



Conference Proceedings

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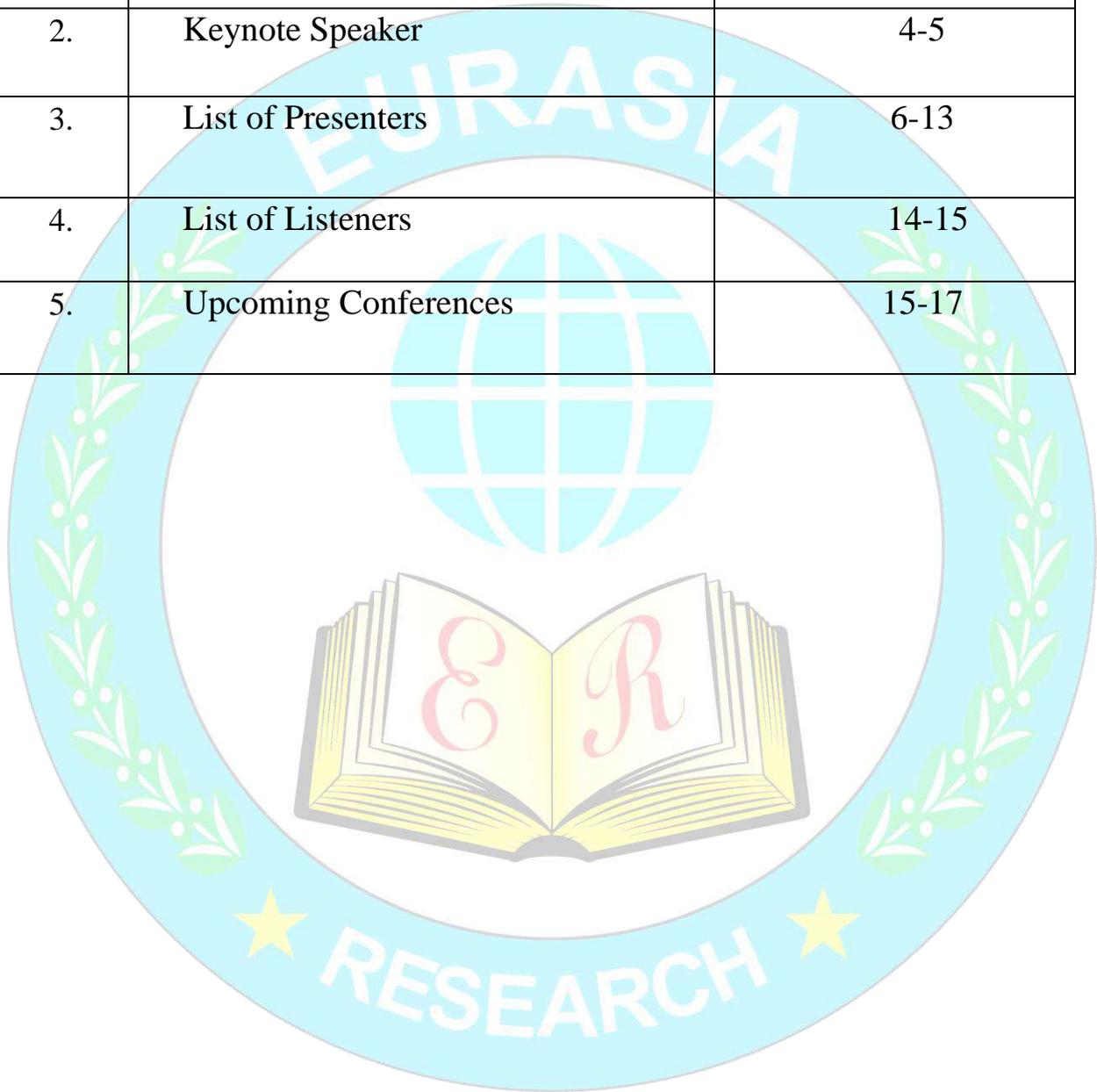
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Table of Content:

S. No.	Particulars	Page Numbers
1.	Preface	3
2.	Keynote Speaker	4-5
3.	List of Presenters	6-13
4.	List of Listeners	14-15
5.	Upcoming Conferences	15-17



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



Nathalie Carole Congo-Poottaren
Senior Lecturer, Educational Administration and Management Department,
Institute of Education, Mauritius

Topic: Developing a culture of leadership into trainees

Senior Lecturer in the Educational Administration and Management Department of the Mauritius Institute of Education. I hold MSc in Social Development, an MEd with a major in Leadership and Management, an MA in Counselling. I have done some research on educational leadership and I have also worked on finding ways to improve teaching in a higher education institution. I am responsible for conducting lectures with heads of pre-primary, primary and secondary schools, with inspectors and supervisors of pre-primary and primary schools, with teachers of primary and secondary schools and with those who aspire to become heads of schools. I am also a module coordinator and an assistant programme coordinator. I am also involved in writing curriculum materials for the in-service trainees.

KEYNOTE SPEAKER



Mahend Gungapersad
Manager/Rector at Bhujoharry Quartier Militaire, Mauritius

Dr Mahend Gungapersad is known for his keen interest in educational leadership. The theme of his doctoral thesis was Informal Teacher Leadership. He is an outspoken advocate for democratic, shared and distributed leadership in the educational sector which he considers is still encrusted in an autocratic and dictatorial mould, more than fifty years after the country's independence.

He was the former rector of the Rabindranath Tagore Secondary School (RTSS) where he contributed enormously in making this regional school of Zone 1 a successful one. He was also associated with the MIE for a few years as a part-time lecturer and coached secondary school educators the module entitled Teacher Leadership.

Dr Gungapersad regularly contributes pedagogical articles in the Mauritian press. He was the keynote speaker of the GRDS International Conference held on the 3rd July 2018 at the Middlesex University. He is currently responsible for the pedagogical supervision and training of the staff of three private secondary schools. Dr Gungapersad holds a BA from Delhi University, an MA in Applied Linguistics/TESOL and an MBA in Educational Management, both from Leicester University and a Doctorate in Education from Brighton University.

Currently, Dr Gungapersad is a part-time lecturer in Education at Middlesex University (Mauritius Branch)

PRESENTERS

<p>Mai Kamal ERCICTEL1913051</p>	<p>A Reflective Based Program for Developing Graduate Students' Academic Writing at the Faculties of Education</p> <p>Mai Kamal English and Scientific Methods Department, German University, Cairo, Egypt</p> <p>Abstract Regardless of the level of proficiency of English language among graduate students in Egyptian public universities, most of them struggle to produce rigorous academic text, such as: research proposals, research articles, or a thesis. While academic writing is an essential asset for professional academic development, it has been shown that this type of writing skill has been difficult for these students to master. This research aimed at designing and testing a reflective-based program whose purpose is facilitate acquiring the main academic writing and critical thinking skills for students in Egyptian public universities. This program will be based on reflective teaching methods. Its effectiveness will be measured based on a coherent approach, with specific criteria to measure the quality of the students' academic writing skills and their overall scholarly performance. A total of 30 male and female EFL graduate student teachers participated in this study. This is a mixed-method quasi experimental research which will employ both qualitative and quantitative research methods. The instruments used to conduct this study were a pre-post-test, an academic writing rubric, and a reflective journal. The collected data was analyzed using T-test in all its parametric cases. The findings from this research will potentially be of significant benefit for a wide swath of students in Egyptian public universities. Keywords: Academic Writing Skills, Reflective Teaching, Reflective Journals</p>
<p>Irene Muller ERCICTEL1913055</p>	<p>Social - and Project-=based Learning – A Winning Combination in Pre-Service Teacher Training</p> <p>Irene Muller School of Mathematics, Science and Technology Education, North West University, South Africa</p> <p>Abstract This paper aims to indicate the value of social – and project-based learning to pre-service teacher training at a campus of the North West University, South Africa. The training of pre-service teachers is currently under the spotlight in South Africa and the world. The world in which we live requires from teachers to be responsible citizens who attend to needs in their communities as problem-solvers and guiders. The implementation of social - and project-based learning in Physical -and Natural Science not only enhances real life learning, but empowers pre-service teachers or teachers in training with the needed skill and capabilities. The emphasis on the identity of each participant to add to a shared knowledge base regarding content and context are acknowledged with this approach to teaching and learning. The paper encourages dynamic classroom environments and indicates to students, teachers and lecturers exiting ways to deal with scientific concepts as linked to responsible citizenship. Research findings for a Ph D in Projects and Management support this papers.</p>
<p>Nilufer Ozgur ERCICTEL1913058</p>	<p>Now Writing is Easier</p> <p>Nilufer Ozgur School of Foreign Languages, Anadolu University, Eskisehir, Turkey</p> <p>Abstract Writing is an essential part in foreign language learning and it is described as “the process of building and sharing meaning through the use of verbal symbols, in a variety of contexts” (Chaney, 1988, p.13). Although writing is important in language classes, it is also one of the most problematic skills to develop because it not only requires vocabulary knowledge, but also grammatical competence and appropriate transition word knowledge. This is not an easy skill to develop because language learners often get stuck when they cannot find</p>

	<p>the appropriate word that they want to use and they spend too much time and get nervous especially during the exams, in these situations, we as teachers have the crucial role in making students' job easier. Besides teaching some strategies we also need to improve their self- confidence and increase their motivation level. Thus, because motivation and self- confidence affect students, this study aims to help students overcome their anxiety in writing. To reach the aim, the study was applied in two different classes at Anadolu University School of Foreign Languages at C level. For the first part of the study, each week the students were given a writing topic and they were asked to write a well-organized paragraph in 45 minutes which is one class hour. While writing they were not allowed to use dictionaries and ask the teacher for the unknown words. After writing two different paragraphs and getting feedback for each of them, students started studying how to write an essay. When the students got enough background information on how to write a well-organized essay they were asked to write one essay in two class hours (90 minutes) and in total they wrote 3 essays. After finishing the writing process and getting the necessary feedback, the students were asked some questions about their perceptions on their progress. Although a few students did not find the process useful for their writing in their exam, most of the students stated that it helped them to deal with the unknown words that don't come to their minds especially in the exams, and more importantly most of them stated that they trust themselves and think that writing is not that frightening.</p> <p>Keywords: Writing, Anxiety, Student, Motivation</p>
<p>Halil Eksi ERCICTEL1913059</p>	<p>Investigation of the Mediating Role of Self-Constructions in Relationships Between Family Climate and Well-Being in University Students</p> <p>Halil Eksi Educational Sciences, Marmara University, Turkey</p> <p>Tuğba Turgut Master Student, Marmara University, İstanbul</p> <p>Abstract</p> <p>The aim of this study is to examine the mediating role of self-constructions in the relationship between family climate and well-being in university students in the framework of Structural Equality Model. It is also aimed to examine family climate, well-being and self-constructions in terms of various demographic variables. The population of the study consists of 25123 students who are active in the academic year of 2018-2019 in Eskişehir Osmangazi University. The sample of the study consisted of 541 students who are active in the Eskişehir Osmangazi University. The data of this study were collected using the personal information form, the Family Climate Scale, the PERMA (Five Dimensional Well-Being) Scale, and the Family Self-Relationship Scale. In order to test the objectives of the study, Independent Groups t Test, ANOVA (One-Way Variance Analysis), Pearson Moments Product Correlation and Path Analysis were used to analyze the data. As a result of the analyzes, it was concluded that the self-concept of mediation between family climate and well-being was mediated. These results were tabulated and finalized.</p> <p>Keywords: Family Climate, Well-Being, Self-Conductions, Road Analysis, University Students</p>
<p>Oladipo Ademola ERCICTEL1913069</p>	<p>Abstract on Food as a Fundamental Human Right</p> <p>Oladipo Ademola Agricultural Economist the Technical Assistant on Agriculture and Policy to Chairman Senate Committee on Agriculture, Senior Program Officer of African Union ECOSOCC, Nigeria</p> <p>Abstract</p> <p>There is no argument that right to food supersede any other human right, because is the person that is alive that can exercise fundamental human rights and No food No life. Extreme hunger and malnutrition remains a barrier to sustainable development. Hunger and malnutrition mean less productive individuals, who are more prone to disease and thus often unable to earn more and improve their livelihoods. There are nearly 800 million people who suffer from hunger worldwide, the vast majority in developing countries. We call on all the people to SUPPORT the Right to Food Campaign globally by participating in the campaign on Right to Food globally; towards making life more meaningful to the millions of fellow</p>

country men and women that are food-poor. Movement to make food a matter of rights to everybody especially the poor and the vulnerable. Let us together demand for right to food globally

WHY IS FOOD IMPORTANT?

The notion of food as right derives from the fact that every human being needs food to live. Staying alive is a fundamental and inalienable right of everyone which no one else, government or group should deny him/her of. These assertions are in relation to the following principles that:

- Human suffering is abominable and equality of man to man is inherently sacrosanct, as coded in the right every citizen to food.
- The freedom of everyone from hunger is central to all fundamental freedoms to be enjoyed.
- The right to food is, for all intents and purposes inalienable, undeniable, actionable, remediable and ultimately justiciable in a civilized society.
- Therefore we envision such a Nigerian society wherein the sanctity of right to food is upheld and explicitly stated in the food entitlement of all human beings is the very essence of life worth living.

UNIVERSALITY OF FOOD AS A RIGHT RIGHTS (1948) - “Everyone has the right to a standard of living adequate for adequate for the health and wellbeing of himself and his family, including food

THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS ICESCR (1966) - “The States parties to the present Covenant recognizes the right of everyone to an adequate standard of living... including adequate food. And agree to take appropriate steps to realize these rights (ICESCR, Article 11.1)

ROME DECLARATION ON WORLD FOODSECURITY (1996) - “We the heads of State and Government..... Reaffirm the right of everyone to have access to safe and nutritious food, consistent with the right to adequate food and the fundamental right of everyone to be free from hunger.”

Conclusion: Finally, we need to see food as a fundamental human right and not a mere need, hunger is not about statistics it is real and required urgent attention if we want to achieve sustainable development goal and eradicate stunting development.

Famine and chronic hunger exist across much of the world today, posing a major challenge for global development and human rights. Nigeria’s historical experience, and prominent role in addressing contemporary food security issues worldwide, provide a strong basis for developing new approaches to overcoming an age-old problem.

I will like the internationally-renowned scholars and practitioners to address multiple aspects of contemporary global hunger and the challenge of achieving the Sustainable Development Goal of food security for all.

Cloie September Lang-Ay
ERCICTEL1913070

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

Cloie September Lang-Ay
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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



Kriti Dagar
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Higher Education Internationalized: Exploring the Indian Higher Education Canvas

Kriti Dagar

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Abstract

India, a young country eager to grab every opportunity presented before it requires a very strong base in key development sectors such as education, health infrastructure etc. to compete globally. The country has been making efforts to increase its global presence in general and with respect to higher education in particular. Higher education sieves out to be a prime key to this pathway of development. Internationalization of higher education is an emerging area wherein India holds a great potential in respect of schemes and strategies being adopted to attract foreign students within its borders such as Global Initiative of Academic Networks (GIAN), Research collaborations and 'Study in India' programme that aim at tapping its regional ties with neighboring countries.

Keywords: Higher Education, Internationalization, Global Initiative of Academic Networks, Study in India, Regional Ties

Wadesango N
ERCICTEL1913074

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

**Chabaya O
Wadesango N**

University of Limpopo, Africa

Abstract

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

<p>Harshita Agarwal ERCICTEL1913076</p>	<p>Keywords: Professionalization, PGDHET, teaching and learning, University, teaching qualification Impact and Effectiveness of E-Learning on Students</p> <p style="text-align: center;">Harshita Agarwal Student, Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India</p> <p style="text-align: center;">Abstract</p> <p>E-learning is the utilization of electronic devices for the learning purpose and is the opposite of the traditional method where there is the use of books. The use of computers and the internet is a major component of E-learning. It is used in schools, universities, and corporations (for training purposes). The course exists in varieties of forms such as audios, videos, presentations, etc. which can be discussed in the classrooms between students and teachers. This research paper identifies and analyses the impact and effectiveness of E-learning on students. The primary objective of this research project is to analysis the preference of E-learning over conventional learning method. While the secondary objective is to recognize the factors inhibiting the popularity of E-learning. Snowball sampling method was used for the survey. The parameter that has been assessed in this study is 'Response Behaviour of Individuals towards E-learning'. The research was conducted by a primary survey. According to the latest report, the Indian e-learning market size was USD247 million, comprising 1.6 million users in 2016. It is expected to witness an 8X growth to reach USD1.96 billion and the current user base will grow at 44 percent CAGR to 9.6 million users by 2021. In fact, India's e-learning market is the second largest after the US which is forecasted to grow by 15.64 percent and exceed \$48 billion by 2020.</p> <p>Keywords: E-Learning, Conventional Learning, Electronic Device, Popularity of E-Learning</p>
 <p>Seyda Subasi Singh ERCICTEL1913087</p>	<p>Developing an Understanding for the Overrepresented Referral to Special Education for Immigrant Students</p> <p style="text-align: center;">Seyda Subasi Singh Department of Education, University of Vienna, Sensengasse 3A, Vienna, Austria</p> <p style="text-align: center;">Abstract</p> <p>This research studies the overrepresentation of pupils with migration background in special education referrals in Austria. The overrepresentation of minority pupils in special education referrals can be tracked in many countries, and lack of transparency and uniformity in referrals is a hot topic to discuss. Despite the years of research and discussion, we have limited understanding for this complex issue. This study tries to embrace an innovative stance where such a manifold issue is not attributed to a socio-demographic or individual factor. The aim is to come up with sophisticated research that observes the interaction of various contributions such as socio-demographic, socio-economic and educational factors; the special education referral process itself; attitude to diversity, migration and equity; the effect and attitude of teachers; regulations and laws with cautiousness to the effect of cultural and social variedness. The study brings social group dimension and the individualistic approach together to understand how local cultural and social practices intersect with pupils' cultural and social practices to create this overrepresentation. As method, constructivist grounded theory is adopted and the study has a holistic perspective by including various stakeholders effected by or effecting the same process. Teachers, parents, pupils, school inspectors, school directors, school psychologists and special education experts are recruited as data sources. Narratives via intensive interviews are the main data collection tools supported with researcher diary, memos, group discussions and extant texts such as educational statistics, newspaper articles, biographies or autobiographies, reports, school policy statements and school records. The underlying process and how the varieties of factors intersect to create this overrepresentation are in the scope. This study has so far revealed some valuable preliminary findings to share. By comparing and contrasting the stories, it was found that the referral process to special education means different practices mainly for parents and teachers.</p> <p>Keywords: Special Education, Immigrants, Overrepresentation, Equity</p>
<p>Dr J.C. Ngwenya ERCICTEL1913052</p>	<p>Assessment in Textbooks: Exploring Cognitive demand in Higher Education First-Year Accounting Textbooks</p>

Dr J.C. Ngwenya
University of KwaZulu-Natal, School of Education, South Africa

Abstract

One of the primary objectives of the Accounting programme of education in higher education institutions is to develop broad minded individuals with critical and independent thinking for employment and professional practice. In the same vein, professional accounting bodies expect high cognitive attributes from entry level members which includes the ability to think critically and make sound judgement in complex work environment. However, the extent to which the textbook which is a key resource in the Accounting classroom aid the development of these desired attributes remains largely under-researched within the South African context. Premised on the notion that learning is mainly driven by assessments, this paper examines the cognitive demand embedded in the assessment tasks in level-one Financial Accounting textbooks used in South African higher education institutions. The article employs a qualitative content analysis methodology in providing rich insight into the demand on cognition prevalent in the assessment tasks in the selected textbooks. The study uses the lenses of the Layered Analytical Framework (LAF) which draws on attributes from the Revised Bloom's Taxonomy (BRT) by Anderson et al., 2001 and Leong's (2006) conceptualisation of the levels of difficulty (LOD) to illuminate nuances in cognition that may remain unnoticed via other lenses. Findings revealed that via the lenses of the LAF, cognitive demand is not only a function of the cognitive levels depicted by the type or kind of thinking processes involved in successfully accomplishing a task, but the interaction of other variables present in each scenario, data-set or instruction. Whereas the RBT alone enabled insight into possible transfer of learning induced at cognitive levels, the LOD provided insight into the possibility of complex thinking and integrative skills embedded within these categories.

Keywords: Accounting Curriculum, Assessment Tasks, Accounting Textbooks, Cognitive Demand, Higher Education, Levels of Difficulty



Dr Maserole Christina
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In Pursuit of a Decolonised History Teacher: Agency and Boldness in Fostering Change

Dr Maserole Christina Kgari-Masondo
Economic History and Development, Howard College, University of KwaZulu Natal

Abstract

This paper is a contribution to the current debates in academia on decolonisation of the curriculum by focusing on History teaching in Higher education. The paper is a self-study of the author's journey of teaching History from High school to university level. Journeying back into my high school teaching years is important as self-studies use the understanding of the present through past experience drawing from various sources like: autobiography, self-study on teacher education, narrative enquiry and qualitative research. The paradigm used is a critical genre as it fits well with the reformation on the learning area of moving from a colonised style of teaching History to a decolonised approach. In this paper colonisation is termed as a system that subjugates knowledge that is indigenous and uplifts western ways of knowing which has led to the oppression of all areas of indigenous people. It will be shown throughout the paper that by using colonised History epistemology learners miss much knowledge that could otherwise help them to live and contribute effectively and meaningfully in nation-building. It is asserted that, liberation thoughts were facilitated by teachers to students in 1976 and the same is envisaged for the 21st century. Consequently, it is pivotal for educators to be at the centre stage of transforming the current curriculum which is fraught with colonisation and alienates most of society it is supposed to serve – Black people. It is argued in the paper that much is written on decolonisation but less is documented on how the curriculum should be transformed. The article thus contributes in that area on how the History curriculum can be changed by looking through the eyes of a teacher who is a practitioner of the subject.

Keywords: Decolonisation, History Learning Area, Teacher, Colonised, Indigenous Knowledge

Zanele Dube-Xaba
ERCICTEL1913056

Teachers' Reflections of using Games as a Teaching method in Teaching Grades 10-12 Tourism

Zanele Dube-Xaba
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Abstract

This paper focuses on the use of games inside the classroom. Specifically, this paper reports on the reflections of the teachers in using games as a teaching method in teaching grades 10-12 Tourism in South Africa. The South African national curriculum envisaged a learner who will be creative and be a critical thinker. This implies that teaching and learning methods employed in the classroom should be aimed at developing such learners. Thus teachers should move from traditional methods to innovative methods in their teaching. Games are also active learning method, with incredible potential to address creative thinking and active learning. The aim of this paper was to explore teachers' reflections of using games as a teaching method in teaching grades 10-12 Tourism. Six teachers were engaged in a qualitative participatory action research involving informal conversation, group dialogue, workshops, and reflective writings. The results of the study indicate that teachers were positive towards using games as a teaching method in teaching Tourism. Teachers perceived games as a perfect method for achieving learner involvement, and for transmitting contents attractively and efficiently. From a pedagogical perspective, this study revealed that through participatory action research, teachers were encouraged to acquire knowledge, skills and opportunities to use unfamiliar teaching methods in Tourism classrooms. The findings further suggests that teachers experienced an environment where learners developed an appreciation of learning Tourism. The use of games has implications for school culture and classroom ethos, therefore the study recommends that teachers should be more strategic and plan properly when using games as a teaching method. Future research should focus on the impact of using games as method on learner achievement.



Dr. Wang Lixun
ERCICTEL1913060

Code-Switching and Code-Mixing in Trilingual Education in Hong Kong: A Case Study

Dr. Wang Lixun

The Education University of Hong Kong, Hong Kong SAR, China

Abstract

Classroom instructions in Hong Kong secondary school context often involves a "mixed-code", with textbooks in English and oral instruction in Cantonese (A variety of spoken Chinese) or a Cantonese/English mix. This mixed-code instruction has been practiced in Hong Kong classroom teaching for many years. However, Hong Kong's policy-making body, the Education Commission, considered this as the principal cause of students' apparently unsatisfactory levels of English and Chinese. Worried about the increasing use of mixed code in secondary schools, the Government adopted the policy of 'mother-tongue teaching' to encourage Chinese-medium instruction to minimise mixed-code teaching. The 'mother-tongue' policy and the "trilingual and biliterate" policy adopted by the Hong Kong SAR government after the 1997 handover are two of the most significant issues in terms of controversy and impact. The latter policy aims to help Hongkongers to become biliterate in written Chinese and English, and trilingual in Cantonese, Putonghua and spoken English.

In this paper, an overview of the historical background of the Hong Kong language policies will be introduced. Secondly, the role of code-switching and code-mixing in classroom teaching will be discussed by illustrating examples from a case study in a Hong Kong secondary school. Finally, the reasons behind using mixed code and its impact on student learning will be analysed and discussed. A number of research methods were employed: questionnaire survey, student focus group interviews and classroom discourse analysis. The research findings show that students in the case study school found code-switching / code-mixing in different subjects useful for their language development in general even though the school language policy does not encourage the use of mixed code in teaching. It is hoped that this study can contribute to the literature on code-switching/code-mixing in multilingual education context.

Keywords: Code-Mixing, Code-Switching, Mother-Tongue Teaching, Biliterate and Trilingual, Hong Kong



**Mustapha Lemu
Ibrahim**
ERCICTEL1913093

Establishment of Nstpdi, Minna, Nigeria: Experiences, Achievements and a Peek into the Future

Hajiya Dije Jibrin Bala

Niger State Teacher Professional Development Institute, Minna, Nigeria

Ibrahim, Mustapha (Lemu), PhD

Niger State Teacher Professional Development Institute, Minna, Nigeria

Hadiza, Asabe Mohammad, PhD

Niger State Teacher Professional Development Institute, Minna, Nigeria

Abstract

The paper is set within the context of the existing scenario of inadequate and poor quality teachers especially at the Basic Education level in Nigeria. It addresses the challenges of teacher demand and supply from a very innovative point of view by creating a new pathway of entry into the teaching profession through the provision of a contemporary 21st century alternative to the Grade II Teacher qualification that was shelved in 1978 on the one hand and institutionalizing school based Continuous Teacher Professional Development on the other. The paper presents the key role being played by the newly established Niger State Teacher Professional Development Institute (NSTPDI) in charting this new course in the effort to strengthen the preparation of teachers, enhance the quality of serving teachers and introduce a new dimension of professional licensing of teachers at the State level of a federated Nigeria. While documenting the progress and achievements recorded by the Institute, the paper also highlights the various challenges confronting the establishment of the Institute from the drawing board (concept) to its current level of implementation (reality). As it maps its way into the future, the Institute considers achievement of global linkage a necessity of topmost priority. It looks forward, through specific steps presented in this paper, to connect to the global field of Teacher Professional Development through mutually beneficial interaction and ideational exchanges with experts of repute as well as collaboration and linkages with credible institutions and organizations.



Bala A. Shehu
ERCICTEL1913094

The Role of Parent in Child Education: The Nigerian Perspective

Bala A. Shehu

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Parents play prominent role in the education of their children. This is expected because of the importance of education to the effective socialization of the child and healthy wholesome integration of the child into the society. However, the way and means parents play this role has been impacted by different factors and perception of the value of the given type of education. In a society such as that of Nigeria that still harbors elements of traditional orientation in most homes, there is a distinction between the role play by parents in respect of Islamic Education as distinct from the role they play in the child's Western education.

This paper focuses on identifying specific parental practices that explain the role they play in the education of their children and the kind of support they extend to them. The scope of the paper goes beyond the financial and material support parents naturally extend to their children to consider other aspects like that encouragement, time and books at home. It goes to highlight differential parental role vis-à-vis Islamic and Western Education, the predominant support practices deployed by parents and they impact on learning and the overall education of the child. The paper will offer recommendations on how best to engage and encourage parents to provide the most impactful support for education of the child.

LISTENERS

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Upcoming Conferences

<https://eurasiaresearch.org/tera>

- 13th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 July, Bangkok

12th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 July, Mauritius
Gold Crest Hotel, Mauritius

- 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
- 23rd ICTEL 2019 – International Conference on Teaching, Education & Learning, 12-13 November, Singapore
- 24th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 December, Dubai
- 25th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 December, Sydney
- 26th ICTEL 2019 – International Conference on Teaching, Education & Learning, 18-19 December, Bali

- 27th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 December, Bangkok
- 28th ICTEL 2019 – International Conference on Teaching, Education & Learning, 26-27 December, Kuala Lumpur
- ICTEL 2020 – International Conference on Teaching, Education & Learning, 16-17 February, Dubai
- 2nd ICTEL 2020 – International Conference on Teaching, Education & Learning, 02-03 March, Melbourne

