



Conference Proceedings

14th ICTEL 2019 – International Conference on Teaching, Education & Learning,
29-30 July, Barcelona

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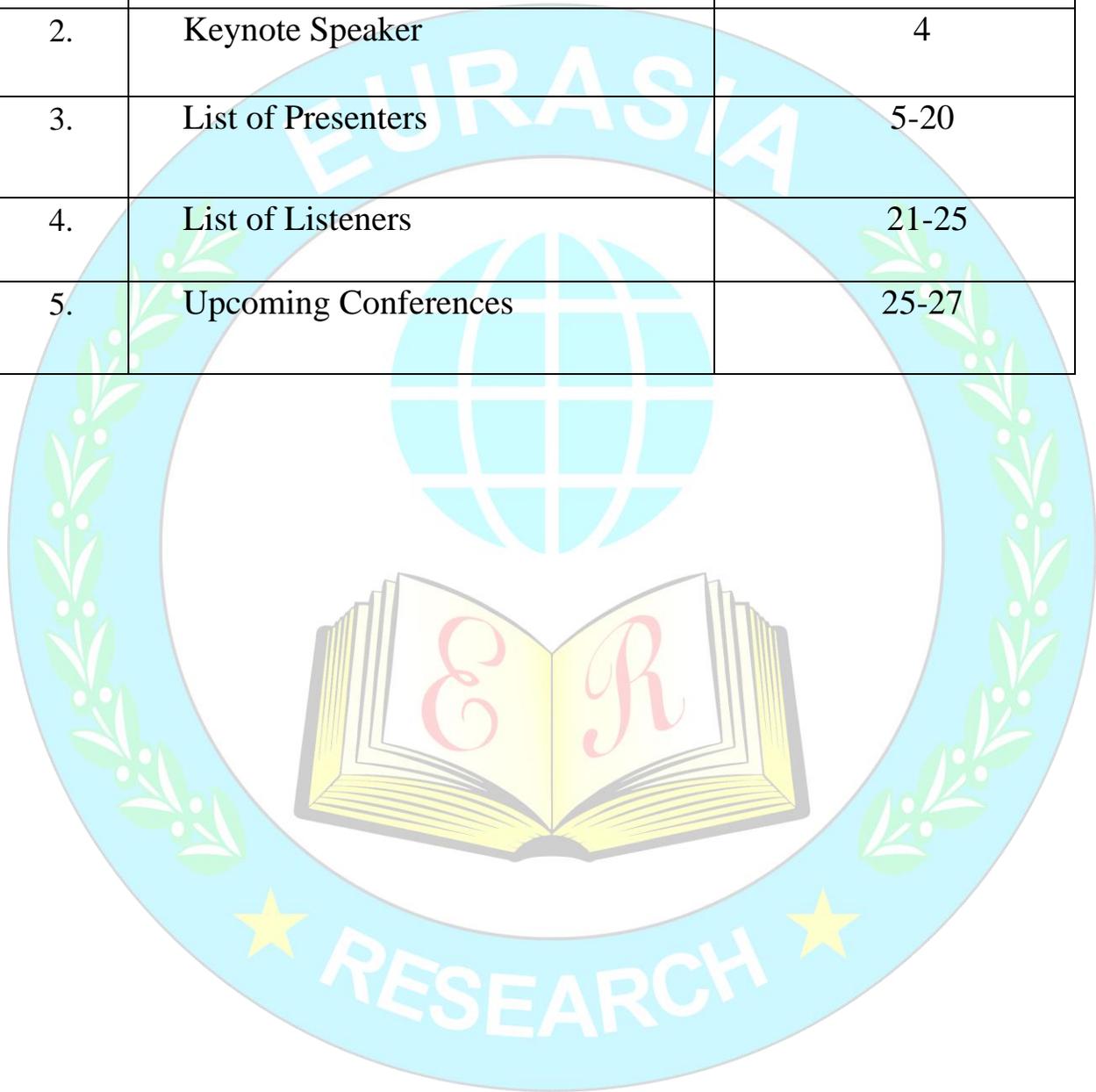
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Preface:

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KEYNOTE SPEAKER



Ana Saldanha

**Translator (English and Spanish into Portuguese), Lecturer, Mentor
(Member of the EMCC and Associate Board Member IMA), Lisbon, Portugal**

Ana Sofia Saldanha, professional translator, university lecturer in Universidade Autónoma de Lisboa (Portugal) and 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 she has been delivering communications around the world regarding this theme.

PRESENTERS



Ahmed Mahmoud
ERCICTEL1915052

Performance of Sudanese Secondary School Students in Writing Composition A case Study of Secondary School First level. Kosti Locality, White Nile State

Ahmed Mahmoud
English Department Faculty of Education, Imam El, Mahdi, Sudan

Abstract

This study aims to investigate and evaluate writing composition topics in secondary schools curriculum textbooks; (SPINE 4) in the academic year 2017. The sample of the study consists of 30 students at secondary schools first year in Kosti locality, a test for the students is used for data collection in order to elicit information for the research. The study adopted the statistical package for the social sciences (SPSS) to process the data. The study proved that English Language students have a numerous writing skills difficulties in composition. These include mother tongue interference, inconsistent use of tenses, spellings. Teaching methods used by teachers are also another contributory factor. The study recommends wide reading, constant practice of writing with sufficient error correction and rechecking of compositions written before submissions by students. To teachers, it recommends innovation of teaching and learning aids, instructional supervision, community involvement and use of information communication technologies to enhance good writing skills in composition writing.

Mustafa S. M. Abululi
ERCICTEL1915057

Education Multiculturalism in the Art of Television Advertising: A Response and Creation of Audiences Cultural

Mustafa S. M. Abululi
Education, United Nation for Relief and Work Agency, Palestine, Rafah, Alshoka

Abstract

The ever-expanding world is accompanied by developments in other fields, including technology, art, and education. The purpose of education to build humanist, academic, and professional human beings must be translated into indicators of learning in daily life that is relevant to the situation and condition of the learners. That is, education does not have to "uniform" the competence of multicultural learners in every region in Palestine, but should be a pivot of competence development required in each area of the learner, without having to negate the "unused". Do not let the process of education just "alienate" learners on local wisdom in the region and himself as Palestine. Thus, education as a process of culture for the awakening of human beings or a sovereign Palestinian citizen will happen well. There is a problem of how categorization is given in relation to the arts field, causing the art to be less regarded its existence. In fact, art is a symbolic representation of Palestinian culture. Linear thinking is closely related to categorization and comfort, causing the unconscious to exist multidisciplinary in the art of television advertising that represents Palestinian multiculturalism. Multiculturalism and Palestinian symbolized through everyday life, dialogue by audience and ad creators through the television media. Ads that are often included in the non-art realm which is a television show feature a complex artwork that is actually capable of being an effective and efficient method of delivering Palestine with consideration of tolerance in its delivery design. Multicultural and Palestinian symbolism in the art of television advertising should not be separated from the socio-cultural reality so that its birth is positioned as the "spiritual child" of the empirical reality in society. Throughout its development, it "shaping" and "shaped" through tolerance of Palestinian multiculturalism.

Keywords: Education, Multiculturalism, Tolerance, Advertising, Television

Mary A. Ndifon
ERCICTEL1915059

Teachers' Perception on Impact of School Feeding Programme on Primary School Pupils' Enrolment and Retention in Northern Nigeria

Mary A. Ndifon
Department of Educational Psychology, Fct College of Education, Zuba, Abuja Nigeria

	<p style="text-align: center;">Dr. J. A. Akande Department of Educational Psychology, Fct College of Education, Zuba, Abuja Nigeria</p> <p style="text-align: center;">Abstract</p> <p>The Federal Government of Nigeria enacted Universal Basic Education Act in 2004. This provided legislative backing for the implementation of School Feeding Programme. This study investigated teachers' perception on the impact of school feeding programme on primary school pupils enrolment and retention in Northern Nigeria. The study adopted a descriptive survey design. The target population comprised of 198,561 qualified public primary school teachers out of which 1,500 were selected as sample. The sample was selected through a multistage approach involving stratified and simple random sampling techniques. A questionnaire titled Impact of School Feeding Programme on Primary Education (ISFPPE) was designed by the researchers to collect relevant data. The instrument was validated through expert judgment and a reliability coefficient of 0.89 was established with Pearson Product Moment Correlation. The collected data were analyzed using descriptive statistics. The findings indicated that the school feeding programme has increased pupils enrolment, retention and regularity in school and reduced dropout rate among pupils. Some recommendations were made among which is: the states government should provide modality for monitoring and evaluating the school feeding programme to enhance sustainability. Keywords: Perception, Teachers, Impact, School Feeding, Enrolment, Retention.</p>
<p>Mai Kamal ERCICTEL1915060</p>	<p style="text-align: center;">A Reflective Based Program for Developing Graduate Students' Academic Writing at the Faculties of Education</p> <p style="text-align: center;">Mai Kamal English and Scientific Methods Department, German University, Cairo, Egypt</p> <p style="text-align: center;">Abstract</p> <p>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>Dr. Kazi Hossain ERCICTEL1915062</p>	<p style="text-align: center;">Islamophobia: Pedagogical Techniques to Combat this in the Classroom!</p> <p style="text-align: center;">Dr. Kazi Hossain Associate Professor, Dept. of Early, Middle, Exceptional Education, Millersville University of Pennsylvania, Millersville, PA, USA</p> <p style="text-align: center;">Abstract</p> <p>Islamophobia – fear of the religion of Islam - is one of the most challenging issue teachers' face today in their classrooms across the world. The events of September 11 in the United States, made Islam as the most misunderstood religion in the Western world. One may argue that many other terrorist attacks since September 11 incident were committed by people who were followers of Islam and therefore, it is very normal for many non-Muslims to develop Islamophobia. However, one should understand that even though many of the terrorist attacks were committed by Muslims, these attackers are minute fractions of the 1.6 billion followers of Islam in the world. Stroking with one brush to paint the entire religious population for the crime committed by a few is not only</p>

	<p>unfair but also a reflection of ignorance on the part of the critiques of Muslims. This is like saying, “since Hitler was a German, therefore all Germans are followers of Hitler.”</p> <p>Education is the key to success in eliminating misconception, misinformation, or falsehood of any belief system. This education begins at an early stage of schooling. Unless teachers address this issue of Islamophobia in the classroom, misconceptions and misinformation about Islam will continue to prevail in the society. Teachers must provide their students with a better understanding of Islam and Muslims. Such understanding can be delivered through various teaching strategies. The intent of this presentation is to provide educators with age appropriate pedagogical techniques, and resources for teaching about Islam and Muslims in their classrooms. These strategies are part of an article authored by the presenter which was published in 2017.</p> <p>Keywords: Multicultural Education, Teacher Education, Pedagogy</p>
<p>Irene Muller ERCICTEL1915066</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>Edward Groughan ERCICTEL1915068</p>	<p>Building Belonging through Authentic Leadership: Authentic Decisions</p> <p>Edward Groughan Australian International School, Singapore, Australian International School, Singapore, Singapore</p> <p>Andre Casson Australian International School, Singapore, Australian International School, Singapore, Singapore</p> <p>Abstract There is an enormous body of research and writing on leadership. Consequently and expectedly, there are also numerous models on leadership. Yet, there remains no definitive, transferable, accepted model for leadership, other than leaders exhibit an elusive set of qualities that are unique. Nevertheless, there may be acceptance that leadership is defined as ‘a social influence process...’. Leadership, then, may be viewed as a ‘dynamic’ process where there is a form of exchange between individuals within a collective of people. Uhl-Bien (2011) claims that leadership in a “relational” orientation starts with processes and not persons, and views persons, leadership and other relational realities as made in processes. There is considerable support for this approach to leadership when there can only be leadership when there are others who are following or joining in the ‘grand adventure’. In the context of human advancement there is a growing acknowledgement that leadership, in an ever-expanding, global reach, means that leaders are required to contain a set of capabilities and traits that are similarly expansive. According to Sanchez-Runde, Nardon & Steers (2011): “Therein lies the challenge for global leaders. Whether in Japan or the U.S., China or Mexico, global leaders up and down the hierarchy face the same problem: how to adapt their leadership style to fit local circumstances in order to achieve corporate objectives”. The range of capabilities and skills appear to necessitate deeper analysis and require a string of assessment methods to determine their relative discrimination to aid leaders. The emphasis of this paper orients to the sway of Kaplan and Kaise (2003) where ‘Leadership consists of opposing strengths, and most leaders have a natural tendency to overdevelop one at the expense of its counterpart. The</p>

	<p>resulting imbalance diminishes their effectiveness. But leaders who work to guard against such lopsidedness can increase their versatility and their impact'. (p.20).While the Kaplan and Kaise study maintained a specific focus on 'forcefulness', the proposed Q Model adopts a broader perspective. The Q Model offers the supposition that there are three domains for leadership, in relation to creating belonging within an organisation or community. The combination of each of the three domains generates leadership decision-making where authenticity and creating a sense of organisational belonging are inherent.</p>
<p>Sarah Khettib ERCICTEL1915072</p>	<p style="text-align: center;">Effective Metacognitive Strategies to Enhance Student's Writing Skills</p> <p style="text-align: center;">Sarah Khettib English, Oran 2 University, Relizane, Algeria</p> <p style="text-align: center;">Abstract</p> <p>This work's vital target is to raise both students' and teachers' awareness about the role of metacognition in enhancing students' writing skills. This study tends to find appropriate solutions to promote students' writing skills. Students output is still insufficient though this productive skill plays a determinant role in learning. A tentative answer to the research question that concerns reasons behind the poor production of students is their lack of using metacognitive strategies; and inability to learn how to learn. This develops their reflective and critical thinking in learning and foster their productive proficiencies. Two data collection tools were used, the interview for teachers of oral and written expression and the questionnaire for Master Psycholinguistics and Didactics students. This work found that students' poor production is due to several reasons such as lack of practice, lack of organisation, lack of strategies to process writing effectively. Through the use of metacognition in teaching-learning productive skills, students will be able to learn better, in more creative expression. It is high time to teach students how to check their assumptions, learn about their weaknesses, and know when exactly to adapt.</p> <p>Keywords: Metacognition, Writing, Strategies</p>
<p>Ochai Innocent Uroko ERCICTEL1915075</p>	<p style="text-align: center;">English Language and National Integration</p> <p style="text-align: center;">Ochai Innocent Uroko Phd Department of English, College of Education, Oju, Pmb 2035, Otukpo, Benue State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Language is a natural endowment to man by God and the most viable means human beings use for communication and interaction. It is generally, an essential element in human life. English language is a colonial legacy now so deeply entrenched in Nigerian heritage that has apparently become indispensable. In the country, English language is already widely recognized as an instrument par excellence for socio-cultural, economic and political integration. It is for this reason that much importance is attached to the language nationwide and at all levels on nation's educational system. In this paper, the writer discusses the advent of English language in Nigeria, its importance in international politics, multilingualism and the problem of national integration, English language and national integration and concludes by demonstrating the significance of English language potentials in national integration. Finally recommendations are made of the continued use of English language in view of its unique roles in national development and integration.</p>
<p>Abdul Hadi Nawawi ERCICTEL1915077</p>	<p style="text-align: center;">A Rental Prediction Model Using Expert System for Purpose-Built Offices (Pbo)</p> <p style="text-align: center;">Abdul Hadi Nawawi Faculty of Architecture, Planning and Surveying, Universiti Teknologi MARA, 40450 Selangor, Malaysia</p> <p style="text-align: center;">Edie Ezwan Mohd Safian Faculty of Technology, Management and Business, Universiti Tun Hussein Onn Malaysia, 86400 Johor, Malaysia</p> <p style="text-align: center;">Justine Prita Kusuma Ahmad Borhannuddin Faculty of Architecture, Planning and Surveying, Universiti Teknologi MARA, 40450 Selangor, Malaysia</p>

	<p style="text-align: center;">Abstract</p> <p>The heterogeneous characteristics of the purpose-built offices (PBO) have created a greater challenge to meet the supply and demand in the office market. The building performance issues are neglected due to unavailability tool to assess the characteristics of PBO. Nevertheless, there is a lack of research that studies the rental prediction using an expert system for PBO. Therefore, the purpose of this research is to develop a rental prediction model using market data comprising of rental, building and locational of PBO identified in a local context of Kuala Lumpur City. The viewpoint of expert panels was elicited, measured and modelled into a rule-based expert system. The expert system is suitable due to its ability to make optimal decisions. To execute this study, an integration of the Analytical Hierarchy Process (AHP) and Geo-information System (GIS) was undertaken to gauge and map the quality level of PBO empirically. A suitable set of rules was used to form the basis of modelling the expert system. The findings offer the users an estimated rental based on the PBO's building and locational characteristics. The research will help the real estate stakeholders in their investment decision making and serve as a building performance evaluation tool.</p> <p>Keywords: Expert System Model, Purpose-Built Offices, Rental Prediction</p>
<p>Ya-Chen Su ERCICTEL1915078</p>	<p style="text-align: center;">Taiwanese College Students' Intercultural Sensitivity, EFL Interests, and Attitudes toward Native English Speakers</p> <p style="text-align: center;">Ya-Chen Su Department of Applied English, Southern Taiwan University of Science and Technology Tainan, Taiwan</p> <p style="text-align: center;">Abstract</p> <p>The world has increasingly become a global village in the 21st century, people from different cultures and countries have more opportunities to have close contact and interaction with each other. The purposes of the study were to assess the degree of Taiwanese college students' intercultural sensitivity and their attitudes toward native English speakers (NES) and English-as-a-foreign language (EF) learning interests and whether the results show significant difference regarding learners' demographics. This study also examined the interrelationships between intercultural sensitivity, EFL interests, and attitudes toward NES. A total of 1191 college-aged students (558 males, 633 females) participated in this study. Results found that EFL interests and attitudes toward NE. EFL interests, and attitudes toward NES are significantly related with intercultural sensitivity. Among four dimensions of intercultural sensitivity, the highest correlation was between interaction engagement and confidence. EFL interests, attitudes toward NES, and certain demographic variables are significantly related with intercultural sensitivity.</p> <p>Keywords: Intercultural Sensitivity, Intercultural Learning, EFL Interests, Attitudes</p>
<p>Ya-Chen Su ERCICTEL1915078</p>	<p style="text-align: center;">High School Teachers' Beliefs about Intercultural Learning and their Implications in Taiwan</p> <p style="text-align: center;">Ya-Chen Su Professor, Department of Applied English, Southern Taiwan University of Science and Technology Tainan, Taiwan</p> <p style="text-align: center;">Abstract</p> <p>Driven by increasing globalization, English language now has a widely disseminated and dominating status around the world. A large majority of international organizations make official use of English. This emphasis on intercultural dimensions in the EFL school curriculum has placed new demands on EFL teachers. The purposes of the study are to develop an understanding of Taiwanese English language teachers' (1) intercultural knowledge and familiarities with cultures; (2) beliefs about EFL and intercultural learning and their willingness to teach intercultural dimensions; (3) linking their knowledge and beliefs into their practices; and (4) difficulties they face in incorporating intercultural learning into their teaching practices. Data were collected by teacher questionnaire surveys, interviews, and classroom observations. Results found that the majority of the teachers are willing to implement intercultural learning objectives, but inadequate teaching materials, time constraints, and pressure to help students pass college entrance exams restrict their ability to implement them.</p>

 <p>Yawe Aernan Athanasius ERCICTEL1915080</p>	<p>Keywords: Teacher Beliefs, Intercultural Learning, EFL Teaching, Classroom Practices Information and Communication Technology (ICT) Facilities and the Management of Higher Institutions in Benue State</p> <p>Yawe Aernan Athanasius, PhD Department of Educational Foundations, Benue State University, Makurdi, Nigeria</p> <p>Ivagher Ezekiel Dondo, PhD Department of Educational Foundations, Benue State University, Makurdi, Nigeria</p> <p>Abstract This study investigated impact of Information and Communication Technology (ICT) gadgets on the management of public higher institutions in Benue State, Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey research design was employed for the study. The population of the study comprised 6,805 academic staff from 3 in Benue State. A sample of 408 academic staff was selected from 5 public higher institutions of learning using stratified random sampling technique. A 10-item structured four-point rating scale questionnaire titled “Information and Communication Technology (ICT) Facilities Questionnaire (ICTFQ)” with reliability coefficient of 0.76 was used for data collection. Data obtained from the field study were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions while the Chi-square (χ^2) test of goodness of-fit was used to test the null hypotheses at 0.05 level of significance. The findings indicated that e-mail and projectors has significant influence on the management of higher institutions in Benue State, Nigeria. It was recommended among others that Government should ensure the use of ICT gadgets among academic and non-academic staff so as to enhance effective and efficient management of their institutions.</p> <p>Keywords: Information and Communication Technology (ICT), Management of Higher Institutions, E-Mail and Projectors</p>
 <p>Volkan İnceçay ERCICTEL1915081</p>	<p>Design, Implementation, and Outcomes of a Peer Observation Process at Tertiary Level: A Peer Observation of Teaching Case</p> <p>Volkan İnceçay School of English Language, Acibadem University, Istanbul, Turkey</p> <p>Richard Sidgwick Kenan Dikilitaş</p> <p>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.</p> <p>Keywords: Collegiality, Peer Observation of Teaching</p>
<p>Mariano Rafael Florentino ERCICTEL1915092</p>	<p>Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines</p> <p>Mariano Rafael Florentino Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan La Union, Philippines</p>

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



**Fazilah Idris, Khairul Anwar Mastor
ERCICTEL1915108**

Contribution of Religiosity and Compliance in Perpetuating the Integrity of Halal Food

**Fazilah Idris, Khairul Anwar Mastor
Pusat Citra Universiti, Universiti Kebangsaan Malaysia, 43600, Bangi, Selangor.**

**Fariza Md. Sham
Pusat Strategi, Bangunan Canselori UKM, Universiti Kebangsaan Malaysia, 43600, Bangi, Selangor**

**Nurliana Mohd. Hassan
Institut Islam Hadhari, Kompleks Tun Abdullah Mohd. Salleh, Universiti Kebangsaan Malaysia, 43600, Bangi, Selangor**

Abstract

The concept of religiosity represents a set of traits constituting a religious person irrespective of religious background. It is associated with high orderliness and obsessional traits, high conscientiousness, low impulsivity and high conservatism in a variety of domains. As for halal concept, food integrity includes food safety, health, nutritious and quality. Halal food must be monitored in upon ensuring the authenticity of halal products. The question is how can the integrity of halal food products remain halal throughout the supply chain? In other words, how does religiosity monitor the activities involved in each transmitting process of halal food? This paper analyses 300 sets of questionnaires in three education institutions. The questionnaires were answered by youth aged 18 to 22 years old studying Diploma in Halal Industry Management. The questionnaires consist of 4 major sections which are 'Religious Appreciation, Halal Brand Personality, Compliance and Halal Integrity'. Data was analyzed using SPSS (Statistical Package for Social Science 22). The findings show that religiosity depends on knowledge and practice. It creates comprehensive implication towards manners through certain spiritual conduct. These manners react positively upon the intention of compliance to Syariah law which strengthens the integrity of halal food. Future research may suggest other theories that accomplishes religiosity and personality.

Keyword: Religiosity, Integrity, Halal Brand, Halal Food, youth

**Miyeon Bae
ERCICTEL1915112**

The Effects of Different Types of Cohesive Devices on Reading Comprehension of Korean Learners

**Miyeon Bae
Department of Korean Language and Literature, Yonsei University, Seoul, Republic of Korea**

Abstract

Good readers are able to comprehend the text by grasping the meaning of the whole message it contains through the coherence and cohesive devices revealed in the text. These are important keys to better understand the main idea of the text. However, would these cohesive devices always help second language learners to comprehend the text? These devices can sometimes discourage them. This study aims to investigate how different types of cohesive devices influence the reading

	<p>comprehension skills of Korean learners. To accomplish this goal, 15 advanced Korean learners with academic purposes were interviewed and tested on reading. First, five texts of the same text difficulty were selected from TOPIK(Test of Proficiency in Korean) and reconstructed adding different types of cohesive devices(reference, substitution, ellipsis, conjunction, lexical cohesion). Second, the scores from each text, the time spent on the test and participants' impressions on text difficulty were analyzed from reconstructed texts presented to those participants and the interview conducted. The study has shown what cohesive devices should be educated to the learner in the second language reading education.</p> <p>Keywords : Korean Language Education, Cohesive Devices, Coherence, Reading Comprehension</p>
<p>Bomi Lee ERCICTEL1915114</p>	<p>Analysis on Lexical Density and Sophistication in Korean Learners' Spoken Language</p> <p>Bomi Lee Department of Korean Language and Literature, Yonsei University, Seoul, Republic of Korea</p> <p>Abstract</p> <p>The level of second language development can be judged by the learner's output whether the learner is at a certain stage. This production can be used to see how learner's language knowledge is internalized. In this case, factors such as accuracy, fluency, and complexity can be considered. In this study, lexical density and sophistication were analyzed in Korean learners' spoken production as one aspect of measuring lexical complexity. The lexical density and sophistication scores were obtained 44 students spoken data from intermediate (level 3 and 4) to advanced (level 5 and 6). Also, using two-way ANOVA, statistical analysis was conducted on the differences according to the proficiency of each level. As a result, the lexical density score showed little differences according to the proficiency level, and even statistically not significant. However, in the case of lexical sophistication score, the scores of advanced students were higher than the scores of the intermediate students. The lexical sophistication was improved as the proficiency level increased, and the differences were statistically significant.</p> <p>Keywords: Korean Language Education, Interlanguage, Lexical Density, Lexical Sophistication</p>
<p>Jose Miguel Lemus ERCICTEL1915124</p>	<p>Closing the Deal in Spanish</p> <p>Jose Miguel Lemus Modern Languages, Creighton University, Omaha, Nebraska, USA</p> <p>Abstract</p> <p>Nowadays 53 million people speak Spanish in The United States. It is estimated that Hispanics hold a \$1.7 trillion dollars in purchasing power. If the Latinos in the U.S. were a separate country, their economy would be the 7th largest in the world. The Latinos are the ethnic group with the fastest rate of business creation in America, including whites.</p> <p>With all these facts about a vibrant and changing economic reality, it is obvious the need for a Spanish course specialized in business. This presentation is in the area of Spanish for the professions.</p> <p>During the last years, I have been teaching Spanish and Business at Creighton University. The goal of this presentation is to describe the best (and some worst) practices and resources in teaching Spanish for entrepreneurship purposes in the US. Here, I review briefly the most common mistakes found in textbooks in the field; I describe the importance of creating a hands-on class; and, I offer testimonies of students on their own business created as required for this class.</p>
 <p>Imene Belalouache ERCICTEL1915126</p>	<p>A Study on the Impact of Social Networks on Children in a Primary School</p> <p>Imene Belalouache Systeme Informatique, Primary School Thafath, Bejaia, Algeria</p> <p>Abstract</p> <p>The Internet and especially social networks have been phenomenally successful in recent years and they affected, particularly, teenagers and even children. But this success has a price: it is the risks that accompany this phenomenon which can be very dangerous for children. Instead of letting children manipulate the internet and more particularly social networks, a study was devoted to pupils from a primary school to teach them how to manipulate community pages, to know the risks</p>

and to protect themselves. It is better to treat the problem in childhood than to leave it for teenage years knowing full well that parents or even the school is more likely to lose control. From this study, rules of use were proposed, tested and then disclosed to all students of this school but also to their parents. The participating pupils were able to create and access in a, more or less, secure way a community page that served them to develop group projects for the school. They were also able during the proposed activities to become familiar with the privacy settings and their importance. They had to deal with hacks led by the teacher to which they reacted. Of course there is always a risk, but the result of this study is to be sure that kids have at least understood the risks, know how to protect themselves and how to use these social networks differently and in a more useful way than a "wild" use. This study was conducted on a particular social network "Facebook" but the proposed rules can be applied to other social networks and more generally to Internet.
Keywords: Social Networks, Privacy Risks, Parents Control, Addiction



Hilda Blankson
Asankare
ERICICTEL1915176

The School-Community Relationship

Hilda Blankson Asankare
Basic School, Classroom Facilitator, Ghana Education Service, Kumasi, Ghana

Abstract

In the education settlement, the community plays an important role in promoting and maintaining the good standard of education through their mandatory role and participation. The relationship promotes good and conducive atmosphere for learning and other co-curricular activities in the school. The community is a major stake holder and also part of the school decisions and other activities board. These two bodies, aside the local authorities or government always work in hand to promote good and quality standard of education. There should be always a good and healthy relationship between these two bodies.



Agyemang Osei
Ebenezer
ERICICTEL1915177

The origin of ECCD in Ghana Education and Positive Effect

The ECCD started from the New Harmony Indiana in USA in 1820 and the Read, Nursery School, (1971)

Agyemang Osei Ebenezer
Miminaso, M.A Basic School, Ghana Education Service, Ashanti Region, Ghana

Abstract

The school that shares with parents, the responsibility for promoting sound growth and learning in a period when growth is rapid and significant. The Sputnik crisis and project headstart led to the invention of EC. We have great educators like John Amos Comenius, J. J. Rousseau (1712 - 1778), Johann Heinrich Pestalozzi (1745 - 1827) etc. This quality programme is designed with the developmental needs of all children in Ghana and West Africa as a whole.

These are The Elements of ECCD

1. Objectives of the programme.
2. Curriculum assessment and diversity.
3. Safe healthy indoor and outdoor.
4. Family and community engagement.
5. Leadership management and administration.

Objectives of the Programme / Development Needs of Children

- Encouraging creativity.
- Improvement in communication skills.
- Development of a positive self-image.
- Enhancement of social and emotional development.

Importance

- Development intellectual abilities of children.
- Development of communication skills.
- Development of physical (gross and motor).
- Development of confidence (self)
- Help to promote self-concept.

	<p>It helps in characters formation.</p> <p>Project Headstart Nutrition Education Medical-dental care Social service Psychological services Community volunteer proponent education</p>
<p>Maxwell Obeng Kwaku ERCICTEL1915180</p>	<p>The School-Community Relationship</p> <p>Maxwell Obeng Kwaku Juaso Da Basic School, Technical and Vocational Facilitator, Ghana Education Service, Ghana Education Service</p> <p>Abstract In the education settlement, the community plays an important role in promoting and maintaining the good standard of education through their mandatory role and participation. The relationship promotes good and conducive atmosphere for learning and other co-curricular activities in the school. The community is a major stake holder and also part of the school decisions and other activities board. These two bodies, aside the local authorities or government always work in hand to promote good and quality standard of education. There should be always a good and healthy relationship between these two bodies.</p>
 <p>Boguslawa Gosiewska Turek ERCICTEL1915190</p>	<p>Speaking Anxiety in Adolescent and Adult English Learners Comparative Study</p> <p>Boguslawa Gosiewska Turek Department of English, Faculty of Applied Linguistics, University of Opole, Poland</p> <p>Abstract Aim: The aim of the presentation is to investigate the interdependence between adolescent and adult students' anxiety and their foreign language speaking achievements. It has been proved that there is no correlation between adolescent learners' anxiety and their speaking attainments in a foreign language. Moreover, there is a weak correlation between adult students' anxiety and their speaking achievements. Method: The author of the study employed a quantitative research and the data was collected from anxiety questionnaires completed by the students and from achievement sheets filled in by the English teacher based on five-minute speeches performed by adolescent and adult students. Conclusion: According to the research results there is no interdependence between adolescent students' anxiety and their speaking attainments and the correlation between adult students' anxiety and their speaking achievements is weak. Nevertheless, a number of other studies revealed the interdependence between students' anxiety and their speaking attainments. Therefore, limitations of the study should be born in mind, and the results of the following study can be applied only to the subjects participating in the study. Hence, it is relevant to repeat the study with larger samples of subjects. Keywords: Foreign Language, Second Language Acquisition, Affective Factors, Anxiety, Speaking, Adults, Adolescents</p>
<p>Alena Horackova ERCICTEL1915054</p>	<p>Poster Presentation: ERASMUS+ Project</p> <p>Alena Horackova National Information Education and Promotion Centre, Occupational Safety Research Institute, Prague, Czech Republic</p> <p>Abstract SSaW project aims to produce a sign language-based vocabulary of around 200 essential Health and Safety (H&S) words and phrases (in multilingual glossary and e-learning resource format), to facilitate workplace communication between all employees, whatever their hearing and language ability. We expect that two target groups who will particularly benefit from improved workplace</p>

	<p>communication are deaf/hearing-impaired workers and migrant workers. This objective has been formulated around known needs, based on existing research policy, and is strongly aligned with Erasmus+ objectives and priorities.</p>
 <p>Diana Hsienjen Chin ERCICTEL1915056</p>	<p>The Change of Students' Learning Behavior and Attitude in a Blended Foreign Language Course</p> <p style="text-align: center;">Diana Hsienjen Chin Department of Spanish, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan</p> <p style="text-align: center;">Abstract</p> <p>Even though the pedagogical effectiveness of blended language teaching has been explored by many scholars, how blended teaching changes learners' behavior and attitude has been under-explored. Hence, the present study aims to explore this issue.</p> <p>The participants were 25 English majors taking a blended basic Spanish course in a Taiwanese university. The data generated by the online learning platform and the participants' responses to the end-of-course questionnaire were analyzed to observe the change of learning behavior and attitude. The results of Paired Sample t-test reveal that the participants significantly spent more time in studying in the second semester. Moreover, their learning focus shifted from lexical items to syntactic features. In the first semester, the participants consulted the study guides more frequently than in the second semester. This suggests that once the learners are familiar with blended learning, they prefer to learn at their own pace. Regarding the learners' attitude, being able to communicate in Spanish is the main factor that contributes to their sense of achievement, not the grades. Moreover, 50% of the participants reported that the learning experience changed their attitude towards this approach. It reinforces self-discipline and promotes learner autonomy. By contrast, the rapid course progress and the absence of the instructor are the major obstacles in learning.</p> <p>The general findings of this study indicate that blended learning promotes learner autonomy and self-discipline. As their proficiency level advances, their learning focus changes. Furthermore, the presence of the instructor and face-to-face peer interaction are highly valued by digital natives. The results of this study provide informative evidence for future course designers and language educators engaged in hybrid language teaching.</p> <p>Keywords: Blended Learning, Hybrid Language Course, Learners' Behavior, Attitude, Spanish Learning</p>
<p>Sonja Schoeman ERCICTEL1915058</p>	<p>South African Social Sciences Teachers' Perceptions of Good Citizenship in the Early 21st Century</p> <p style="text-align: center;">Sonja Schoeman Department of Curriculum and Instructional Studies, University of South Africa, South Africa</p> <p style="text-align: center;">Abstract</p> <p>The notion that South African public schools has a distinctively civic mission has been recognized in all national education policy documents published since the first democratic election in 1994. The ANC government immediately realized that if the new-found democracy was to survive, it was necessary to transform the social order according to the human rights philosophy of Ubuntu, and the teaching of the school subject Social Sciences. Given William's system of historical dating (as quoted in Parker, 2015:5), the purpose of the paper is to report scholars' views on the attributes of a good citizen in eC21, and the outcomes of a qualitative intrinsic case study of Social Sciences teachers' perceptions of the characteristics of a good global citizen. Finding out what these teachers thought, would provide a reasonable starting point to address the issue of global citizenship education in South African public schools. Given the above, the theoretical perspective of the study was post-positivism. The information was gathered by means of individual one-to-one interviews, and analysed using content analysis and a priori coding. The participants held a conservative view of citizenship and citizenship education. Schugurensky and Myers' (2003:3-6) seven proposals for twenty-first century citizenship education were put forward to promote the progressive orientation to citizenship education in South African Social Sciences classrooms.</p> <p>Keywords: Global Citizen, Ubuntu, Subject Social Sciences, Progressive Orientation to Citizenship, Twenty-First Century Citizenship Education</p>
<p>Ljiljana Markovic ERCICTEL1915061</p>	<p style="text-align: center;">Teaching Serbian as a Foreign Language at Belgrade Faculty of Philology</p> <p style="text-align: center;">Ljiljana Markovic</p>

The Dean of the Faculty of Philology, Full Professor
Department of Japanese, Faculty of Philology, University of Belgrade, Serbia

Biljana Doric Francuski
Full Professor, Department of English, Faculty of Philology, University of Belgrade, Serbia

Abstract

Besides more than thirty departments in which students can study foreign languages, literatures and cultures, plus several departments for studying the Serbian language and literature with the option of including either comparative literature or other South-Slavonic languages and literatures, the Faculty of Philology at the University of Belgrade also offers foreign students the possibility of studying Serbian. These courses have been held at the Center for Serbian as a Foreign Language since 1986 on three levels: Beginner, Intermediate and Advanced, as well as on the level of Master Academic Studies. All these courses last two semesters, starting from October, but there is also the possibility of enrolment into the 3-week summer course or the 12-week online course, using Moodle as the learning platform, whereas students' presence at the Faculty of Philology is required only for their final exam. In addition to teaching foreign students the basic four language skills (i.e. listening, reading, speaking and writing), our professors also strive to teach them about Serbian culture in order to facilitate language acquisition by enabling them to understand the cultural environment in which they study. To that aim, the Center organises some outdoor activities, field trips and other engaging exercises, like individual or group Skype conversations with professors, and each foreign student is provided the opportunity to practice Serbian with other students at the Faculty of Philology who study their native language. This paper aims to analyse the benefits of studying Serbian as a foreign language enriched with various elements of Serbian culture, which not only makes the process of learning more interesting, but also enables the students to attain a higher level of fluency and proficiency.

Keywords: Higher Education, Foreign Language Teaching, The Serbian Language, Faculty of Philology – University Of Belgrade



Saber Abou El Fadl
ERCICTEL1915076

A Consideration of the Materials of Teaching Past Tenses in English Grammar Course Books

Saber Abou El Fadl
Language Contact in Education: Theory and Pedagogy, Faculty of Educational Sciences, Morocco

Abstract

The study examined 30 grammar course books, and compared their patterns of presenting the grammatical structures of past tenses in terms of form and meaning across the different target levels of learners (Beginners to advanced). My focus in this study, however, is on the nature of materials that are provided by language developers for teaching English past tenses. Though my concern is to enable the foreign language teachers to have a better understanding of the pedagogical implications of the existing grammar material, the study also figures out the thinking underlying the use of these materials in context and how it is sequenced in respect to each learner's level. Furthermore, there is a central emphasis on the learning activities which are suggested to teach English past tenses. In the line with the previous studies, language developers rely immensely on the implications of SLA research to answer the real questions of foreign language teaching that can be applicable to be embedded in the grammar course books, through raising the learners' consciousness of certain grammatical forms. The study also will give an account of how these implications help the EFL learners to raise their awareness of the past tenses morphology as well as to maximize their potential to notice the form and function of the target structures. To sum up, this study will give an overview of the basis constituents that made the sequences of the course books, and it will provide a detailed account of how the learners is engaged in the process of learning through the controlled, semi-free and free activities.

Keywords: Language Awareness, Language Development, Language Acquisition, Language Teaching Materials, Course Book

Dr.Nurah Saleh
AlFares
ERCICTEL1915091

EFL Teachers' Perceptions of Using Graphic Organizers in the Language Classroom

Dr. Nurah Saleh AlFares
Department of Curriculum and Instruction, College of Education, Umm Al-Qura University,

Makkah, Saudi Arabia

Abstract

This study investigates teachers' perceptions of using graphic organizers (GOs) in the EFL (English as a Foreign Language) classroom. The aim was to explore teachers' behavior and perceptions regarding the use of GOs in EFL lessons. Mixed qualitative methods were used: classroom observations of six Saudi EFL teachers were conducted to investigate their behavior when using GOs in lessons; reflective reports were obtained from the same six teachers to investigate their perceptions of using GOs in lessons; and the teachers were interviewed to allow their behavior and reflections to be understood in greater depth. The findings show that these teachers found the use of GOs to be beneficial. However, some of them were uncomfortable using GOs, because they struggled to manage their time in class and because the low level of their students prevented them from obtaining the maximum benefits.

Keywords: Graphic Organizer, EFL, Interaction, Cognitive Theories

Heba Mansour
ERCICTEL1915100

The Use of Physical Phenomenon as an Innovative Source in Art Education

Eslam Heiba

Department of Art Education, Faculty of Education, Sultan Qaboos University, Muscat, Oman

Heba Mansour

Department of Textile printing, Dyeing and Finishing. Faculty of Applied Arts, Helwan University, Egypt, Department of Art Education, Faculty of Education, Sultan Qaboos University, Muscat, Oman

Fakhriya Al Yahyai

Department of Art Education, Faculty of Specific Education, Menufia University, Egypt

Mohammed Al Amri

Department of Curriculum and Instruction, Faculty of Education, Sultan Qaboos University, Muscat, Oman

Abstract

It is undoubtable that there is a reciprocity relationship between the different sciences and fields of knowledge. The relation between art and science is one that extends ancient times since both of them use search and experimentation methods in pursuit of reaching the best results and satisfactory solutions which makes them in continuous development. Likewise, Art education as one of the fields of knowledge that draws its references from all that is neoteric whether it is nature, heritage or other sciences.

The idea of integration between art and science prompts on finding innovative ways towards creativity, because whenever the sources behind the design were of a scientific nature, the higher the visual connotations are closer to perception and mental receptivity.

Hence, researchers are trying to create new experimental approaches through the study and analysis of some physical phenomena, such as energy, frequency and vibration, which produces precise and perfect artistic forms in harmonious rhythms and in accordance with formalized geometric and mathematical relations of scientific origin that can be used by art students to create innovative design works as intellectual starting points, can be consulted and relied on as technical references, with a formal logic, and mental legitimation, which contributes to the enrichment of the aesthetic values of the art work. So, this study aims to take advantage of some physical phenomena such as energy and frequency and vibration and its formal output as an innovative source in teaching arts

Keywords: Physical Phenomena, Formal Regulation, Surface Values, Art Education



Diah Andika Sari
ERCICTEL1915122

Relationship between Teacher's Academic Qualifications and Teaching Methods in Early Childhood Education

Diah Andika Sari
Early Childhood Teacher Education, Faculty of Education, Muhammadiyah University, Jakarta, Indonesia

Abstract

The purpose of this study was to find out whether there was a relationship between academic qualifications of early childhood education teachers and the teaching methods that they usually use in school. The research method that was used was the correlational quantitative method. Data collection techniques were carried out via questionnaire, one related to teacher academic qualifications and another concerning teaching methods that they used when teaching in class. The population in this study was the Early Childhood Education (ECE) institution in the Kemayoran District, Central Jakarta. The sampling technique that was used was the Saturation Sampling technique consisting of 213 teachers from 44 Early Childhood Education (ECE) institutions in the Kemayoran District, Central Jakarta, Indonesia. The results of the analysis in which spss v.22 was used yielded a correlation coefficient of 0.572, while the results of the t test obtained tcount of 10.126, while the ttable of 1.645. So that tcount 10.126 > 1.645 ttable. From the results of this study it can be concluded that there was a positive and significant relationship between the academic qualifications of early childhood education teachers and the implementation of teaching methods in early childhood education institutions in the Kemayoran District, Central Jakarta, Indonesia.

Keywords: Academic Qualifications, Early Childhood, Teaching Methods



Dr. Rosaline Sebolao
ERCICTEL1915162

Engaging Students at Higher Education Institutions: The Case of a University of Technology in South Africa

Dr. Rosaline Sebolao
Centre for Innovation in Learning and Teaching (CILT), Central University of Technology, South Africa

Ms N Mphumela
Central University of Technology (CUT), Free State

Prof SN Matoti
Central University of Technology (CUT), Free State

Abstract

This case study was undertaken to examine the extent to which lecturers use instructional strategies to engage students in their classrooms at a particular institution of higher learning in South Africa. The study was underpinned by Pittaway's theory of engagement and Schon's concept of reflective practice. The sample comprised of 60 lecturers from an institution of higher learning. A questionnaire was used to collect data from the lecturers using question pro. The responses were measured on a six-point Likert scale ranging from 0-5. Quantitative data analysis was followed and both descriptive and inferential statistics were generated. It was found that the level of engagement of students by the lecturers ranged from low to moderate. This implies that lecturers need to expose students to more challenging teaching and learning activities such as problem-based learning.

Keywords: Classroom practice, Instructional strategies, Reflection, Student engagement, Problem-based learning

Antia Gonzalez Ben
ERCICTEL1915181

IBDP Music's Syllabus Components: Knowledge Divisions and Musicological Attachments
Antía González Ben, University of Wisconsin-Madison

Antia Gonzalez Ben
Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, Wisconsin, USA

Abstract

The International Baccalaureate Diploma Programme (IBDP) claims to embrace universalist goals

	<p>while asserting its sensitivity to cultural and epistemic difference. These universalist and inclusive claims set IBDP Music apart from traditional music curricula, which have been criticized extensively for their Euro-Americentrism and neglect of sound-making traditions beyond Euro-American high art music. In this context, IBDP Music emerges as not only different from, but also more inclusionary and more comprehensive than, traditional school school music curricula. In short, IBDP Music’s universalist and inclusive rhetoric contributes to this curriculum’s reputation as a model for curriculum reform.</p> <p>Despite IBDP’s rhetoric and reputation, however, I argue that the IBDP Music curriculum operates discursively in ways very similar to traditional school music curricula. Although IBDP Music sorts and orders “musical” knowledge in categories that appear neutral and ahistorical, these curricular components are far from universal. Indeed, they represent modern Euro-American conceptions of “musical” knowledge. Furthermore, although IBDP Music welcomes a wide variety of sound-making traditions, this curriculum still discursively constructs Euro-American art music as normative at the expense of alternative “musical” knowledges.</p> <p>Drawing on Michel Foucault’s approach to the analysis of discursive power, this paper examines the three components of the IBDP Music syllabus: Musical Perception, Creating, and Solo/Group Performing. I treat these components as a window into IBDP Music’s conception of “musical” knowledge. I examine the very ways in which this curriculum sorts and orders that knowledge in conceptual categories. Also, to test IBDP Music’s reputation as a model for curriculum reform, I consider these components vis-à-vis existing curricular practices in United States (US) school music. My discursive analysis of the IBDP Music curriculum indicates that, despite IB’s general claims to cultural and epistemic inclusiveness and universality, IBDP Music’s notion of “musical” knowledge is rooted in modern Euro-American ways of thinking. Furthermore, my analysis indicates that the uniqueness of IBDP Music resides—but also ends—in its original combination of pre-existing curricular elements. That is, each individual element of the IBDP Music syllabus was already included in US school music curricula.</p> <p>By acknowledging and critically assessing the ways in which IBDP Music’s discourses build on and perpetuate Euro-American, patriarchal, and white musical ideas and values, this paper aims to open spaces for less exclusionary curricula. By challenging the premise that IBDP is innovative, my analysis creates the discursive space for alternative ways of knowing “music” and structuring “musical” knowledge that better align with IBDP Music’s claims to respect for cultural epistemic difference and its promise for curricular reform.</p>
<p>Raven Roytblat ERCICTEL1915192</p>	<p>Going Beyond the Surface: Student Centered Classrooms with the Academic, Social, Emotional, and Behavioral Structures for Success</p> <p>Raven Roytblat Educator, International School of Sanya, Sanya, China</p> <p>Abstract</p> <p>Many teachers, especially those who come from pedagogical and cultural backgrounds where the teacher was traditionally considered the leader and focal point of the classroom, are having difficulty transitioning to the learner or student-centered approach to teaching and learning. Often school leadership which has not received sufficient training is charged with the task of leading teachers to an unclear destination, with few resources, and even less support.</p> <p>By giving teacher and school leaders a clear understanding of what student-centered leadership is and is not, as well as some basic, but critical tools for success, a shift in teaching can occur that is academically sound yet reaches the social and emotional needs of the students and supports the long-term goals of the school community.</p> <p>Keywords: Learner Centered, 21st Century, Work Force, Structure for Success, Student Responsibility, Independent Thinkers, Emotional Supports</p>
<p>Rasmitadila ERCICTEL1915121</p>	<p>The Perception of Parents toward Inclusive Education: Case Study in Indonesia</p> <p>Rasmitadila Department of Elementary School Teacher Education, Universitas Djuanda, Bogor, Indonesia</p> <p>Reza Rachmadtullah Department of Elementary School Teacher Education, Universitas PGRI Adi Buana Surabaya,</p>

Surabaya, Indonesia

Yeni Nuraeni

Department of Elementary School Teacher Education, Universitas Muhammadiyah Tangerang,
Tangerang, Indonesia

Abstract

This study aims to explore the perceptions of parents of regular students (PRS) and parents of special needs students (PSNS) alike on inclusive education at the elementary school level in Indonesia. This study was a case study-type qualitative research. The data collection consisted of a questionnaire and in-depth interviews. The participants in this study were 89 PRSs and 42 PSNS in West Java Indonesia. The findings of the study displayed that the perception of PRSs and PSNSs on inclusive education can be categorized into four aspects, namely social, emotional, academic, and non-academic. Perception on social elements can be explained that inclusive education services can develop communication, social interaction, play and cooperation between regular students (RS) and special need students (SNS) as well as reducing the potential for bullying. The emotional aspect explained that inclusive education could develop a sense of respect, empathy, love and caring for each other, respecting differences, while at the same time generating SNS insecurity when in an inclusive classroom. As far as academic aspects are concerned, it illustrates that inclusive education can provide opportunities for SNSs and RSs to learn together. Besides, there is a tendency that the teacher cannot always allocate time in order to give more attention to the SNSs than to the RSs. Perception on non-academic aspects that inclusive education is a service that provides every child with the right to access education. As a result, all parties involved, namely the government must be able to give a proper education system for all children, parents must be able to open up and be involved in school activities and eliminate the negative perception of SNSs. Schools must be able to provide appropriate curricula for inclusive schools, and give understanding to the community about inclusive education, although there are still poor perceptions of SNSs.

Keywords: Inclusive Education, Academic, Non-Academic, Special Need Student, Regular Student

Dil Kumari Gurung
ERCICTEL1915194

Cultural Gap in Education: Making Education Unresponsive Social Needs

Dil Kumari Gurung

Shree Amritpani Basic School, Baglung, Nepal

Abstract

Cultural Gap in Education: Making Education Unresponsive to the Social Needs Nepal's School Sector Reform Program (SSRP) that guided the education development initiatives in the country during the period 2009-15 envisioned that by 2015 "a student has basic life skills to co-exist in the competitive contemporary, global society" (Ministry of Education and Sports, 2008, p. 17). Going further, the Program also noted that its goals are built on "EFA Framework of Action". The global orientation of the reform program was thus very clear. Envisioning to prepare the children for global society and following an EFA framework emphasize the global orientation of Nepali education. The SSRP was not the only plan with global orientation; the first Nepali education development plan prepared in 1955 also had the same orientation. The plan had written "we have become a part of the world, whether we like it or not. We can no longer remain isolated; the world has come to us. How can we meet this world without education?" (Pandey, K.C., & Wood, 1956, p. 83). The global orientation was thus not a new phenomenon in Nepali education and the dream towards becoming international has been there in Nepali education consistently. Continuing with the same dream, SSRP presented the strategy of competitive and contemporary global education for Nepal and Nepalese.

This strong urge towards becoming international needs to be understood both in the national and international contexts. The same 1955 plan had emphasized that education, in the sense of modern school education, was the only available option for achieving a modernized and developed Nepal. Modernization and development therefore have been the prime national agenda in the post 1950 Nepal and the state has adopted the schooled education as one of the key strategies for achieving these goals. Periodic development plans implemented in Nepal have also consistently emphasized the role of education in development. There was even the slogan of 'education for development' (Ministry of Education, 1971). All such enthusiasm on education and development was to convince

the people that by going through the modern schooled education they would enjoy the development of international standard. During the 1980s, the country even adopted the slogan of ‘Asian Standard’ (Bista, 1999). The claim was that with the state development policy, the country will arrive at the Asian standard of development – a dream given to the poverty stricken people by the state elites. The implicit objective behind all these efforts towards internationalization of education and development in the country was to legitimize the state authority (Shrestha, 1997, p. 65). It has been argued that the states derive their logic and rationale for authority, power, and privilege by delivering growth and development to its people (Shanin, 1997). The growth of schooling in any country also illustrates the power dynamics among different interest groups in the society. The group that holds the power always tries to design schooling as per their own interest and as their efforts towards easing their ruling process.



Ghadah Al Murshidi
ERCICTEL1915195

Integration of Research Experiences in Education and the Extent Students Benefit from Faculty Members’ Supervision

Ghadah Al Murshidi

Curriculum and Instruction department, Education College, UAE University, Dubai, UAE

Abstract

This article discusses the dichotomy of research vs. education. The researcher conducted interviews and a cross section survey of 616 undergraduate students at a university in the United Arab Emirates. The study examined students’ opinions on the integration of undergraduate research experiences in education and the extent to which they benefited from the variety of research projects university faculty members supervised. The analysis revealed that majority of students found integration of research experiences in education to open up opportunities in the job market. Equally, there were other auxiliary benefits like learning analytical skills and ways to multitask and cope up with deadlines when under pressure. A minority of respondents encountered problems with time management and sometimes research time conflicted with other course work requirements. Overall, however, participants indicated that the research experience afforded them academic and co-curricular benefits.

Key words: research , students, faculty members, supervision

LISTENERS

Boudour Otmane

Faculty of Arts and Languages, Abou Bekr Belkaid Tlemcen, Tlemcen, Algeria
ERCICTEL1915051

Bladdy Luyinama

United Nations, Monusco, Democratic Republic of the Congo
ERCICTEL1915053

Holy Vibration Justice Zabayor

Charity Organization Music Entertainment for Children, Banjul, Gambia
ERCICTEL1915063

Kingsley Ehiozemwange Amayo

Ogheghe Village Odionwere Edo State, Ogheghe Village Plot Allotment Committee, Benin City, Nigeria
ERCICTEL1915064

Tobi Samson Adeyile

Department of Networking, Faculty of Information Technology, Trust Communication Training Institute, Banjul, Gambia
ERCICTEL1915065

Clement Osei Akoto

Monoga Ventures, Clement Care For The Needy Foundation, Sunyani, Ghana
ERCICTEL1915067

Elvina Taylor

Early Childhood Development, Faculty of Education, Gambia Teachers' College, Banjul, The Gambia

ERCICTEL1915071

Desmond Donkoh

C. O. M. E. C, Charity Organization Music Entertainment for Children the Gambia, Gambia

ERCICTEL1915074

Manoj Kumar

Government High School Sehajpur Kalan Samana, Government Education Department, Samana, Punjab, India

ERCICTEL1915079

Joseph Sillas Krakue Denchie

Head Teacher, Ndwos Nursery and Primary School, Gambia

ERCICTEL1915082

Nahaned A Bangura

Senior Teacher, Model Nursery and Primary School, Gambia

ERCICTEL1915083

Fatou Secka

Teacher, Ministry of Basic and Secondary Education, Banjul The Gambia

ERCICTEL1915084

Lucas Amponsah

Nsoatre D / A JHS, Ghana Education Service, University of Education, Cape Coast, Ghana

ERCICTEL1915085

Eric Acheampong

School of Information & Communication Studies, University of Ghana, Accra, Ghana

ERCICTEL1915086

Sandeep Dawadi

Department of Physics Education, Tribhuvan University, Kathmandu, Nepal

ERCICTEL1915087

Hafeez Iqbal Sahir

Administration, Kids Foundation Trust (KFT), Lahore, Pakistan

ERCICTEL1915088

Mr. Kibirige Richard

Coordinator Literacy Project, African Film & Writers Society (AFWS-Uganda),Kampala, Uganda

ERCICTEL1915089

Kalyango Driez Alexander

Executive Director, African Film & Writers Society (AFWS-Uganda),Kampala, Uganda

ERCICTEL1915090

Ahmed Suleman Issah

Mining Engineering, Mugla Sitki Kocman University, Mugla, Turkey

ERCICTEL1915093

Ernel Merano

Primary Department, Global English School, Al Ain City, Abu Dhabi, UAE

ERCICTEL1915094

Erhimu Okagbare

Social Sciences, Economics, Lagos State University, Olodi Apapa Lagos

ERCICTEL1915095

Richmond Ofori

Mathematics Department, Beposo Senior High School, Beposo, Ghana

ERCICTEL1915096

Bashar Odeh

Department of English Language and Translation, Qassim University, Qaasim, Saudi Arabia

ERCICTEL1915097

Benedicta Afranie Oppong

Early Childhood Institute of Education, Ghana Education Service, Kumasi, Ghana

ERCICTEL1915104

Benedicta Oppong Afranie

Teacher, Ghana Education Service, Kumasi, Ghana

ERCICTEL1915105

George Osei

<p>Classroom Teacher, Ghana Education Service, Ghana ERCICTEL1915106</p>
<p>Susan Burhan Ismael Al Hafid Outreach Training Officer, Rwanga Foundation, Sulaimani, Iraq ERCICTEL1915107</p>
<p>Umme Habiba Nijhum Executive Event Management and Marketing, The Next Door, Dhaka, Bangladesh ERCICTEL1915109</p>
<p>Mojammel Hossen Senior Manager Event Management and Marketing, The Next Door, Dhaka, Bangladesh ERCICTEL1915110</p>
<p>Gbadebo Adeola Abosede Total Quality Department, Corban Resources Ltd, Nigeria ERCICTEL1915111</p>
<p>Fofana Lamin Research Department, Talla Transport Services Ltd, Talla Transport Services Ltd, Gambia ERCICTEL1915113</p>
<p>Sirjana Kafle Political Science, Tribhuvan University, Kathmandu, Nepal ERCICTEL1915115</p>
<p>Daddet Tshibangu Kabeya Damen Translation Pty Ltd (French Teaching & Translation), Damen Translation Pty Ltd (French Teaching & Translation), Cape Town, South Africa ERCICTEL1915116</p>
<p>Seth Agyemang Classroom Facilitator, Ghana Education Service, Ghana Education Service ERCICTEL1915117</p>
<p>Kwenyerechi Meshach Julius Imo state University,, Imo state, Nigeria ERCICTEL1915118</p>
<p>Lamia Ziane Anglo Saxon Literature, Bouzareah University, Algiers, Algeria ERCICTEL1915120</p>
<p>Diah Andika Sari Early Childhood Teacher Education, Faculty of Education, Muhammadiyah University, Jakarta, Indonesia ERCICTEL1915122</p>
<p>Clementina Yaa Ntrana Basic Design and Technology Miminaso M/A Basic School, Ghana Education Service, Kumasi, Ghana ERCICTEL1915128</p>
<p>Frank Owusu Anseh Adiembra M/A Basic School, Ghana Education Service, Kumasi, Ghana ERCICTEL1915129</p>
<p>Jumana Swaid American International School, American International School, Jeddah, Saudi Arabia ERCICTEL1915161</p>
<p>Mohammed Kalam Managing Director, Sabui Hussain Trading Pty Ltd, Johannesburg, South Africa ERCICTEL1915164</p>
<p>Doreen Boamah Atta Science Department, Asankare M/A Junior High School, Ghana Education Service, Asante-Akyim South, Juaso-Ashanti, Ashanti Region, Ghana ERCICTEL1915165</p>
<p>Jawad Shafi Education, Overseas College Islamabad, Islamabad, Pakistan ERCICTEL1915166</p>
<p>Keltoum Benabderrahman</p>

<p>Department of Philosophy Faculty of Social and Human Sciences Batna university 1Algeria,Batna university 1 Algeria DZ, Algeria ERCICTEL1915167</p>
<p>Okagbare Erhimu Social Sciences and Economics, Lagos State University, Ojo, Lagos. ERCICTEL1915168</p>
<p>Mme Mokobe Muabokabo Assistant Secretary, Observatory, Educational Partnership, Ministry of Secondary and Professional Primary Education, Kinshasa, RDC ERCICTEL1915170</p>
<p>Lufuluabo Kabambi Thierry Project Manager, Ministry of Primary Education, Secondary and Professional, Kinshasa, RDC ERCICTEL1915171</p>
<p>Bantu Mbabi Gentil Permanent Secretary of the Observatory of the Educational Partnership, Ministry of Secondary and Professional Primary Education, Kinshasa, RDC ERCICTEL1915172</p>
<p>Nuhu Tamimu Ghana Education Service, University of Education, Winneba, Ghana ERCICTEL1915173</p>
<p>Yusuf Mohammed Ghana Education Service, Valley View University, Akwatia, Ghana ERCICTEL1915174</p>
<p>Michael Okyere Teaching, Ghana Education Service, Ghana ERCICTEL1915178</p>
<p>Gbenga Peter Oyinbogbola Lecturer, Department of Sociology Applications, Interlink Polytechnics, Ijebu-Jesa, Osun State, Nigeria ERCICTEL1915179</p>
<p>Salia Dukuly Ministry of Foreign Affairs, Ministry of Foreign Affairs, Monrovia, Liberia ERCICTEL1915182</p>
<p>Moses M Kamara Ministry of Foreign Affairs, Ministry of Foreign Affairs, Monrovia, Liberia ERCICTEL1915183</p>
<p>Saliou Djan Diallo Education, Nusrat University of Education, Banjul, Gambia ERCICTEL1915184</p>
<p>Douglas Kankam Boadu Department Of Education, University of Cape Coast, Cape Coast, Ghana ERCICTEL1915187</p>
<p>Mbaye Tine Research, Development Reserach Network, Banjul, Gambia ERCICTEL1915188</p>
<p>Russell Iwhiwhu Oulu Business School, Department of Economics, University of Oulu, Finland ERCICTEL1915189</p>
<p>Oluwatoyin Oresanya Department of Vocational Studies, Irolu Community High School, Ogun State, Irolu Remo, Nigeria ERCICTEL1915191</p>
<p>Nadia Elkhatib Department of Health and Physical Education, Calgary Board of Education, Calgary, Alberta, Canada ERCICTEL1915069</p>
<p>Marc Grams Department of Health and Physical Education, Calgary Catholic School District, Calgary, Alberta, Canada ERCICTEL1915070</p>

<p>Bright Owusu Ghana Education Service, Ghana Education Service, Kumasi, Ghana ERCICTEL1915103</p>
<p>Samson Osita Ogili Business Administration and Management, Institute of Management and Technology, Enugu, Nigeria ERCICTEL1915119</p>
<p>Syeda Fatima Ali Department of Teaching, Faculty of Economics, Universitat Pompeu Fabra, Barcelona, Spain ERCICTEL1915123</p>
<p>Frank Owusu Ansah Adiembra M.A Basic School, Classroom Facilitators, Ghana Education Service, Kumasi, Ghana, Kumasi, Ghana ERCICTEL1915160</p>
<p>Joan Michael Business Education, Princeton Schools, Lagos, Nigeria ERCICTEL1915163</p>
<p>Omer Lichtenstein High School Physics, Hemda, Science Education Centre, Tel Aviv, Israel ERCICTEL1915169</p>
<p>Awudu Abass Department Of Education, Ghana Education Service, Kumasi, Ghana ERCICTEL1915186</p>
<p>Douglas Kankam Boadu Department Of Education, University of Cape Coast, Cape Coast, Ghana ERCICTEL1915187</p>
<p>Paul Makler Opoku Agyemang Department of Education, Ghana Education Service, Kumasi, Ghana ERCICTEL1915193</p>

Upcoming Conferences

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- 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
- 3rd ICTEL 2020 – International Conference on Teaching, Education & Learning, 24-25 March, Singapore

- 4th ICTEL 2020 – International Conference on Teaching, Education & Learning, 31 Mar – 01 Apr, Tokyo
- 5th ICTEL 2020 – International Conference on Teaching, Education & Learning, 13-14 April, London
- 6th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Berlin

