Conference Proceedings

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08-09 July 2019

Conference Venue

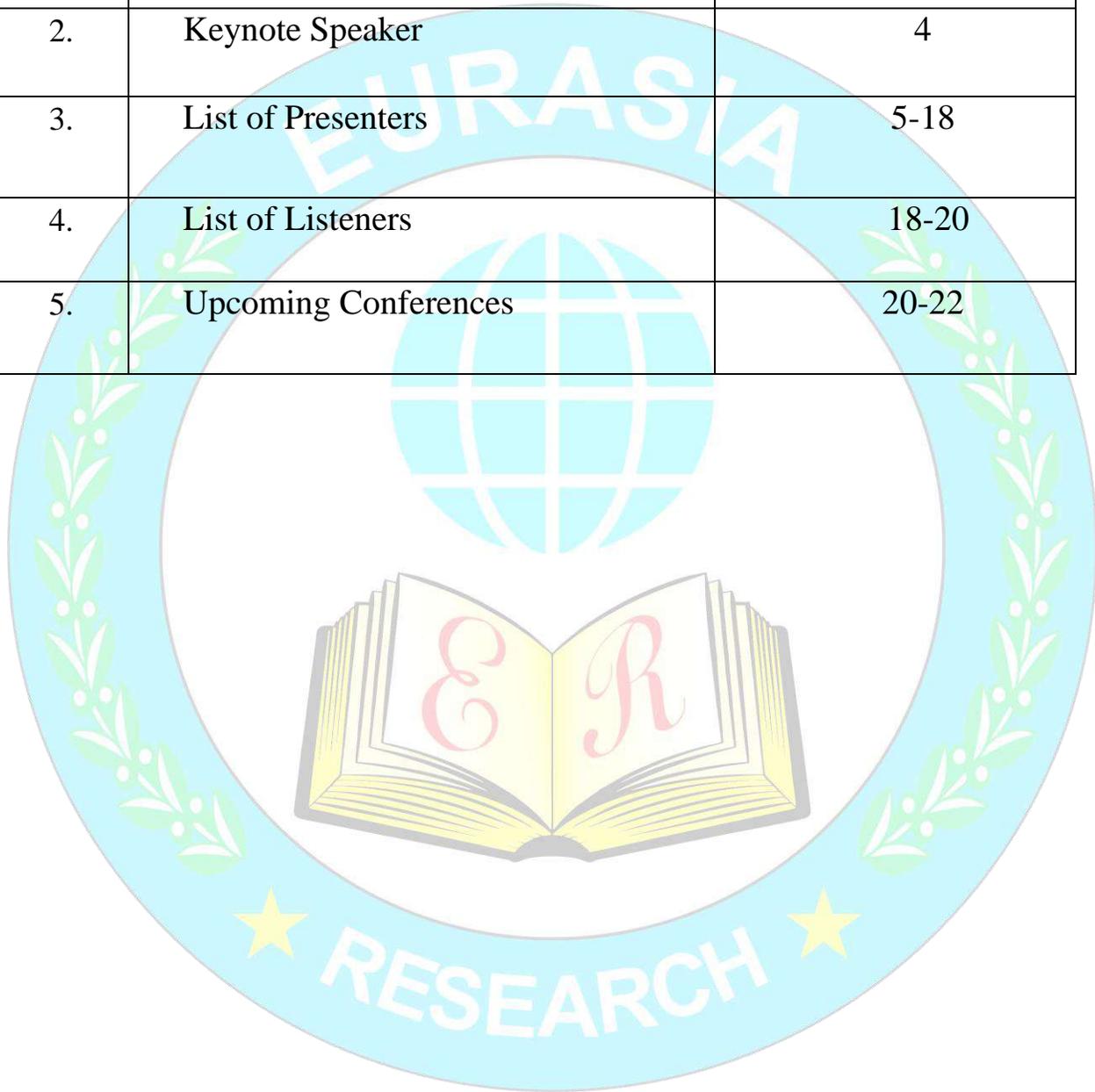Central European University (CEU), Konferencia Központ (Conference and Residence Center), Budapest, Hungary

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Preface:

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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

Ana Sofia Saldanha

Translator (English and Spanish into Portuguese), Lecturer, Mentor

(Member of the EMCC and Associate Board Member IMA), Lisbon, Portugal

Topic: Mentoring as a Motivational Trigger to Start a Career

Ana Sofia Saldanha, professional translator, university lecturer in Universidade Autónoma de Lisboa (Portugal) in a Post-Graduation in Translation and Probono Mentor in the Portuguese Translators` Association (APTRAD). She has been interested in Mentoring since 2015 as it is a very good tool for future-to-be-translators to start a career in Translation. She is interested in the Mentoring theme and has been delivering communications around the world regarding this theme.

PRESENTERS

Nawal Kadri **ERCICTEL1912051**	**Students' and Teachers' Attitudes Towards Self-regulated Learning: A Neglected Area** **Nawal Kadri** **Department of English, Faculty of Letter and Languages, University of Tizi Ouzou, Algeria** **Abstract** **With the increasing emphasis on students' role in the learning process, self-regulation has become the focus of educational psychology. As far as EFL is concerned, there is ample evidence that self-regulated learning is an effective learning approach to promote students' ownership and control of their learning. Yet, the successful development of this process depends on many factors among which attitudes and beliefs play a prominent role. In this concern, little research has been devoted to investigate students' attitudes about self-regulation and how their beliefs may promote or hinder the development of self-regulatory knowledge and skills. Similarly, teachers' attitudes are not of less importance. Although self-regulated learning is conceived as a personal learning approach, teachers have a prominent role in developing students' skills in regulating aspects of their learning especially novice learners. Therefore, how teachers view this process also deserves attention. A central question to this study is how students and teachers regard self-regulated learning and how their beliefs affect the development of this process. To explore these attitudes and beliefs, we collected data through questionnaires administered to EFL students and teachers at the University of Bejaia, Algeria. The results permitted us to frame self-regulated learning from both students' and teachers' perspectives and then drew on these attitudes to suggest pedagogical implications to raise awareness of the value of self-regulation and develop students' skills.** **Keywords: Attitudes, EFL, Self-Regulated Learning , Students, Teachers**
Jennifer C. Bermudez **ERCICTEL1912053**	**Reading Literature for Youth Mentoring** **Jennifer C. Bermudez** **Philippine Science High School and Foundation for Professional Training, Inc.** **Abstract** **This qualitative inquiry seeks to help broaden the understanding of thirty (30) teen-age students on what constitutes learning, success and happiness, by engaging them in reading three works of fiction over a period of eight months: Things Fall Apart by Chinua Achebe, The White Tiger by Aravind Adiga, and Please Look after Mom by Kyung Sook-Shin. Open-ended questionnaire, post-reading reflections and one-on-one chats show an accentuated understanding of the terminologies under study from which the following themes emerged: (1) personal growth can be achieved when there is authenticity with oneself; (2) success may not be measured solely by social prestige and financial gain but also by the satisfaction that one derives from engaging in honest employment, by cooperation, and by striving to work for the common good; and (3) happiness is rooted on acceptance and forgiveness, beginning with one's family and the immediate community. The participants' narrative accounts prove Kidd and Castano's Theory of Mind (2013) which posits that literature may be utilized as a formative vehicle towards the development of sensitive minds and hearts, vital ingredients towards developing self-realization and openness to others. Insights from reading literature provide a good material for mentoring students. Efforts to foster reading as a leisurely pastime may be recommended as a means to overcoming negativity and encouraging inclusivity among young people.** **Keywords: Reading Fiction, Authenticity, Learning, Family**
Ronald L Brown **ERCICTEL1912055**	**Pre-Service Teacher Perceptions of Challenges in Applying Teacher Education Preparation to their Classroom Instruction** **Ronald L Brown** **Bahrain Teachers College, University of Bahrain, Kingdom of Bahrain** **Abstract**

	Pre-service teachers in their final term of study in teacher education have completed seven semesters in educational theory and pedagogical approaches, in addition to three short-term practicum experiences. During their final semester, these students are assigned to teach full-time in a supervised practicum in government schools. This paper is a report based on a field study of a sample of graduating students conducted during their final teaching practicum. The paper discusses (1) students' perceptions of the relevance of the Teacher Education program to their experiences in classroom teaching and (2) the perceived challenges they encountered in attempting to apply instructional methods they had learned in the program to teaching in authentic instructional settings. **Keywords: Pre-Service Teachers, Teacher Perceptions, Student-Centered Instruction**
Burcu Gündoğdu **ERCICTEL1912056**	**Student-Teacher's Evaluations of Practicum Experience and their Self-Efficacy Beliefs** **Burcu Gündoğdu** **Foreign Language Teacher Education, Istanbul Kultur University, Turkey** **Abstract** **The present study examined the student- teacher's evaluations of practicum experience with a focus on their self-efficacy beliefs formed during this period. The participants of this study were composed of student-teachers from fourth graders studying in a private university who have completed their "first term" in practicum. 25 student-teachers were asked to write a reflexive essay that make an overall evaluation of practicum experience at the end of their first term by referring to their observations, relations with cooperating teacher and university supervisor, and their current emotions about their own capacity to teach. After that, individual interviews was conducted with two participants who gave their consent from the same sample to take their opinions as to how the practicum experience could be improved and enriched to the extent that they can get a more professional teaching experience that leads to positive self-efficacy belief. The data collected from their reflection essays and interviews, and the analysis of the results derived from the content analysis yielded some important highlights that affect student-teacher self-efficacy positively and negatively, and offered important suggestions by student- teacher for a better practicum experience producing self-efficacy belief.** **Keywords: Teacher Education, Evaluation of Practicum, Student-Teachers' Self-Efficacy Beliefs**
Merve Ozer **ERCICTEL1912057**	**Education with the Museum in Pre-School Period: What do the Teachers Know? What Does it Do?** **Merve Ozer** **Early Childhood Education, Istanbul Kultur University ,Turkey** **Abstract** **Museums are institutions that have become part of education today and provide first-hand experience. The individual who interacts with objects in museums participates in the learning process by living. In developed countries such as Europe and America, museums are being used from preschool period. In order for individuals to gain museum culture at a young age and to become a museum consumer in adulthood; individuals should be introduced in the preschool with museums. For this, there is a need for teachers who know the importance of museum education and benefit from museums for educational purposes in pre-school period. The aim of this study is to reveal the opinions and experiences of preschool teachers about education and museum. In this research, phenomenology is used. Case studies focus on the experiences of individuals related to a case. Participants were determined by criterion sampling from purposeful sampling methods and 6 teachers were interviewed in 2 lower, middle and upper socioeconomic levels. The semi-structured interview form developed by the researcher was used to collect the data. In the analysis of the data, the phenomenology analysis was used. As a result of the research, it has been observed that as the socioeconomic level of the institutions where teachers work, the status of benefiting from museums has changed. It was determined that the teachers working in a school with low socioeconomic level had less knowledge and awareness about museums and that they benefited less from the museums. Regardless of the socioeconomic level, it was revealed that all the teachers who participated in the research benefited from the museums for sightseeing purposes.** **Keywords: Museum, Museum Education, Pre School Teacher**
Kechun Wang	**Using the L1 in the L2 Classroom by Students and Teachers**

ERCICTEL1912062	
	Kechun Wang **Department of English, Hunan International Business Vocational College, Changsha, China** **Abstract** In the field of second language acquisition, the L1(first language) use in the L2 (second language) is a problem, such as the advantages and disadvantages of use the L1, how to balance the L1 and the L2, can be discussed for long. The paper talked about the problem and did some literature review from different perperstives, and also from the author 's teaching experiences in China.
Eun-Ok Baek **ERCICTEL1912065**	**University Students Acceptance of Mobile Learning** **Eun-Ok Baek** **California State University San Bernardino** **Abstract** With the prevalence of smart phones, mobile learning became popular. In informal learning, mobile learning plays a crucial role, however, in class teaching, especially in higher education, mobile learning is not as popular as online learning. The purpose of this research is to investigate students' perceptions and acceptance of mobile learning. Another purpose of this research is to suggest considerations for designing and implementing effective mobile learning environments based on the perception analysis. In order to address the research purpose, an explanatory sequential mixed methods approach (quantitative – survey; qualitative – interview) was conducted. The survey data were analyzed to investigate the relationship between the six external factors and the four main variables of TAM using Structural Equation Modeling (SEM). The interview data were analyzed using the content analysis method. The finding of this study provides information on challenges and opportunities of using mobile learning. The results are of use to those who design and teach mobile based instruction.
Saima Bhaur **ERCICTEL1912066**	**Intervention-based Language Teaching in the Mixed Ability Class Rooms** **Saima Bhaur** **Head, Center for English Language, University of Central Punjab, Lahore** **Abstract** This study explores the role of language teaching interventions which are introduced in the course content, design and implementation process to make language acquisition effective for the learners at the university level. This study employs action research and collects data through instructor-administered pre and post tests and a semi-structured interview schedule which was designed for the instructors. Stufflebeam's model based on CIPP - context, input, process, and product (1971) - was used to study the data results. The findings of the data suggest that there are improved higher order skills among the learners and enhanced concept clarity about the target language. The research recommends that teaching interventions should continue for further enhanced learning and language acquisition in the requisite identified areas. Keywords: Language intervention, action research, mixed ability, teaching methods
Tatigul Kakenovna Samuratova **ERCICTEL1912071**	**The Ornament as a Symbol of National Spiritual Heritage** **Tatigul Kakenovna Samuratova** **Doctor of Pedagogical Sciences, Assistant Professor, Faculty of Architecture and Construction** **L.N.Gumilyov Eurasian National University, Astana, Kazakhstan** **Abstract** Objective: To reveal the significance of the Kazakh national ornaments, as the main sources of the formation of the national spirit of the people; to consider the features of ornamental compositions and art of painting in the products of the Kazakhs and the features of different eras and styles, to determine the color combinations. The article considers the ornament not only in form, but also in the technique of execution, as the main form of harmonious color solution. Based on the analysis of the rhythmic alternation of ornaments and the combination of different tones, the perception of the world is determined, as well as the practical application of the ornaments and their significance in

	human life. The author claims that the ornament is reflected in the national applied art and is a symbol of the national spiritual heritage. Keywords: Applied Art, Color Combinations, Decorative Art, Kazakh National Ornament, Ornamental Compositions, A Symbol Of National Spiritual Heritage
Fariha Sohil **ERCICTEL1912076**	**Scrutinize Traveling the Properties of Online Academic Help-Seeking and Blended Learning on Refining University Students, Knowledge** **Fariha Sohil** **Education, GC. University Faisalabad, Faisalabad, Pakistan** **Dr. Abdul Qadir Mushtaq** **Education, GC. University Faisalabad, Faisalabad, Pakistan** **Abstract** **Today generation often seeks help from each other in online environments. This cause study present an educational design research project that scrutinize traveling the properties of online academic help-seeking (OAHS) and blended learning (BL) on university students development of contribution, self-ability and self-directed learning. A quasi experiment was conducted to investigate whether understudies involvement self-ability and self-directed learning increases with intervention by OAHS, BL and their combination. Three classes of first-year university students in a one semester course where chosen for this empirical study. The 98 understudies were isolated into three gatherings. The essential gathering (G1 were received online OAHS and BL) and the second gathering (G2 which received online BL single) where the experimental group. The last gathering G3 which received the traditional teaching method in a blended course work as a control group. The outcome indicate that G1 students involvement self-ability and self-directed all improvement under the condition at the same time applying OAHS and BL. In addition this study also reveals that the application of BL only could be helpful in G2 students increase of their involvement self-ability and self-directed learning. Though G3 students who learned with traditional teaching method in a conventional learning environment did not satisfactory improvement in their involvement self-ability and self-directed learning. At the long last writers additionally talk about suggestions for teachers students involved in online training.** **Keywords: Online Academic Help Seeking, Blended Learning, Traditional Teaching, Quasi Experiment, Involvement, Self-Ability And Self-Directed Learning, Additionally Talk, Online Training.**
Agnes Voma **ERCICTEL1912077**	**Impact of Classroom Management on Student Behavior: A Survey of the Disruptive Behaviors of Students in Schools Across Udon Thani** **Agnes Voma** **Department Of Basic Education, Technology Business Administration Udon Thani College, Thailand** **Abstract** **This study intends to identify the different disruptive behavior exhibited by students in schools across Udon Thani province and the impact of classroom management on the disruptive behaviors. It examines the proportion of learners that are engaged in disruptive behaviours and determines the extent at which these behaviors occur during teaching-learning process.** **A survey questionnaire was administered to students and 107 questionnaires had been completed and returned. The SPSS statistical analysis tool was used to conduct the data analysis.** **The analysis shows that most of the classroom teachers experienced disruptive behaviors among their students. These behavior ranges from talking in the classroom to disobedient acts. The result also showed that a high proportion of students from the higher grades classes engage in these disruptive actions. However, majority of the school heads agree that the quality of classroom teaching and effective instructional techniques can positively affect student disruptive behaviors.** **Keywords: Classroom Management, Student Behavior, Disruptive Behavior, Schools.**
Suresh Shanmugasundaram	**Learners' Perception on the Design Principles of Blackboard at Botho University**

ERCICTEL1912080	**Suresh Shanmugasundaram** **Professor-Department of Engineering, Faculty of Engineering & Applied Sciences, Botho University, Gaborone, Botswana**

Abstract

As e-learning methods in Universities continue to grow, it becomes significant to recognize the usability challenges that are linked with the tools like Blackboard. Blackboard is being used in Botho University, so it is essential that the usability of its user-interface is assessed. This paper presents the outcome of assessment towards adherence of Design Principles in Blackboard from the student user perspective at Botho University, Botswana. As the University is shifting from conventional teaching mode to the contemporary blended mode a slow progress in using Blackboard is observed among the learners. It is critical to increase the usability by addressing imbalances, that are observed during this study. The challenges and frustration that these user groups experience when using the Blackboard system for learning purpose cannot be ignored as it has a severe impact on the usability and user experience. Addressing this issue to have an increased effective usage can be seen as main agenda in the Learning, Teaching & Assessment Strategy (LTA) of Botho University. For this, gathering the learners' opinion is critical to this agenda, who learn, a specific module under a programme that could be offered under any of the Faculties. The study used Blackboard as a VLE tool to get the participants' opinion in terms of their ability to acclimatize various components in Blackboard that is related to the design principles. The study is performed by using evaluation questionnaires collected from students, who are the users of Blackboard. It is found that users are more satisfied with some more expectations concerning the tool's usage. The study identified issue of low internet bandwidth as a primary hinderance to use Blackboard and the need for more trainings and this has been recommended to increase and enhance the accessibility and usability of the software.
Keywords: Blackboard, Interaction Design, Design Principles, E-Learning

Design, Implementation, and Outcomes of a Peer Observation Process at Tertiary Level: A Peer Observation of Teaching Case

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Volkan İnceçay
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Abstract

Peer observation of teaching has not become a common practice in higher education institutes in Turkey though its beneficial results have been increasingly reported in other countries where it has been a usual procedure. With this in mind, this article describes the design, implementation, and outcomes of a peer observation process in a language school at a private university in the spring semester of 2018-19 in Istanbul, Turkey. In a one-day preparatory workshop designed and offered by an educational developer (an outside expert) with experience in harmonizing peer observation programs, a native and a non-native English language instructor were paired up. Then, these two instructors observed each other's classes for three rounds. The study gathers its data from the participants' notes kept during observation sessions, transcripts of post-observation meetings, and the participants' reflective diaries. Suggestions for future implementations, insights to the complexity of the phenomenon, and practical implications for further research are provided.
Keywords: Collegiality, Peer Observation of Teaching

Teacher's Gender Influence on Students' Attitudes towards Chemistry

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Essa Alfahel
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Abstract
Researchers in science education are interested in students' attitude towards science for it could impact other educational variables associated with these students' learning as their engagement in this learning and their performance. This attitude could be impacted by different factors. The present research intends to study whether the teacher's gender affects students' attitude towards chemistry. Here the gender is composed of four components (the difficulty of learning Chemistry, the interest in learning Chemistry, the usefulness of chemistry course, and the importance of chemistry) according to Salta and Tzougraki (2004). Ninety six students participated in the research; forty eight male students and forty eight female students. These students filled a questionnaire that targeted the four components of attitude. The research results indicated that considering the cohort of all students, the teacher's gender does not result in significant difference in any attitude components among the participants. The same results appeared for the male students alone. Considering the female students alone, the teacher's gender appeared to result in significant difference in the importance and interest components. Here the female students had more interest in learning Chemistry and considered Chemistry more important when the teacher was female. These results indicate that male teachers of science need to pay more attention to female students' attitude towards science, especially to the importance and interest components.
Keywords: Students' Attitudes, Chemistry Learning, Attitude Toward Chemistry, Teacher's Gender

Shanaia Argueza
ERCICTEL1912091

The Interplay Between Arts and Waste Management: A Phenomenological Study

Shanaia Argueza
Lorma Colleges Basic Education Schools, Urbiztondo San Juan La Union, Philippines

Abstract
Many economically developing countries produced more waste for as a country develops, the level of consumption also increases which causes the diminution of proper waste control because of the continuous production of wastes. Waste management liabilities stated that waste management practices, knowledge and awareness differs by sex, class, and age of the students. In general, the cooperation of communities and government is really important to minimize the effects of poor waste management of our community which encouraged the government implementing rules which creates creating necessary institutional mechanisms and incentives, declaring certain acts prohibited and providing penalties and appropriating funds. Our main research problem is; What are the challenges in the implementation of proper waste management. This research is a phenomenological research. Our participants are the artists of the Ililikha Artist village. Baguio experienced waste management problems because some people did not cooperate with the laws because of use of technology and their level of participation. People can contribute in creating a sustainable environment by creating advocacies that can help minimize waste or by understanding the concept of upcycling. The artists of the said village recycled waste to create something more beautiful that could lessen wastes. Our research could serve as a basis for the future researches so that they would not have much trouble in understanding waste management. It could also give the future researchers a head start on what to do and serve as a convenient guide. It could give them a clearer comprehension of Waste Management.
Keywords: Waste, Education, Liability, Upcycling, Utilization

Kaye Gabrielle Ariz
ERCICTEL1912092

Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines

Kaye Gabrielle Ariz
Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan, La Union, Philippines

Abstract

As the time passes and culture is passed on to different generations, the elements of tourism diverse. With the prevalence of technology in our country, its citizens will have a better grasp of what tourism actually is. This paper tackled and delved deeper on how beneficially technology can affect and be the bridge to connect the gap between tourism and culture. In the modern era, technology is ever-evolving, and it can be a great enhancement or tool for boosting tourism especially through digital tourism. Whilst its social costs, both globalization and modernization cannot be ignored; digital tourism can transform the imagery and identity of a locality. The scholars used the method of semi-structured interviewing and analyzed their accumulated data through thematization for this phenomenological study. The researchers have identified the elements of Digital Tourism mainly focused on programs, technology and media. Meanwhile, the researchers also determined the implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly applicable to the City of Baguio and is adhered by tourists, locals and the government.

Keywords: Tourism, Technology, Culture, Identity, Globalization

Camellia Torabizadeh ERCICTEL1912095	**Effects of the Problem Solving Technique in Type 2 Diabetic Patients: A Randomized Clinical Trial** **Camellia Torabizadeh** **School of Nursing and Midwifery, Shiraz University of Medical Sciences, Shiraz, Iran** **Abstract** **Background:** Diabetes mellitus is a common metabolic disorder that one of the lesser known of its consequences is cognitive disorder. This study aimed to evaluate the effects of problem-solving technique in type 2 diabetic patients with cognitive impairment. **Methods:** This randomized clinical trial conducted in the south of Iran between December 2014 and April 2015. 96 type 2 diabetic patients with cognitive impairment were randomly divided into two groups. The patients in the intervention group attended classes on problem-solving skills, while the patients in the control group attended the usual classes in the clinic. The quality of life, self-management profile, metabolic indexes of the patients in both groups were measured before and three months after the experiment. Data were analyzed by using the SPSS version 16.0. Paired t-test, independent t-test, Wilcoxon, Mannwitney and Chi-Square tests were used. **Results:** The differences between the groups' levels of HbA1c (p=0.02) and HDL (p=0.02) were significant, but the differences between their FBS, cholesterol, triglycerides and LDL were not significant (p>0.05). The mean difference of the changes in the quality of life (p< 0.001) between the intervention and control groups was significant. The differences between the two groups in the area of self-management were as follows: patient's anxiety management (p<0.001), patient's capable use of medicine (p<0.001), healthy eating (p<0.001), weight management (p=0.02), and confidence in one's ability to manage one's diabetes (p<0.001). **Conclusions:** Applying problem-solving technique significantly enhances self-management, quality of life and metabolic indexes in type 2 diabetic patients with cognitive impairment. **Keywords:** Diabetes Mellitus, Problem solving, Education, Quality Of Life, Self-management.
Sonam Tamang ERCICTEL1912098	**Influences of Teacher's Training to Develop their Professional Carrier; A Case of Nepalese University** **Sonam Tamang** **English language Department, M&S Education and Research Center Pvt Ltd, Kathmandu, Nepal** **Abstract** This paper explores the influences of teacher's training to improve the professional skills of teacher in the Nepalese university. It is crucial that being competent teacher is vital to improve the professional carrier of the University teacher in any county. Similarly, this paper argues that teacher is considered the professional agent to provide the quality education in the University of the country. Moreover, teachers are the responsible person to develop the skills and learning of the students in the University. Hence, training and the professional carrier are key discussing issue to

	ensure the quality of education in the University. However, the lack of professional training and professional development of teachers can be a key source for any dissatisfaction in the quality of their teaching to form competent students with the necessary knowledge and skills in the different subject matters. Today, providing the training to enable them trained and qualified has become an important issue in the University of Nepal. It moreover improves leaning and assures high-quality teaching to their students. Therefore, Teachers' professional training and professional development is a key ingredient to support and create the innovative and beneficial teaching in the University. In addition, this paper has aim to explore the teachers' training and professional development in developing the quality of education in the University of Nepal. I will adopt the narrative inquiry to conduct this research paper. I will conduct interview of teachers who are involved in teaching profession in the University. Keywords: Teacher, Teaching, Training, Professional Carrier, Dissatisfaction, Professional Training
Leily Nekuruhmotlagh ERCICTEL1912099	**The Inconsistencies between Teachers' Belief about Corrective Feedback and Their Classroom Practices** **Leily Nekuruhmotlagh** **Department of Foreign Languages, Shiraz Azad university, Shiraz, Iran** **Abstract** The gap between teachers' belief and classroom practices is an issue of concern in teacher education. Although researching this gap is not new, few studies have been conducted with a focus on oral corrective feedback, and few have been conducted in Iran. This paper, therefore, investigated teachers' beliefs about oral corrective feedback, the teachers' classroom practices of oral corrective feedback and if there is any convergence or divergence between the two. To find out about the teachers' beliefs, questionnaires were used, and for the classroom practices, classroom observations were conducted. The results have indicated that teachers' beliefs are not always consistent to their classroom practices. Keywords: Corrective feedback, Teachers' Belief, Classroom Practices
Dr. Bob Barrett ERCICTEL1912105	**Knowledge Learning Assessment (Kla): Connecting Learning with Technological Application and Future Lifelong Learning Intent** **Dr. Bob Barrett** **American Public University, Charles Town, West Virginia, USA** **Abstract** What is knowledge if it is not documented, analyzed, and evaluated? In both today's business and academic environments, three terms are used continuously – knowledge, assessment, and knowledge management. Yet, many of the stakeholders in these environments may not be fully aware of the impact of knowledge and how it can be used. In fact, the term business or data analytics is another growing term in both worlds, but the term business analytics has been in use for more than a decade and noted in the literature as such. However, again it should be noted that many are not aware of their role and function in the collection, analysis, and evaluation of knowledge and how to apply it to today's adult learner. This paper will focus on the use of knowledge in the assessment of learning, both from a theoretical framework, as well as discussing how to create and incorporate technology with the knowledge into a framing of learning activities and associated applications to help students with current learning needs as well as future lifelong learning intent and purposes. Finally, this paper will address the needs of the educator to learn more about what they need to do to keep up to date with technology and how to use technology more effectively, rather than shy from its use. Keywords: Learning Assessment, Business Analytics, Knowledge Management.
Hao Chang ERCICTEL1912108	**Investigating the Effect of the "Share-Start" Method on Learning Engagement in Chinese Class: An Action Research Study** **Hao Chang** **Department of Educational Psychology and Counseling, National Taiwan Normal University Taipei, Taiwan**

Abstract

The flipped classroom approach has been widely used in many subject domains and educational levels to enhance students' learning experiences. Based on this approach, there is an improvement which is invented in Taiwan. It is called "Share-Start" method, including reading comprehension, self-direct learning, team discussion, analysis and induction, and expression in class. The action research employed a quasi-experimental design. There were four classes (a total of 66 students) engaging in the Chinese classes. This study is the practice of the "Share-Start" method in the junior high school. Therefore, the contribution of this action research is investigating the effect of the "Share-Start" method in Chinese teaching and learning. The results showed that the "Share-Start" method increased students' learning engagement, and also improved their leaning achievement (M=70.6, p<.05). According to the research results, this study provides some recommendations for school teachers who want to change. It also offers suggestions for future research studies.

Keywords: Action Research, Thinking and Expressing, Flipped Classroom, Teaching Method

Gaëlle Vercollier ERCICTEL1912109	**Drawing Pedagogical Implications from Students Learning a Sign Language as a Second Language**

Gaëlle Vercollier
PhD York University, Toronto, Canada

Abstract

The paper stems from an empirical study we conducted with university students regarding their perceptions on learning American Sign Language (ASL) as a second language (L2). In the study, the learners were presented with questionnaires, comprising both closed-ended and open-ended questions, pertaining to various aspects of learning ASL as a L2 (course content and teacher delivery, similarities and differences between signed and spoken languages, specific difficulties linked to sign languages as a L2, use of strategies, to name just a few). The quantitative and qualitative data collected from 138 students were then analyzed with the Modalisa (8) software. The results discussed in this present paper primarily focus on the different challenges learners face when learning a sign language as a L2 and lead to various strategies and educational tools that can be implemented to enhance learning. The discussion thus extends beyond the framework of a sign language and enables a broader reflection on language, teaching and learning.

Keywords: Second Language, Sign Language, Perception, Strategies, Teaching and Learning, Applied Linguistics

Muriel Peguret ERCICTEL1912110	**Global Competence at the University level in Canada**

Muriel Peguret
French Studies and Faculty of Education, Glendon College, York University, Toronto, Canada

Abstract

This presentation is an overview of current research in Canada and in particular the province of Ontario relating to the changing paradigm in education around global competence at the postsecondary level.

Global competence is defined as "the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development" (OECD, 2018, p. 5). The Council of Ministers of Education in Canada subdivides this competence in six groups: "critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn/self-awareness and self-direction; collaboration; communication; global citizenship and sustainability".

At the University level in Canada, this changing paradigm results in a push to rethink goals and reorganize programs according to the global competence framework. Some universities are already going through this exercise with interesting outcomes for classroom pedagogy. Concurrently to these developments, the Ontario's Higher Education Quality Council argues for the need to develop precise assessment tools to measure these overarching and transferable skills (Weingarten et al., 2019).

The different studies and initiatives reviewed in this presentation will show the promises of this new paradigm as well as potential limitations and pitfalls. The presentation calls for more academic

discussions and sharing of research across different education systems and cultures in order to better understand the possibilities of this framework to prepare 21st century world citizens. The presentation aims to start this discussion with participants.

Keywords: Global Competence, Higher Education, Transferable Skills, Learning Goals, Assessment

A Comparative Study on the Liberal Education Syllabus of MIT and HIT(Shenzhen)

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Abstract
Over the last two decades, Liberal Education has surprisingly emerged in region like the China, Russia, Israel, Ghana, India and Brazil. According to the Global Liberal Education Inventory (GLEI), 183 new non-US liberal education programs have catalogued, and among three-fourths of Asian programs are in the China, India and Japan. With the development of social needs, lately more emphasis has been putting on liberal education in the overspecialized higher education. Accordingly, many comprehensive universities steeped in cultural ambience that boasts their own liberal education systems. For Chinese universities those are specialized in certain disciplines, MIT and HIT provide exemplary liberal education modes. An analysis of their educational objects, curriculum structures, and management mechanisms shows that the two universities are good at establishing small-sized and high-quality liberal education systems based on their own collegiate features. It is worth noting, however, that such curriculum establishments are not without obstacles. In this light, the numerous discipline-specializing universities in China should incorporate their distinctive features into the liberal education teaching, found specific educational organizations, and adopt various pedagogical methods, as efforts to establish practical and blue-ribbon liberal education systems. Hence, it is necessary for the Chinese universities featuring science and technology to learn from the liberal education systems of MTI and HTI as the global emergence of liberal education has taken place relatively and growing.

Keywords: Liberal Education, Syllabus.

**Anisa Begovia
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Integrated Language Teaching

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Abstract
The definition of the concept of "teacher" has changed according to the needs and environmental factors of our age. Nowadays, the teacher cannot be defined as a person who only possesses certain knowledge and transfers it to others, as it was the case in the past. Concurrently, the definition of the concept of a student has also changed. Students are not passive recipients of knowledge any more. Language as a communication tool can only be taught as a whole, for communication and skill-based purposes. Language is a living organism and it is inevitable that its rules are changed and / or put into different forms by the users. Trying to teach only the core of the language (sub-skills) as a single subject is insufficient and doomed to be unsuccessful. The integrated language teaching approach and the 5E Model has largely contributed to the teaching of English as a foreign language. Integrated language teaching approach covers communication-based and skill-based teaching methods, as well as the steps of the 5E Model which can be applied in language teaching. Some of the activities such as brainstorming, talking about defined topics and sharing personal experiences are presented in this paper through a sample lesson. Having these teaching /learning resources written and implemented eases the teacher's burden a bit. Thus the teacher can concentrate on his / her leadership and guiding roles. That way students are also able to enter the learning process with consciousness and responsibility and realize that they cannot learn without their own engagement and activity.

**Fatma Deli Chasan
ERCICTEL1912121**

Color Preferences in Classes and Students Motivation

Fatma Deli Chasan
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Abstract

This study investigates whether the factors that can affect the learners' motivation and attention during the learning process are crucial. Colour significantly affects the mood, emotion, performance and behaviour of the people who occupy the space. However, the influence of colour on the students' learning performance has until now remained under-examined. The present study aims to gain insights into specific aspects of the school environment which seem to be significant. Earlier research endorsed the idea that motivation could only be characterized in a quantitative manner between two end points on a continuum (Linnenbrink & Pintrich, 2002). The basic concepts are well and widely explained in literature, and the intention is to first describe how they are connected to learning and motivation in the classroom environment. The outcomes become the turning point to investigate the effects of colour on students' alertness during learning activity. The present study examines if the school environment and setting have an unavoidable effect on learners' motivation. Twenty-five (25) college students studying at the English Teaching of the Foreign Language Education Department participated in this study answering questions about the factors affecting learners` motivation and attention during the learning process. Quantitative data was collected through a survey and questionnaire. The specific aim of the research is to raise awareness of how color in the classroom setting influences student learning.

Keywords: Color, Motivation, Learning Environment

Gamze Caliskan **ERCICTEL1912067**	**Teachers' Beliefs and Practices on Using L1 in Turkish EFL Classrooms** **Gamze Caliskan** **School of Foreign Languages, Anadolu University, Eskisehir, Turkey** **Abstract** Although there has been an ongoing debate on whether L1 should have a room or not in language classrooms, the use of L1 in EFL classrooms is a common practice in various contexts. This present study aimed at investigating Turkish EFL teachers' use of L1 in their classroom practices in the specific context of Anadolu University School of Foreign Languages (AUSFL). Hence, the study adopting qualitative research design examined when and why teachers use L1 and uncovered teachers' real thoughts about the instances of L1 use. For these purposes, data were collected through an open-ended questionnaire (N=30), video recordings of eight class hours (N=2) and stimulated recall data procedure (N=2). The findings indicated that teachers give similar reasons for the use of L1 in their classroom practices. Nevertheless, the classroom observations and stimulated recall data revealed that teachers' use of L1 varies in terms of amount and purposes. Therefore, it can be suggested that the reasons for the use of L1 should be examined in detail to be able to maximize the use of L2. All in all, this in-depth research may provide more insights into similar contexts and contribute to the subject area.
Abdul kadir Kurt **ERCICTEL1912073**	**Describing and Comparing of Vocational and Technical Education System of Turkey and Germany** **Abdul kadir Kurt** **Phd Student, Akdeniz University, Educational Sciences, Curriculum and Instruction** **Erdoğan Köse** **Prof. Dr., Akdeniz University, Educational Sciences, Curriculum and Instruction** **Abstract** Technology and industry are inseperable elements of culture of modern society in our era and this entity affects education in terms of institutional, functional and structural aspects. So, skilled labour including production, research-development and innovation qualities is in needed to compete in global life and marketplace of technological era. Accordingly, employing individuals having these qualifications for required and trained workforce is possible with a sense of qualified vocational and technical education. Vocational and technical education has fallen behind of general academic education in Turkey recently. This situation can be seen as a disadvantage for Turkey who has long term valuable targets to be production society within the years of 2023 and 2071. So, analysing education system, curriculum and practices of other countries having important success in the field of vocational and technical education is thought to be helpful on explaining the source and reasons of this disadvantage. Few study on comparing the education system and curriculum in the field olf

vocational and technical education with Turkey has been come across in literature review. Germany, which has one of the most employment rate among OECD countries, is selected to be compared with Turkey by different aspects in the context of education system, curriculum and practices in this study. Because of analysing and comparing vocational and technical education system and curriculum of Turkey and Germany, interpretative paradigm, one of the qualitative research methods, was selected as a research method of the study. The findings obtained were discussed with regard to school facilities, curriculum and teacher training system. In this respect, this study is thought to make a great contribution to determine deficiency, practices not applied in Turkey, activities and required fields on practice.

Keywords: Vocational and Technical Education, Education System, Turkey, Germany

Alufohai Peace Joan **ERCICTEL1912087**	**Assessment of the Implementation of the Oral Aspect of French Curriculum of Upper Basic of Level Students in Edo South Senatorial district of Edo South Senatorial District, Nigeria**

Alufohai Peace Joan (Ph.D)
Department of Curriculum and Instruction, Faculty of Education, Ambrose Alli University, Ekpoma-Nigeria

Abstract

The study assessed the implementation of the practical component of French curriculum in upper basic level in Edo south senatorial district of Edo state, Nigeria. Four research questions were raised and two hypotheses were formulated to guide the study. The sturdy adopted the descriptive survey research design .The sample comprised 14 teachers and two hundred and fifty three (253) students drawn from the public and private secondary schools in Edo south senatorial district of the state. The purposive sampling technique was used to select teachers while the students were selected using the random sampling technique. A checklist titled: Oral French Facilities Checklist (OFFC) and a questionnaire titled: Oral French Lesson Frequency Questionnaire (OFLFQ) was used to collect data for the study .The data collected were analyzed using percentages, means and one way-ANOVA statistics. The hypotheses were tested at 0.05 level of significance. The results of analysis revealed that among others that the availability of French laboratory facilities in the schools was inadequate for effective implementation of oral French curriculum. The teachers' qualification was significant in the effective implementation of oral French curriculum in schools. Based on the findings recommendations were made amongst which is that government should make provisions for adequate French laboratory facilities for the effective implementation of the oral French curriculum.

Keywords: Implementation, Oral French , Curriculum

Shahrzad Yektatalab **ERCICTEL1912093**	**A Web-Based Anger Management Educational Program for Parent-Female Adolescents' Confllicts: A Cluster Randomized Controlled Trial**

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Abstract

Objective: This cluster randomized control trial was performed to evaluate the effectiveness of a web-based anger management program for mother-female adolescents' conflicts.

Methods: Eight out of 23 high-schools in District Two of Shiraz, Iran were chosen using random cluster sampling and randomly assigned to an intervention and a control group (each group consisted of four schools). The conflict tactics scale was filled out by all eligible third grade high school students in both groups and 140 students who had the scores higher than 30 were randomly selected; 70 adolescents in the intervention group participated in an 8 week intervention, while 70 adolescents in the control group did not undergo any intervention. Data collection was performed at the end of the intervention and 1 month later.

Results: The results of the t-test revealed no statistically significant differences between the study groups regarding the total conflict tactics scores (p = 0.935) or any of the three subscales before the intervention (p > 0.05). However, a significant difference was observed between the two groups in this regard immediately and 1month after the intervention (p < 0.05). The results of repeated measure analysis of variance (ANOVA) demonstrated a significant difference between the intervention and control groups regarding the conflict scores and its subscales during the three

study periods and groups (F = 79.43, p < 0.001).

Conclusion: This study highlighted the importance of applying a web-based anger management program in decreasing mother-female adolescents' conflicts. Similar studies are recommended to be conducted on the issue.

Keywords: Adolescent, Anger, Cluster Randomized Control Trial, Conflict, Female, Internet, Mental Health

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Algirdas Makarevicius
ERCICTEL1912094

Learners' and Teachers' Attitudes toward Blended Learning

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Abstract
The focus of the research was on students' and teachers' attitudes toward blended learning through the learning management system Blackboard Learn. The researchers aimed to explore how students and teachers in Ruwais and Madinat Zayed Colleges – Higher Colleges of Technology in the United Arab Emirates - perceive learning and teaching through blended learning. Both quantitative and qualitative methods were used to collect data. For quantitative research purpose, surveys were distributed to large numbers of students and teachers in both colleges. The researchers designed two versions of the survey, one for teachers and one for students. For qualitative research purpose, smaller numbers of students and teachers were interviewed. The conference presentation of the research findings includes the following components: blended learning vs. traditional classroom learning, teacher-student, and student-student interaction issues in blended learning classrooms, material availability, student performance and progress, some technical issues, and the degree of students' and teachers' satisfaction. The research findings can be an impetus for tertiary education teachers to implement blended learning in their courses.
Keywords: Blended Learning, Tertiary Education, Traditional Classroom Learning, Student Performance, Blackboard Learn, Student-Teacher Interaction, Learner And Teacher Attitudes

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ERCICTEL1912114

Education of the Tibetan Refugees in India: Reimagining Refugee-Host Relationships and Implications for Multicultural Education

Kalsang Wangdu
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Abstract
This paper examines the system of education developed by the Tibetan refugees in India. With the support of Indian Government, the Tibetan refugees have set up separate schools for their children and developed a culturally-relevant curriculum. While remaining within the framework of Indian Board of Education, the Tibetan refugee schools have taken advantage of the flexibilities Indian system of education offers to include curricular contents relevant to Tibetan children. This has enabled them to maintain their distinctive cultural identity while integrating into the mainstream Indian society. By employing critical discourse analysis of the Tibetan history curriculum and textbooks, this study analyzes the key features of culturally-relevant education developed by the Tibetan refugees in India, and the role it plays in engendering a collective Tibetan national and cultural identity.

It also examines the role of positive refugee-host relationship between the Tibetan refugees and the Indian government. As opposed to the current trends of seeing refugees as 'problem', the Indian Government embraced the Tibetan refugees as potential political and cultural allies. This paper argues that reimagining of refugees by the host nation can play an important role in enabling refugees to thrive and contribute to the host nation reciprocally.
Keywords: Multicultural Education, Refugee Education, Culturally-Relevant Education

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Dr. Mostafa

New Weightlifting Methods for Children In Weightlifting Sport

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Abstract

A coach assumes the responsibility for doing everything possible to ensure that the youngsters or beginners, in his or her class will have an enjoyable and safe experience while they learn weightlifting skills.

If coach takes the fun out of weightlifting and he or she then will take the kids out of weightlifting sport.

Children enter sport for a number of reasons to meet and play with other children, to learn skills and to develop physically, but their major objective is to have fun, help them achieve this goal by injecting humor and variety into your classes.

Such an approach will increase athletes' desire to participate in the future. The purpose of this research is to enhance and improve the athletes' (lifters') weightlifting abilities and skills by teaching them the most up-to-date training methods and techniques. In this method, coach will teach them how to avoid injuries while training and doing special weightlifting exercises and movements.

In this method, coaches teach their athletes the fundamental skills necessary for making success in weightlifting activities and obtaining medal at the national and international competitions.

Participating in professional weightlifting workshops in other countries is beneficial and useful for the participants and increases their knowledge and skills. In addition to having weightlifting knowledge, the coach must implement proper training and safety methods.

If an athlete / lifter is severely injured In weightlifting sport, it means that the coach will lose him or her forever and this would be considered as a great loss for the coach.

It has been concluded that if coaches pay much attention to their athletes safety and improvement, he will be much more successful in his profession.

Keywords: New Weightlifting Training Methods , Proper Tools and Training Area , Safety Methods , Modern Knowledge & Skills , Minimizing the Risks of Injury

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