td>Rebecca Natrajan</td>
<td>Social Entrepreneurship In Action</td>
<td>Economic development of the nation basically implies a procedure by which the per capita income of that nation changes upward over a timeframe. Business enterprise assumes a crucial part in monetary advancement through production of utilities and creation of employment for a brief period. The driving force for entrepreneurial endeavours had originated from industrialization in the well developed countries by setting up an expansive scale, mechanical, and refined businesses contributing immense capital. Business enterprises are created for the utilization of capital, work and innovation. Entrepreneurs are aware of financial development of a nation and also entrepreneurial qualities among the general population as a rule and taught specifically is an earnest need. In India business enterprises will prompt create more wage, diminish the intense issue of unemployment, limit the occurrence of destitution, decrease the regional irregularity and increase the fare exchange and lessen the adjust of installments to the conceivable degree. This paper aims to discuss the facilitating factors and the social impact of social entrepreneurial organizations (SEOs). The case study analysis is based on semi-structured interviews with 10 social entrepreneurs in London, being mainly young and small pioneer organizations. It identifies a wide range of facilitating factors, showing that the London welfare system imposes specific barriers for scaling innovative ideas of smaller (SEOS). The findings are discussed and suggestions for further research. Keywords: Economic Development, Facilitating Factors, Social Entrepreneurial Organisations Social Entrepreneurs</td>
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<td>Haragobinda Baidya</td>
<td>Bangladesh Status of Teachers Education and Training at Secondary Level of General Education</td>
<td>Bangladesh teacher’s education of general steam in Bangladesh. In this study, secondary data used in the paper collected from Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Education Ministry, different training institutes and Bangladesh Open University. This study describes about different institutes of providing teacher education and training in the country. Different graphs and simple statistical analysis are done in this status paper. Regression on time series data shows the increasing trend of trained teacher in Secondary Schools. Further in the last decade the enrolment of B Ed and M Ed students in BOU has observed increasing over the time. Educational structure in simple format and statistics of secondary level trained teachers in Bangladesh are also mentioned to give a scenario of teacher’s educational status. Different ways of providing training to the teachers in open and distance mode in Bangladesh is also discussed. Keywords: Secondary Education, Teacher’s Training, Teacher Education, Open and Distance Mode, Pedagogical Theories, BANBEIS, BOU</td>
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<tr>
<td>Deborah Oluwaseun Okusanya</td>
<td>Students Perceptions Regarding Homosexuality at Sefako Makgatho Health Sciences University</td>
<td>Introduction: Homosexuality has been and continues to be a controversial subject across many disciplines; it has generated many debates around religious, academic institutions, political, socio-cultural as well as medical domains. The current study investigated students from a previously disadvantaged African university’s perception regarding homosexuality. Method: This qualitative study utilized two focus groups to collect data, which then was analyzed using thematic content analysis.</td>
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### Angela Boateng  
**ERCICRTEL1905185**

**Teaching Strategies and Techniques**  
**Angela Boateng**  
Head of Staff, B Life Educational Complex, Ghana

**Abstract**

With part-time and adjunct faculty assuming a greater role in college teaching, institutions are assuming more responsibility in providing support and assistance to this important constituency. The expertise and experience brought to the classroom by part-time faculty is of ever increasing importance to students and institutions. This expertise, however, can only be adequately appreciated if it is appropriately recognized and incorporated into the instructional process. This document has been prepared specifically to assist adjunct faculty who have careers outside of education to efficiently grasp many of the concepts necessary for effective teaching. Realizing the time constraints facing part-time faculty, the booklet is intentionally brief but to the point. Individuals interested in examining the teaching process in greater detail may find the companion publication A Handbook for Adjunct/Part-time Faculty and Teachers of Adults of value. It is the hope of the author and publisher that, in some small way, this publication will assist faculty in realizing a successful and rewarding teaching experience.

### Ahmad Abul  
**ERCICRTEL1905189**

**The Extent of Addiction to Kuwait University Students on Smart Phones and Its Relationship to Some Variables**  
**Ahmad Abul**  
Curricula & Instructional Methods, Kuwait University, Kuwait

**Abstract**

Smartphones (SP) heavy use for college students has increased rapidly in recent years, and this has brought about addiction. The objective of the present study was to investigate the relationship between smartphone heavy use and academic performance in Kuwait university students. Behaviorism theory was used as a methodological approach to understanding the behavior of participants. Behaviorism connects learning with behaviors that can be observed and measured. A random sample of 2403 undergraduate university students (mean age = 22.64 ±1.88 years; 68% female students) completed a survey. The survey composed of a) questions about socio-demographics, academics, lifestyle behaviors, personality type, and smartphone use-related variables; b) 30-item Smartphone Addiction Inventory (SPAI) Scale. The results revealed that the SP Addiction Scale scores of females were significantly higher than those of males. Positive correlations were found between the SP Addiction Scale scores and academic performance. The results indicate that low academic performance may be associated with SP heavy use. University students with low grade point average should be carefully monitored for smartphone addiction. Decision makers should expose the students to heavy use of educational applications for better educational outcomes.

### Dwumah Manu Blessing  
**School of Management, Jiangsu University, Zhenjiang, Jiangsu Province, China**

**A Fitted Logistic Regression Analysis of Factors Influencing Teachers Learning And Professional Development. Evidence From Selected Schools in Ghana**

**Abstract**

This article focuses on the factors that influence the professional development of teachers after they
| **Dwumah Manu Blessing**  
**ERCICRTEL1905191** | have completed their basic education. We defined teacher professional development as teacher learning: how they learn to learn and how to use their knowledge in practice to support student learning. We collected data from 274 teachers from 44 high schools and 10 universities in Ghana. We therefore adopted a fitted logistic regression model for our analysis. The results show that individual and organizational factors influence teacher learning. The collaboration of teachers is important for the way they are developed and some teachers can lead such learning activities. In addition, a positive school culture, a good atmosphere and a good understanding of teacher learning and collaboration with external specialists can influence the professional development of teachers. The article concludes that good management policies as well as learning at school is the best ground for the further development of teachers.  
**Keywords:** Teacher Learning; Professional Development; Teacher Collaboration; External Experts |

| **Fayiz Aldhafeeri**  
**ERCICRTEL1905192** | Faculty Reluctance towards e-Learning Implementations to Support Communication and Learning  
**Fayiz Aldhafeeri**  
Curriculum & Instruction, College of Education, Kuwait University, Kuwait  
**Abstract**  
The rise of online teaching systems and the growth of the Internet and other information and communication technologies (ICT) brought about a new era of learning possibilities to higher education worldwide. However, even though applying e-Learning applications in teaching brings several opportunities for higher education institutions, the full acceptance of such systems and application is not guaranteed. The objective of this study is to identify factors that influence the adoption of e-Learning technologies in teaching among faculty members in a university setting. Data were collected from a total of 76 semi-structured interviews with faculty from Kuwait University. The findings of this study identified four dimensions of reluctance: educational, technical, course-related, and administrative. Faculty respondents interwoven with the four dimensions of reluctance emphasize the lack of a clear vision, management support, planning issues, training, motivation, and inefficient technical support among the reasons causing faculty to be reluctant to use e-Learning implementations. Faculty feedback about the use of the Blackboard eLearning Platform at Kuwait University indicates that the availability of the equipment and system alone does not guarantee the use of e-Learning implementations. A clear vision of the benefits of the eLearning process and its potential contribution in supporting teaching is crucial. Even though this study presents a case study of one public university in Kuwait, the results of this research provide useful insights for practitioners and researchers for other countries in the Arab world - specifically GCC countries - as they share the same cultural, economic, geographical, and technical characteristics as well as the international audience to learn from case studies in different regions. |

| **Mantu Satyam**  
**ERCICRTEL1905194** | Study Technique for command complex tough Maths, Numericals (Part/volume -1)  
**Mantu Satyam**  
Ex Student, Msc, CRRA,SMU-De Pass Y-2013, Deoghar, Jharkhand, India  
**Abstract**  
Use of numerical note book, numerical guide understand the concept with step use self copy note book and math, numerical have practice 5-7 times in same times by use think, memory of brain to take 4-6 minute (saturation times /sufficient space on brains ) in any step to focus wait with note numerical book, numerical guide. It’s have to apply in standard times frame/about 7-10 days interval to revision in regular time frame. It’s mature in like 6-9 month as per topic and peoples. Always its next to next interval times step to not solve less. After some saturated interval practice to long memory with use link of other that topic numerical. Always keep on mind initial only focus a single standard book. After mature practice full command use to other 2nd standard book to solution to achieve link targets. I think not deviate more than two standard book.  
In numerical practice science above mention technique apply to understand and practice it automatic link for command that tough complex numerical with next other that topics concerned complex numerical of better solve the problem otherwise no better option.  
**Keywords:** Theoretrical, Focus, Guide, Think, Same, Raj Bapna, Mind Map, Saturation, |
**Abstract**

In first time, any chapter tough numerical have only 20%-25% numerical possible to make any chapter with take very long times. For the note waste of time use the method, its first times process to numerical step clear that method, its numerical, mathematics to see guide professor notes, think on numerical concept with step with use note book. After then practice it same times some time with take on hints any step, some minutes times to think (3-5 minute, saturation times), not clear then see the guide book. In next of every 7 days interval in 6-7 month, take of thinks hints any step, some minutes times (4-6 minute, saturation times), not clear step then see the guide book and practice with that, always times to times step remain have less. Purpose of save times in practicality wisdom. That method first command any book tough numerical after clear automatic link of other numerical that types with easy numerical.

**Keywords:** Any, Chapter Only, Step, Hints, Saturation Times, 7 Days, 8-10 Months, Saturation Times/ Minutes

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**Dream Plan Method: Step Out to Comfort Zone and Achieve Your Dreams**

*Nurfitriani Marsuki*

Faculty of Psychology, Universitas Muhammadiyah Malang, Malang, Indonesia

**Abstract**

Comfort zone can be the biggest obstacles in the way to achieve a dream. In school, it reffers to feeling satisfy in study and know the subjects. When student is quick to feel satisfy with their knowledge, it affects their motivation to engrow their knowledge and it can directly give impact to quality of human resource. Dream Plan Method is a method focusing on character development for students. This method aim to shape student's motivation to achieve their dreams by allowing them to write their interest and dream in the future. This research is using qualitative method with case study.

**Keywords:** Motivation, Dream, Character, Comfort Zone

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**Facilitating Factors of Successful Social Entrepreneurial Organizations - "A case Study on Social Entrepreneurship Initiatives in London**

*Dr. Rebecca Natrajan*

Department of Entrepreneurship Studies, QAHE-London Ulster University Partnership Programme, London, United Kingdom

**Abstract**

Economic development of the nation basically implies a procedure by which the per capita income of that nation changes upward over a timeframe. Business enterprise assumes a crucial part in monetary advancement through production of utilities and creation of employment for a brief period. The driving force for entrepreneurial endeavours had originated from industrialization in the well developed countries by setting up an expansive scale, mechanical, and refined businesses contributing immense capital. Business enterprises are created for the utilization of capital, work and innovation. Entrepreneurs are aware of financial development of a nation and also entrepreneurial qualities among the general population as a rule and taught specifically is an earnest need. In India business enterprises will prompt create more wage, diminish the intense issue of unemployment, limit the occurrence of destitution, decrease the regional irregularity and increase the fare exchange and lessen the adjust of installments to the conceivable degree. This paper aims to discuss the facilitating factors and the social impact of social entrepreneurial organizations (SEOs). The case study analysis is based on semi-structured interviews with 10 social entrepreneurs in India, being mainly young and small pioneer organizations. It identifies a wide range of facilitating factors, showing that the London welfare system imposes specific barriers for scaling innovative ideas of smaller (SEOS). The findings are discussed and suggestions for further research.
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<tr>
<th>Madhumitha Sivanandam ERCICRTEL1905207</th>
<th>Portrayal of Women in the Novels of Preeti Shenoy: Stereotyped Modernism</th>
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<tr>
<td><strong>Madhumitha Sivanandam</strong></td>
<td><strong>Department of Training and Placement, Faculty of Language Training in English, Bannari Amman Institute of Technology, Sathyamanagalam, Erode, Tamilnadu, India</strong></td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td>When a Girl child is born, this patriarchal society curtails the wings of the girl child because of culture and tradition of the society. This Hu’ man’ society dominates a woman’s right from her birth throughout her lifespan. Firstly the women were banned to be educated at the ancient times (ii) Women are treated to be slaves (iii) Men use women as an object of sex (iv) Women are silenced and men think women as a play toy even underneath the hair of a girl toy there will be the sentence mentioned ‘Handle with care’. This paper critically examines the fictional world of Preeti Shenoy, a prominent Indian woman writer to understand her outlook and standpoint on the stereotyped modernism of women in the modern society. The women empowerment movement in India took rapid strides in the wake of nationalist ideas in the nineteenth century but still the Indian women are supressed in the Indian machoistic society. Preeti Shenoy in her novels portrays the status of women in the modern society, how the women are supressed by men and the struggles the women face to overcome the issues and to get a stand in the society. There is a need for the Indian women to make an effort to recover their sense of identity.</td>
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<tr>
<th>Lina Aviyanti ERCICRTEL1905053</th>
<th>Factors Affecting the Conceptual Understanding in Physics of Pre-Service Physics Teachers: A Structural Equation Model</th>
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<tr>
<td><strong>Lina Aviyanti</strong></td>
<td><strong>College of Education, Psychology and Social Work, Flinders University, Adelaide, Australia</strong></td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td>Physics plays a crucial role in understanding the natural phenomena that occur in everyday life needed to facilitate humankind in carrying out daily activities. Hence, both in-service and pre-service physics teachers are obliged to master the concepts of physics and better strategies of physics teaching. In particular, a lack of information on potential factors affecting pre-service physics teachers understanding of the physics concepts is leading to the perpetuation of future low-quality physics teaching. Consequently, this study seeks empirical evidence of potential factors that may contribute to the development of understanding of physics concepts. Using a structural equation modelling (SEM) approach, the associations of conceptual understanding of physics with various potential factors such as epistemological beliefs and scientific reasoning as well as demographic variables such as gender and year levels of pre-service physics teacher are examined. A cross-sectional design employs questionnaire survey to gather data from 706 pre-service physics teachers in Indonesia. The results of the SEM revealed that pre-service physics teachers' epistemological beliefs, scientific reasoning as well as demographic variables influence their physics conceptual understanding either directly or indirectly. These results reveal the importance of sophisticated epistemological beliefs and scientific reasoning for developing the understanding of physics concepts. <strong>Keywords: Epistemological Beliefs, Scientific Reasoning, Structural Equation Modeling, Understanding of Physics Concepts</strong></td>
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<tr>
<th>The Lost Generation An Analysis of the Grenadian Education System From 1950 To 2018 in Order to Assess the Development</th>
<th>June Douglas Humanities &amp; Social Science, St. George's University, Grenada</th>
</tr>
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<tbody>
<tr>
<td><strong>Abstract</strong></td>
<td>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</td>
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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 19th century. Grenada gained independence from the UK in 1977. 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 work alongside the classical grammar system.

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.

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.

**Abstract**

Globalization requires the Gulf Cooperation Countries (GCC) to experience numerous economic, social, and educational changes. In particular, Qatar’s unprecedented economic growth has created a flow of high- and low-skilled expatriate workers resulting in a significant imbalance between nationals and expatriates. The implications are evident in Qatar’s government schools where approximately 72% of teachers are expatriates and 99% of the principals are Qatari nationals. Although diversity can enrich schools, it could create conflicts that might hamper the school’s success. Despite the large body of research on school leadership and student diversity, little is written about principals and faculty diversity especially within the GCC. Semi-structured interviews were used to explore 20 Qatari principals’ perspectives regarding their understandings of diversity and experiences with faculty diversity. Findings demonstrate that principals perceive diversity in terms of nationality. They experienced positive and negative influences of diversity and are confronted with challenges that often center on ethnic and cultural issues. Principals addressed how they manage the issues of nationality, culture, and equality. The study suggests that school leadership in a multicultural society such as Qatar demands more competencies to manage faculty diversity. Several recommendations are offered for principals for working with a diverse faculty.

**Abstract**

The aim of this study is to show how (TBL) through (PBL) can add a new dimension to interdisciplinary learning environment and facilitate the process of integration for (CVD) courses. However, the use of (TBL) through (PBL) as a pedagogical strategy also served to deepen learners’ understanding of (CVD) use real world problems in an undergraduate course of (CVD). There were (60) preventive medicine learners who were selected and randomly divided into two groups: group one (n=30) with traditional teaching method and experimental group two (n=30) with (TBL) through (PBL) teaching methodology. The results of questionnaire showed that more than (90%) of experimental group learners thought (TBL through PBL) teaching approach could help to improve learning interest, independent thinking, and team collaboration. The majority of learners had a
positive attitude towards using (TBL) through (PBL) to advance their understanding of a subject or problem that extends beyond the scope any single discipline related to risk factors of (CVD). Learners integrate and develop information, concepts, methodologies and procedures from two or more disciplines to gain new knowledge, understanding and skills, and commonly also to explain or solve real world problems. Interdisciplinary learning environment, which combines with the (TBL) teaching methodology through (PBL) could not only effectively improve the learners’ ability of lifelong learning, but also significantly promote medical (CVD) experiment teaching effect. The perceptions of the university members for introduction of interdisciplinary learning environment using (TBL through PBL) at university of medicine Algiers were positive and encouraging. However, more workshops and virtual presentations emphasizing more on practical demonstrations were the felt need for successful structure of interdisciplinary learning environment.

Keywords: Interdisciplinary Learning Environment, Team-Based Learning, Problem-Based Learning, Cardiovascular Disease, Risk Factors

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**Frenemy: A New Addition to the Bullying Circle**

Malgorzata Wójcik  
Assistant Professor, SWPS University of Social Sciences and Humanities, Warsaw, Poland

**Abstract**

Greater knowledge on the social complexities of bullying is crucial to reduce actual bullying behavior. Two main approaches have been used to study bullying: the participant role approach and the bullying circle. In this study, we explored bullying through interviewing adults who had been victims of school bullying in the past, investigating how they perceived their experiences, and how they interpreted the bullying context and their surrounding peer relations. We interviewed 20 participants (over 18 years old), all of whom had experience of being bullied for more than one year. The interview data were then analyzed with a thematic analysis. We found that participants had a different definition of bullying compared to the standard definition formulated by researchers. They also confirmed the fluidity of participants’ roles and the changes in behavioral patterns towards victims, depending on the peer context. Most importantly, we revealed a new participant in the bullying circle: the frenemy, whose intervention style changes from pro-victim when alone with the victim to neutral or pro-aggressor when surrounded by other members of the bullying circle. This new addition adds to our understanding of the bullying process and the relationships within the bullying circle, which may help with more effective prevention.

Keywords: Bullying Circle, Participant Role Approach, Intervention Styles

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**Seeing Through The Lens of Gender Fluidity in Inclusive Education**

Ankita Sharma  
Department of English, Pandit Deendayal Petroleum University, Gandhinagar, India

**Abstract**

Heteronormativity has been assumed in literature pertaining childhood and adolescence ignoring the possibility of queer identity of characters. The recognisable representation of queerness has been ignored or erased from the texts made available to the young students in school. Not only has gender fluidity been seen as a social problem but when classroom materials and curricula exclude a group of people, the group becomes marginalized.

The purpose of this study is to surface the absent LGBT content from mainstream children’s literature in intermediate grade schools and understand how the presence of homosexual themes in children's literature shapes the individual's opinion of his/her orientation.

The visibility of gay characters reduce the alienation of child to various sexualities present around thereby reducing the stigma of labels applied to sexual minorities. Many students face name tagging and classroom bullying while suffering from the agony of identifying oneself as queer. Such texts prove helpful in making children okay with queer identities to be able to accept them in a positive light. A good example of this visibility comes in Michael Willhoite’s ‘Daddy's Roommate’. Diverse family constructs are no longer an exception; ‘Education Week’ reports LGBT parents are raising nearly 210 million children. So if teacher is supposed to meet the educational and emotional
need of every student, then the content in books should be of an inclusive kind and not exclusive. Tison Pugh’s “There lived in the land of Oz two queerly made men” offers a fascinating reading of L. Frank Baum’s Oz as an erotically antisocial queer utopia. Even after modernizing to great extents, the stigma of homosexuality is still present across globe which is why many children books including ‘King and king’(2000), ‘And Tango makes three’ (2005), ‘Heather has two mommies’(1989), ‘Daddy’s roommate’(1990) were banned considering “unappropriate” from young reader’s consumption. The usual response is to “protect” children from anything having ‘gay’ or ‘lesbian’ relationships since they are embedded as morally wrong or unnatural relationships.

The paper draws attention to homosexual parenting depicted in children’s literature and how it affects a child’s upbringing from the lens of unconventional literature made available in schools for children. There is a dire need to give children opportunity to read and understand gender as a broad spectrum and avoid ignorant prejudices against homosexuality in later stages of development.

Keywords: Queer Literature, Elementary Education, Gender, Homosexual Parenting

Areej Alruwaili
ERCICRTEL1905138
Effective University Teachers of English, Native and Non-Native, through the Eyes of Female Saudi Students, Programme Administrators and Teachers

Areej Alruwaili
University of East Anglia UK, Education School, UK

Abstract
This qualitative study examines female Saudi students, administrators, NESTs and NNESTs’ perceptions of EETs characteristics and NESTs’ and NNESTs’ strengths and weaknesses. Twelve English classes were observed, and teachers, administrators and students were interviewed during an intensive English programme for one academic year at University in Saudi Arabia. This study has been undertaken in order to explore how the qualities of EETs, NESTs and NNESTs have been constructed by researchers in the field of English language teaching and the research participants. Findings reveal that language proficiency, pedagogical skills, and responsibility were viewed as important EET qualities for NESTs and NNESTs. Administrators valued the same qualities and teaching qualifications for EETs. Administrators believed NESTs had good linguistic and pedagogical skills whereas NNESTs effectively taught grammar. Students thought that NESTs taught all English-language skills effectively whereas NNESTs effective at teaching grammar, vocabulary and listening.

Keywords: Native English-Speaking Teachers (NESTs), Non-Native English-Speaking Teachers (NNESTs), Effective English Teachers (EETs)

Lamyae Lazaar
ERCICRTEL1905142
The Effect of Teachers' Writing Approach on Students' Writing Achievement

Lamyae Lazaar
Department of English, Faculty of Education, University of Rabat, Rabat, Morocco

Abstract
The main purpose of this study is to explore the different approaches teachers adopt to teach writing skills at university. This study aims also at finding the effect of the writing approaches used by university teachers on students’ writing achievement. To meet these objectives, two research instruments were used, and four teachers and 158 students participated in this study. The findings reveal that teachers base their courses on three approaches; Genre Approach, Product Approach, and Process Approach. Teachers use Genre Approach to introduce the text structure in the writing course and then opt for either Product Approach or Process Approach to involve students in writing. The results indicate also that the approaches used by teachers do not affect students’ writing achievement. A number of pedagogical implications were drawn from this research. They are geared toward encouraging teachers to adopt more recent approaches to teaching writing that seek to involve the learner in the process of writing.

Keywords: Writing Process, Product Approach, Genre Approach, Observation, Writing Test
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Keywords</th>
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<tr>
<td>Rufus Martie Andrews</td>
<td>After-School Tutoring Intervention Programs to Develop Educational Outcomes for Children from Deprived Communities in Ghana</td>
<td>After-School Program, Tutoring, Education, Children.</td>
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<td>Farrukh Akhtar</td>
<td>Can Happiness and Resilience be Cultivated? Evaluation of a Ten Week Pilot within a UK HEI</td>
<td>Happiness, Resilience, HEI, Education</td>
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<tr>
<td>Amani Alsaqqaf</td>
<td>Conceptual Framework for designing Virtual Field Trip Games</td>
<td>Virtual Field Trip, Games, Education</td>
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<tr>
<td>University of Durham, Durham, UK</td>
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<tr>
<td><strong>Abstract</strong></td>
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<td>Field-based learning is essential in number of different study disciplines in secondary education as well as in higher education. However, the reduction of field trips for many reasons such as the limitation in time and expenses increases the demand for alternatives solutions. Advanced technology such as educational games are promising medium to design and develop virtual field trips to complement and enhance field-based learning with potentials of games’ elements. The internal economy of game mechanics is used to quantify the experiential learning theory (ELT) concepts to link it the game design. This study aims to provide conceptual framework to facilitate the designing of virtual field trip games.</td>
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<td><strong>Keywords:</strong> Field-Based Learning, Game-Based Learning, Virtual Field Trip</td>
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<th>Ajit Singh</th>
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<td>ERCICRTEL1905208</td>
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<td><strong>Augmented Reality in Learning</strong></td>
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<td>Ajit Singh</td>
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<td>Patna Women's College, MCA Department, Patna University, Patna, Bihar, India</td>
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<tr>
<td><strong>Abstract</strong></td>
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<td>Technologies are changing and ever growing. One of the newest developing technologies is augmented reality (AR), which can be applied to many different existing technologies, such as: computers, tablets, and smartphones. AR technology can also be utilized through wearable components, for example, glasses. Throughout this paper review on AR the following aspects are discussed at length: research explored, theoretical foundations, applications in education, challenges, reactions, and implications. Several different types of AR devices and applications are discussed at length, and an in-depth analysis is done on several studies that have implemented AR technology in an educational setting.</td>
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<td><strong>Keywords:</strong> Augmented Reality, Learning and Development, Educator, Flow Theory, Just-in-Time Learning</td>
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<th>Lyna Sabbah</th>
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<td>ERCICRTEL1905209</td>
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<tr>
<td>Reforming Business English Teaching Practices: Perceptions, Constrictions, and Solutions. The Case of the Faculty of Economic Sciences, Management, and Commerce, University of Bejaia (Algeria)</td>
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<td>Lyna Sabbah</td>
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<td>Department of English Language and Literature, University of Bejaia, Bejaia, Algeria</td>
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<tr>
<td><strong>Abstract</strong></td>
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<tr>
<td>This research work is entitled “Reforming Business English Teaching Practices: Perceptions, Constrictions, and Solutions”. It is an attempt to explore the scarcities and the constraints confronted by the teachers of Business English in the Faculty of Economic Sciences, Management, and Commerce, at the university of Bejaia (Algeria) since Business English is one of the major branches of ESP courses. Accordingly, this investigation concerns itself with the issue of what challenges do this particular subset of Business English teachers meet and which remedial solutions can be suggested. To tackle this problem, we have put forward the hypothesis which states that “the whole amalgam of teaching policies, curricula, and strategies need to be revised in order to overcome the current existing limitations”. In order to collect data and check the correctness of our hypothesis, we have opted to the quantitative and the qualitative methods by means of a questionnaire designed for the teachers of Business English in the three departments at the level of the faculty along with an interview designed for the faculty’s chief leaders. The anticipated outcome of this project is to demonstrate the lack and the deficits in the contemporary process of Business English teaching at the university of Béjaia, then suggesting solutions for better future practices. This investigation can be a valuable contribution to the professional development of Business English teachers, hence, their learners’ feedback.</td>
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<td><strong>Keywords:</strong> Reforming, Business English, Teaching Policies, Curricula, and Strategies, The Lack and the Deficits- Solutions</td>
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Learner Autonomy in the Age of the Internet: The Role of YouTube in Undergraduate Math Classes

Dr. Saadia Khouyibaba
Mathematics and Statistics, College of Arts and Sciences, American University of Sharjah, Sharjah, United Arab Emirates

Abstract
The goal of learner autonomy, as worthwhile as it is to many teachers and learners, is not one that is easily reached. Today’s diversified students bring with them their rich cultural backgrounds and expectations of learning, which may not include becoming an autonomous learner. Another factor influencing learner autonomy is the subject matter. Mathematics is difficult for many undergraduate students which can be further complicated by the move from an intensively supported high school learning environment to a more independent learning environment in university. However, professors need not give up on the notion of fostering learner autonomy, but rather work at designing tasks that will provide the life-long learning skills students need to become autonomous. Modern technologies have opened up many options for the professors to help the autonomous learner to continue his/her quest for knowledge. One of these options is YouTube. In addition to providing numerous educational opportunities to help students develop life-long learning skills associated with learner autonomy, YouTube also allows for comments and interaction with other subscribers. As Little (2008) notes, “our capacity for autonomous behavior in any sphere develops not in isolation, but in interaction with others” (p. 256). This presentation will first give a brief definition and overview of learner autonomy, the use of YouTube in higher education classes in general and the use of YouTube in Mathematics classes. This will be followed by a report on a recent student with undergraduate students at American University of Sharjah (AUS) investigating their perceptions of the use of YouTube as a learning resource. Based on the data from the students, the presenters will offer some suggestions regarding effective use of YouTube in undergraduate Mathematics classes.

LISTENERS

Otmame Boudour
Faculty of Arts and Languages, Abou Bakr Belkaid Tlemcen, Tlemcen, Algeria
ERCICRTEL1803051

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<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Asekomhe Omoyemhe</td>
<td>Study Abroad Representative, Psalm Consult International Limited, Lagos, Nigeria</td>
</tr>
<tr>
<td>Batul Jafri</td>
<td>Teacher Training, PORTAL Consultants, Lahore, Pakistan</td>
</tr>
<tr>
<td>Jean Philippe Kono Amougou</td>
<td>Sport Training and Development, Philman Sport Marketing, Cameroon</td>
</tr>
<tr>
<td>Tobiloba Odunukan</td>
<td>Department of Science, Charlton International College, Lagos, Nigeria</td>
</tr>
<tr>
<td>Opara Agnes Amarachi</td>
<td>Microbiology, School of Industrial And Applied Science, Federal Polytechnic Neke Owerri, IMO State, Nigeria</td>
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<tr>
<td>Yousfi Nabila</td>
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</tr>
<tr>
<td>Gulistan Adas</td>
<td>Education of Chemistry, Huseyn Burge High School, Istanbul, Turkey</td>
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<tr>
<td>Tegwan Nyonga Hubert</td>
<td>Teacher, Ban Thung Noi School, Fai Kaeo, Thailand</td>
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<tr>
<td>Melek Savas Asik</td>
<td>Ministry of Education, Huseyn Burge Anatolian High School, Turkey</td>
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<tr>
<td>Jerry Wills Saway Jr</td>
<td>Department of Mass Communication, Faculty of Social Sciences, University of Lagos, Lagos, Nigeria</td>
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<tr>
<td>Ishmael Bah</td>
<td>Liberian National Tailors Union, Tailor Union, Monrovia, Liberia</td>
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<tr>
<td>Ngene Bartholomew Oluokwukwe</td>
<td>Political Science, University of Science and Technology, Lagos, Nigeria</td>
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<tr>
<td>Shiu-Yuan Yang</td>
<td>Graduate Institute of early intervention, Chang Gung University, Taoyuan, Taiwan</td>
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<tr>
<td>Joshua Iheanacho Ekere</td>
<td>Cordinator of Public Awareness, Enugu State Government, Enugu, Nigeria</td>
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<td>Mawazo Mafuta Marianne Marie Josee</td>
<td>Social Assistance in the Person, MATRIX Real Association President, Belgique</td>
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<tr>
<td>Robert Kisoma</td>
<td>Capacity Building, Belgian Development Agency, Kampala, Uganda</td>
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<tr>
<td>Leila Kianfard</td>
<td>Health Education and Health Promotion of Medical Science, Tarbiat Modares University, Tehran, Iran</td>
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<tr>
<td>Zakaria Deghar</td>
<td>English Language and Literature, Rhetoric Language Institute, Algiers, Algeria</td>
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<tr>
<td>Sayed Mohammad Taqi Musharaf</td>
<td>Department of Law, Faculty of Law and Political Science, Gharjistan University, Kabul, Afghanistan</td>
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</tbody>
</table>

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| ERCICRTEL1905148 | Fadipe Lawrence Olukayode
Business Studies, Fad Travels & Tours, Lagos, Nigeria |
|------------------|------------------------------------------------------|
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| ERCICRTEL1905151 | Okumagba Sarah Afokoenghene
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| Ahmad Nadeem | Social Work, Help4help, Gujrat, Pakistan |
| ERCICRTEL1905153 | Adoum Mahamat Konto
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| ERCICRTEL1905154 | Oumar Moussa Abdelmoult
Ministry of National Education and Civic Promotion, N'Djamena, Chad |
| ERCICRTEL1905155 | Mahamat Nour Saleh
Ministry of National Education and Civic Promotion, N'Djamena, Chad |
| ERCICRTEL1905156 | Bechir Mahamat Ali
Ministry of National Education and Civic Promotion, N'Djamena, Chad |
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| ERCICRTEL1905161 | Farouq Alomari
Education, University of Jordan, Jordan |
| ERCICRTEL1905162 | Okagbare Erhimi
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| ERCICRTEL1905163 | Des Raj
Government PG College Ambala, Higher Education Commission Haryana, Ambala, Haryana, India |
| ERCICRTEL1905167 | Mst.Shila Khatun
Director, The Next Door Ltd, Dhaka, Bangladesh |
| ERCICRTEL1905168 | Abdoulie Jammeh
Accountant Department, West Africa Insurance Institute, Banjul, Gambia |
| ERCICRTEL1905170 | Mafe Adebiyi
Computer Science, The Federal Polytechnic Offa, Offa, Kwara Nigeria |
| ERCICRTEL1905171 | Yeboah Charles Yaw
English Language Department, Mektebim Group of Schools, Izmir, Turkey |
| ERCICRTEL1905172 | Yaqoub Housain |

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<table>
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<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Language Center, Kuwait University, Kuwait</td>
<td>Md Mehedi Hasan</td>
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<td>Partner, Shindhu Fashion, Dhaka, Bangladesh</td>
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<td>Zahir Rayhan</td>
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<td>Managing Partner, Shindhu Fashion, Dhaka, Bangladesh</td>
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<td>Mohammed Abul Basher Sarker</td>
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<td>Proprietor, Export Solution, Dhaka, Bangladesh</td>
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<td>Tanbirh Raihan</td>
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<td>CEO, Fashion Store Ltd., Purnata Fashion Ltd., Snow White Cotton Ltd., Dhaka, Bangladesh</td>
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<td>The Federal Polytechnic Offa, Governing Council Affairs, Offa, Kwara</td>
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<td>Zuma Educational Limited, Lagos, Nigeria</td>
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<td>Executive Director, Iris Fashions Ltd, Dhaka, Bangladesh</td>
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<td>Education Marshals, Edu Marshals Organisation, Nigeria</td>
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<td>Department of English, Faculty of Art, University of Shendi, Shendi, Sudan</td>
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<td>Temitope K Amusa</td>
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<td>Department of Social Science, Heritage Global Academy, Lagos, Nigeria</td>
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<td>Secretary, Ministry of Education, Republic Democratic of Congo</td>
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<td>Charles Ali Mussa</td>
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<td>Ministry of Primary, Secondary and Professional Education, Education Ministry of Democratic Republic of Congo, Kinshasa, Democratic Republic of Congo</td>
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<td>Bintu Sillah</td>
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<td>Research in Teaching, Education &amp; Learning, International Organization/Institute of Petroleum and Management IPM, Crown Institute of Education Sierra Leone, Freetown, Sierra Leone</td>
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<td>Mary Sesay</td>
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<td>Diaraye Barrie</td>
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<td>Dickson Tutu</td>
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<td></td>
<td>Department of Science, Mem-Chemfre Comm. Srn. High Technical School, Donkorkrom, Ghana</td>
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<td>Taghreed Alsuwat</td>
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| ERCICRTEL1905100 | Patthaporn Langprayoon  
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| ERCICRTEL1905101 | Vajara Khunchit  
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| ERCICRTEL1905102 | Suphansa Pookaew  
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| ERCICRTEL1905104 | Surasit Kongsa  
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| ERCICRTEL1905105 | Chalakorn Charoenphol  
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| ERCICRTEL1905107 | Duangduan Sangmuang  
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| ERCICRTEL1905108 | Praphat Wiwatthamongkon  
Faculty of Education, Silpakorn University, Nakhon Pathom, Thailand |
| ERCICRTEL1905109 | Krittaphon Wangpusit  
Faculty of Education, Silpakorn University, Nakhon Pathom, Thailand |
| ERCICRTEL1905110 | Hongyok Platapaneanthong  
Faculty of Education, Silpakorn University, Nakhon Pathom, Thailand |
| ERCICRTEL1905111 | Suvilai Changsanong  
Faculty of Education, Silpakorn University, Nakhon Pathom, Thailand |
| ERCICRTEL1905112 | Maream Nillapun  
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| ERCICRTEL1905114 | Siriwan Vanichwatanavorachai  
Faculty of Education, Silpakorn University, Nakhon Phathom, Thailand |
| ERCICRTEL1905115 |  
|  

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- 5th ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 01-02 May, Rome
- 6th ICTEL 2019 – International Conference on Teaching, Education & Learning, 03-04 June, Prague
7th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Malaysia

8th ICTEL 2019 – International Conference on Teaching, Education & Learning, 24-25 June, Lisbon

9th ICTEL 2019 – International Conference on Teaching, Education & Learning, 25-26 June, Singapore

10th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Bali

11th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 July, Budapest

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

19th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 September, Hong Kong
- 20th ICTEL 2019 – International Conference on Teaching, Education & Learning, 06-07 October, Dubai
- 21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague
- 22nd ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Bangkok