Conference Proceedings

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Preface:

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KEYNOTE SPEAKER

Abdel Rahman Mitib Altakhaineh

Head of English Teacher Education Department, Assistant Professor of English Language and Linguistics, English Language Department, Al Ain University of Science and Technology, UAE

Topic: Using Pictures in Teaching Metaphorical Expressions to Arabic-Speaking EFL Learners

Abdel Rahman Mitib Altakhaineh is Assistant Professor of English language and linguistics at Al Ain University of Science and Technology, UAE. He is currently the Head of English Department. His research interests lie in the areas of morphology, lexical semantics, morphosyntax, applied linguistics, discourse analysis and psycholinguistics. He has published research papers in several journals, including Studia Linguistica, Lingua, Acta Linguistica Hungarica, Metaphor and the Social World, Journal of Computer Assisted Learning, Research in Language and Sage Open. Dr Altakhaineh is a reviewer and article editor in many internal peer-reviewed journals, such as Sage Open, Research in Language, International Journal of Arabic-English Studies, Linguistics among others. Finally, Dr Altakhaineh participated in many national and international conferences as a speaker and a keynote speaker.

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PRESENTERS

Therese Wehman **ERCICTEL1925053**	**Building Faculty Competencies in Developing Domestic and International Community-Campus Service-Learning Partnerships** **Therese L Wehman** **Education Department, Professor of Education, Elmhurst College, Elmhurst Illinois, USA** **Judith E Grimes** **Education Department, Professor of Education, Elmhurst College, Elmhurst Illinois, USA** **Abstract** **Service-learning can mean different things and look quite different in a variety of undergraduate and graduate curricula, across varying majors and minor programs of study and among different educational and community institutions. Service-learning has been defined as both an educational philosophy and a pedagogical technique for combining community service with academic objectives and a self-reflection component. For faculty to embrace this pedagogy and embed it into their courses it becomes important that they understand how to develop and sustain both domestic and international partnerships. The establishment of sustainable Community-Campus partnerships involves four distinct stages: identification, development of trust, implementation, and maintenance. Further, it is important that all members of these partnerships promote and share mutual respect, common principles, similar interests and goals, and are in agreement with the delegation of roles and responsibilities to ensure the success of the project. When one member of the partnership is faced with intrinsic concerns (e.g., poverty, lesser resources) establishing a sustainable and mutually beneficial partnership may be even more challenging. In this presentation, the authors describe how the integration of the principles of partnerships into the four stages of development led to the successful creation of long-term service-learning partnerships. The authors highlight what has been learned and how these lessons have helped to build competencies in faculty in order to enhance and maintain these exemplary on-going service-learning partnerships and embed them into college courses.** **Keywords: Service-Learning, Pedagogy, Cultural Interdependence, Community-Campus Partnerships.**
  Dorcas Adegbite **ERCICTEL1925054**	**Implementation of a Reformed Social Studies Curriculum for the Attainment of Quality: Teachers Perspectives** **Dorcas Adegbite** **Department of Curriculum and Instruction, School Education, Emmanuel Alayande College of Education, Oyo State, Nigeria** **Abstract** **The paper examined a secondary school reformed curriculum and specifically Social Studies subject. This was with view to ensure its effective implementation in the Nigerian secondary schools. The study was carried out in Oyo State, Nigeria. The population comprised all Social Studies teachers and a sample of 450 respondents was used. Civic as a school subject was scrapped from the school curriculum and replaced with Social Studies. The finding revealed that teachers' perception of the implementation of Social Studies curriculum for educational quality is significant (t = 18.264, df = 449, sig = .001, p < = 0.05). Results also revealed that the t-test analysis of teachers' perception of the implementation of Social Studies curriculum for educational quality based on gender not to be significant (t = 1.74, df = 448, sig = .100, p > 0.05). It was further revealed that the teachers' perception of implementation of Social Studies curriculum for educational quality is significant (t = 31.596, df = 448, sig = .008, p < 0.05). Moreover, the Analysis of Variance (ANOVA) of the teachers' perception of the implementation of Social Studies curriculum for educational quality based on years of teaching experience not to be significant (F (2, 447) = 2.058, sig = .075, p > 0.05).** **Keywords: Curriculum, Perception, Quality, Reform and Social Studies**

The Impact of the Psychological Feelings of Parents with Children of Special Needs: A Study of Selected Parents in Oyo State

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Feyisetan Christianah Toyin
ERCICTEL1925055

Abstract
This paper examined the psychological feelings of parents having students with special needs in Oyo town. 126 participants comprising 63 parents and 63 students were purposively selected to respond to a validated questionnaire tagged "Psychological Feelings of Parents of the Students with Special Needs (PFPSN)". Two research questions were generated and answered. The results indicated that 93.65% of the parents were psychologically affected at the discovery level of their wards with special needs. It was concluded that parents having students with special needs experience a lot of psychological feelings while training these children. Based on this, it was recommended that parents with students having special needs should be encouraged to live with them as normal children.
Keywords: Psychological Feelings, Special Needs, Psychological, Feelings

Non-Formal Education and Public Enlightenment; Important Tools for The Attainment of Political Stability In Nigeria

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Murtala Sale
ERCICTEL1925056

Abstract
Education is an instrument not only for human development and social activities but a transformative act which is fundamental to human and social development because when someone has access to education, he/she must have an increase in social and political awareness and thus self-assurance and political stability are attained. The main role of education especially non formal education in human's life is to enhance quality life and public awareness of people in society. It is assumed in this study that everybody in Nigeria should have literacy education whether in a formal, informal or non-formal way so that everybody in the society should aspire be literate and therefore attain better political stability in the country. This paper, therefore, discussed the relevance of non-formal education, public enlightenment, and political stability in bringing about the desired political stability in the country. The paper concluded that unless there is effective and time-to-time public enlightenment by the government, community leaders, non-governmental organizations and other stakeholders through non-formal education system political stability could not be attained.
Key words: Non Formal Education, Public Enlightenment, Political Stability

Evaluating the Effect of Puzzle-Based Learning Method on Students Achievement in an Introductory Programming Course

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Bashiru Lawal
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Abstract
The purpose of this study was to evaluate the effect of puzzle-based learning method on students' achievement and attitude to programming in an introductory programming course in one of the affiliated institutions of Ahmadu Bello University Zaria - Nigeria. This study is a follow up to our previous research on puzzle-based method to learning an introductory programming course: Object Oriented Programming (OOP). The quasi- experimental of non –equivalent control group design in which pretest-posttest was used. A total of 64 programming students who have 'issues' (struggled) with their introductory programming courses (OOP) were selected randomly from our undergraduate classes (i.e. UG 2, UG 3 and UG 4) to participate in the research. These students were later divided randomly into two groups. 34 students (n = 34) were randomly selected to formed the experimental group and the remaining 30 students (n = 30) formed the control group with each group receiving different instructional techniques namely puzzle-based learning method and

conventional method. The two groups were pre-tested before the implementation stage. At the end of the study, post-test was given. Teaching and learning process was carried out for four weeks using the puzzle-based learning method. Two instruments were used. Programming Puzzle-Based Achievement Test (PPBA) and Attitude Questionnaire Items developed by Slavin (1995) was adopted. Data were analyzed using the t-test to determine performance by comparing the mean of the post test for treatment and control group. The results of this study showed that puzzle-based learning method improved students' achievement in OOP and attitude towards programming. The researchers concluded that puzzle-based learning method approach enhanced students' problem solving strategies and improved their program development skills than the traditional or conventional teaching approach and recommended that programming tutors should incorporate puzzle-based method to their teaching of OOP.

Keywords: Teaching Programming, Puzzle-Based Learning Method, Student Achievement

Effective and Efficient, but Desirable? A Discussion

Durdona Pulatova
Foreign Language of Department, Tashkent State Pedagogical University, Tashkent, Uzbekistan

Durdona Pulatova
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Abstract
Presenters briefly share results from their affective exploration of data driven learning (DDL), then propose several questions about the use of DDL, including discussants' own successes/failures using DDL, perceived values and benefits of DDL, the overall feasibility of DDL in different contexts, and what DDL materials might/should look like. In a recent meta-analysis, Boulton and Cobb (2017) found that DDL is effective and efficient for students, especially in foreign language environments. While this certainly provides some positive encouragement for use of DDL in the classroom, it doesn't completely address its use, particularly how instructors and students feel about or respond to this still unconventional teaching/learning tool. Presenters in this session conducted a study to ascertain the comfort level and perceived value of DDL with 12 foreign language teachers and 162 students of English as a foreign language in their general English classroom in Central Asia. Teachers participated in an initial training session on the value of corpus linguistics, reviewed the materials and steps for a lesson plan to use DDL, then, after conducting the lesson, students and teachers both completed a questionnaire which examined how they felt about and responded to the activities as well as what they learned from the activities. In this discussion, presenters will briefly share their study, then propose several questions for discussants to explore the use of DDL in language learning classrooms, including discussants' own successes/failures using DDL, their perceived values and benefits of DDL, and the overall feasibility of DDL in different contexts. In particular, the presenters will raise the following questions:
1. Have you used DDL with language learning students?
a. If yes, describe your experience. Would you call it successful? Why or why not?
b. If no, why not? Describe any hesitancies you may have or what has precluded your use of DDL.
2. What are potential benefits and/or drawbacks of DDL?
3. Should DDL be used as a regular part of a language learning curriculum or be reserved only for particular skills/classes/objectives?
4. What should DDL materials look like (e.g. gap-fill only, or are there other formats)?

School Health Variables and Teacher Education Restructuring for Sustainable Development In Nigeria

Dr. Joseph Olurotimi Ogunlade
ERCICTEL1925063

Dr. Joseph Olurotimi Ogunlade
Department of Educational Psychology and Counselling, College of Education, Ikere Ekiti, Ekiti State, Nigeria

Babatunde Christianah Adenike

Akeredolu Samuel Ayodele

Abstract
The study investigated School Health Variable and Teacher Education Restructuring for Sustainable Development in Nigeria. School health programmes are said to be one of the most

efficient strategies that a nation might use to prevent major health and social problems with the aim of restructuring teacher education to boost teaching and learning in schools. The instrument used to elicit information was a questionnaire designed by the researchers titled School Health Variables and Teacher Education Restructuring for Sustainable Development in Nigeria Questionnaire. The descriptive research design of the survey type was used for the study. The population of the study was all the teachers in Nigeria Secondary Schools. From this, a sample of four hundred and three teachers were selected using simple random sampling technique. Two research questions were raised and two hypotheses were formulated. The data collected were analysed using percentages, frequency counts and chi-square. The result of the analyses showed that school health variables is a vital issue in teacher education restructuring. The result also show that teachers have a good knowledge of school health variable and that it helps in the sustenance of education through improvement of teaching and learning. Psychosocial health helps interpersonal interaction and physical health improves mental alertness while safety and security encourages punctuality, regularity and school attendance. Finally, nutrition helps learner to concentrate in the class. It was therefore concluded that government should ensure that health issues should be considered as vital in educational restructuring in Nigeria schools to enable optimal performance of the teachers in ensuring effective teaching and learning in the schools.

Akintolu Morakinyo
ERCICTEL1925064

Community Learning Centers: Examining Key Challenges In Kwazulu-Natal Province of South Africa

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Nzima Dumisani. R
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S.I. Kapueja
Department of Educational Foundations and Management University of Zululand, South Africa

Abstract
Over the year KwaZulu-Natal has been identified as a province in South Africa with the highest rate of illiteracy that cause unemployment and poverty. However, many adults and out of schools youths do not participate in the Adult Education and Training (AET) programme, while others dropped out due to various challenges experienced on the programme. Therefore, this study examined the challenges that are faced with regards to community learning centers in the KwaZulu-Natal province of South Africa. A qualitative research design was employed with the use of interview to elicit information from ten (10) center managers, which comprised sample from both rural and urban KwaZulu-Natal province. The findings revealed that adult learners, facilitators and government factors inhibited the community learning centers progress. Adult learners' factors were related to absenteeism, lack of confidence, domestic responsibilities that await learners while in class. The Facilitators factors included the fact adult learners did not feel respected by young facilitators, unqualified facilitators, inability of facilitator to acquire continuing professional development training, lack of knowledge about the act of teaching adult, and government factors pointed to lack of infrastructural facilities such as enabling studying environment, lack of writing materials, provision of modern equipment such as computers and internet. The study recommends that there should be a form of systemic approach where vision of Adult Education and Training is clearly stated to all stakeholders involves such as learners, facilitators and government and that the vision should be clearly communicated to ensure effective implementation of the programme.
Keywords: Community Learning Centers, Adult Education and Training, Facilitators, Adult learners, Center Managers

Muhammad Aji Hadejia
ERCICTEL1925065

Relevance of information and communication technology in enhancing adult and non-formal education

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Abstract

Adult education is a versatile area of study that needs to be strengthened with Information and Communication Technology (ICT) equipment. This is so because adult education touches all aspects of human endeavours that demand the use of technological equipment. The integration of ICT equipment in adult education will engender positive development in actualizing societal goals and associating with the terrain of computer age. This paper, therefore, examined the concept of information and communication technology, concept of adult and non-formal education and benefits of ICT in adult and non-formal education. The paper also came up with recommendation and drawn conclusion.

The Dichotomy between Polytechnic and University and Its Implication on Technical Education in Nigeria

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**Gaji Bello Hussain
ERCICTEL1925066**

Abstract
Polytechnics are tertiary institutions that offer highly technical, scientific as well as research-oriented education to students. It emphasis practice-based learning, skills acquisitions and research. The aim of establishing polytechnics is to enhance the technological development of the country and provide middle man power.
The dichotomy between university and polytechnic products is one of the major challenges threatening the development of polytechnic education in Nigeria. It is also responsible for the lack of enthusiasm among prospective candidates to seek admission into polytechnics. Today, polytechnics are no longer attracting the best candidates; they deliberately opt for universities education where teaching is purely academic and theoretical. The paper attempts to make a 3 years (2016, 2017 and 2018) analysis of government funding through budgetary allocation and tetfund intervention to universities and polytechnics. It will also examine student's preference for university education as against Polytechnic education.
The paper is timely because there isn't enough literature that provides comprehensive analysis that brings to light the disparity as well as the extent to which the dichotomy is affecting polytechnic education in Nigeria.

**Catherine Omole
ERCICTEL1925067**

Developing Stem Education In Nigeria To Foster Creativity

Catherine Omole
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Abstract
This paper titled 'Developing Stem Education in Nigeria to foster creativity, 'is a descriptive research aimed at highlighting the level of stem education in Nigeria, and find out if the teaching and learning styles encourage critical thinking and innovation, and if the curriculum allows for child centered learning rather than teacher centered learning to foster creative thinking. The delivery of STEM education in three developed Nations were tabled for an overview of learning style and knowledge delivery. Strategies for nurturing creativity in STEM classrooms were identified and highlighted. Amongst the numerous recommendations was that a move be made to reduce the theoretical content and volume in the curriculum, to accommodate more practical activities. This was recommended in order to improve the manipulative skills of the students and nurture a skilled workforce.

The Evaluation of Journalism Education In Turkey: From Print Journalism to Multimedia Journalism

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Erkan Yuksel

Abstract
There are more or fewer concerns about the present and future of journalism in the world. It is among the debates that printed newspapers will disappear in a few decades, electronic newspapers

ERCICTEL1925068	will become widespread and journalism will have a new structure. In this case, the interest in the journalism departments at the universities gradually decreases. The training is given in the journalism departments also needs to be reorganized in this context. In this paper, I would like to share with you our experience and knowledge on how the renewed curriculum of the Department of Journalism of the Faculty of Communication Sciences of Anadolu University has been developed from past to present. Anadolu University, founded in 1958, with ap. 1.2 million students today, enrolled in the number of students with the distance education system. The department was originally designed to meet the needs of open education and to train experts in printing in 1982. Initially, 30 students are admitted to the department with a special talent exam, and since the 2000s, 70 students have been admitted to the department with a nationwide university entrance exam each year. Within the framework of the curriculum renewed in 2012, the contents of undergraduate and graduate "successful" syllabuses that provide journalism education abroad were examined in detail. A second team evaluated the different surveys applied to the students from the previous years. Another team gathered the views of graduates, faculty members and faculty members from different departments. In the new program, the aim of the department has been defined as "multimedia broadcasting which is thought to meet the requirements of the era. The findings of the recent surveys on students draw attention to the differences in the country's current structure and student expectations for the future.
Usman Musa **ERCICTEL1925070**	**Assessment of Awareness and Utilization of Instructional Strategies for Teaching and Learning Science in Secondary Schools in Kebbi State. Nigeria** **Usman Musa** **Department of Science Education, Faculty of Education, Kebbi State University of Science and Technology, Aliero Kebbi Stata, Nigeria** **Salisu Mamuda** **Department of Science Education, Faculty of Education, Kebbi State University of Science and Technology, Aliero Kebbi Stata, Nigeria** **Abstract** **The study examine the level of awareness and utilization of instructional strategies by science teachers for teaching and learning science in senior secondary schools, it also investigated some of the causes of lack of awareness and utilization of the strategies. Kebbi State formed the population for the study. 220 science teachers participated in the study from 55 public secondary schools. Descriptive survey research design was adopted, validated questionnaire by experts was used as instrument for data gathering. Findings from this study revealed that most science teachers were not aware of instructional strategies for teaching and learning science. It was found that many of those few that are aware were not willing to utilize the strategies. Some problems which often impede effective utilization of instructional strategies in science classes were highlighted and probable solutions were proposed. It is recommended among others that Government should organize seminars and workshops and provide adequate sensitization to science teachers on knowledge of and utilization of instructional strategies for teaching and learning science. However, utilization of instructional strategies enhance learning and also reduce poor performance of student, therefore the study can be replicated to cover all teachers in senior secondary schools in Kebbi State.** **Key Words: Awareness, Utilization, Instructional Strategies, Teaching and Learning Science**
  Jose Elmer S. Oficiar Jr. **ERCICTEL1925072**	**Gay Teachers in the Classroom: An Inquiry of Inclusivity in the Academe** **Jose Elmer S. Oficiar Jr.** **Department of Teacher Education, University of Mindanao Tagum College, Tagum City Philippines** **Abstract** **The qualitative research explored on the challenges faced by gay teachers in the academe and how they cope up with these experiences. Also, insights on inclusivity were highlighted to show implications of Gender and Development in the academic community. The study employed the phenomenological design conducted among gay teacher participants in Tagum City. Participants**

were chosen based on the identified inclusion criteria which totalled to 20. Data gathered through In-depth Interviews and Focus Group Discussions were triangulated using thematic analysis. The data revealed the challenges with the following themes: Discrimination among co-teachers, Judgments of Parents, Gap from students, and Forcing to Act as Straight. For the coping mechanisms, it revealed the following themes: Adjustment with Behaviour, Becoming more Formal, Acting Straight, and Finding Strength with co-gay Teachers. While, the insights on inclusivity revealed the themes: Open Discussions on Issues, Educate Stakeholders, Acceptance and Respect, and Being Real in the Teaching Field.

Keywords: Sexuality Discrimination, Gender and Development, Education, Teaching, Philippines

Saleh Salihu **ERCICTEL1925075**	**Effect of number heads together strategy on senior secondary school students' mathematics academic performance in Southern Borno Senatorial District, Nigeria** **Saleh Salihu** **Department of Mathematics, College of Education Waka-Biu, Borno State, Nigeria** **Abstract** The purpose of the study was to compare the effect of number heads together strategy and lecture teaching method on senior secondary schools students' academic performance in mathematics in Biu emirate, Borno state, Nigeria. The design of the study is a quasi-experimental, pretest, posttest, non-equivalent control and experimental groups. To guide the study two research questions were raise and two hypotheses were formulated to be tested at 0.05 level of significance. The sample for the study was 240 students selected from government senior secondary schools in the study area using purposive sampling and random sampling of intact classes. The instrument used for data collection in the study was Mathematics achievement test adapted from West African Senior School Certificate Examination (WASSCE) General Mathematics past question papers. Mean and Analysis of Covariate (ANCOVA) were used to answer the research questions and test the hypotheses respectively. The findings of the study shows that students taught using number head together learning strategy significantly outperformed those taught using lecture method of teaching. Also, there was no significant difference in mean performance scores between male and female students of the two groups. Based on the findings of the study, recommendation made among others was that teachers should use number head together learning strategy in teaching mathematics to improve students' performance in the subjects. Keywords: Effect, Number Heads Together, Strategy, Lecture Teaching Method, Senior Secondary School Students, Mathematics Academic Performance
Kayode Joseph **Olusegun** **ERCICTEL1925076**	**Information Needs, Sources And Information Seeking Behaviour of Female Artisans In Ilorin Metropolis, Kwara State, Nigeria** **Kayode Joseph Olusegun** **Department of Library and Information Science, Federal Polytechnic, Offa, Kwara State, Nigeria** **Abstract** This study investigated the Information needs, sources and Information Seeking Behaviour of Female Artisans in Ilorin Metropolis, Kwara State. The study adopted a survey research design and a total population of 939 which cut across 12 different female artisans groups in Ilorin Metropolis. The study adopted stratified sampling techniques from which a sample size of 187 female artisans. The major instrument used for data collection was questionnaire. A total of 187 copies of questionnaires were sent out, from which 185 copies were found to be valid and found fit for analysis. The data were analyzed using descriptive frequency table and mean with the aid of Statistical Packages for Social Sciences (SPSS). The study established among others, that female artisans in Ilorin metropolis have various information needs which include information on financial matters, new products among others. Also, the study revealed that the female artisans preferred listening to radio and obtaining information from association than visiting the library for their information needs. Furthermore, lack of government assistance in obtaining genuine and accurate information is one of the barriers faced by female artisans in accessing information. The study concluded that information is one of the vital element in making ends means and as such it should be given utmost priority it requires. The study recommended that government should enact policies that will artisans friendly; public libraries should provide and launch awareness programmes to

	artisans on the use o library and information centres; adult education programmes should be organized for female artisans among others. Keywords: Information, Information Needs, Information Sources, Information Seeking Behaviour, Female Artisans, Ilorin Metropolis
Arjumand Ara **ERCICTEL1925078**	**L1 Influence In FL Learning: Contrastive Analysis, Error Analysis and Classroom Instruction** **Arjumand Ara** **Department of English, Department of English, University of Asia Pacific, Bangladesh** **Abstract** **Learning a second or foreign language is generally considered as a complex process that involves many interrelated factors that affect the learners consciously or subconsciously. One of the most important interrelated factors is the influence of L1 over L2. Linguists have put forward different theories regarding these conflicting views whether learners' L1 has any influence on their L2. Regardless of these contradictory views, teachers and practitioners all over the world hold this "popular belief" that SLA is strongly influenced by the learners' native language. (Ellis 1985). This view is stronger in the context of English as foreign language where the language is learnt in the classroom and where students mostly share a common native language. It is assumed that teachers always give conscious efforts to understand how accurately learners have learnt what they have been taught and how far they have reached attaining their mastery over the target language (TL). With this practical sense in action, a teacher in an FL classroom will obviously focus on the influence of L1 on L2 as it is clearly seen in the foreign accent of the L2 learners, although he/she may not deny that tudents' vocabulary and grammar also get affected by L1. Even though the research literature shows marked disagreement about how pervasive the L1 is in SLA, teachers generally assume that a clear understanding of the issue will lead them to more effective teaching, especially in terms of designing syllabus, selecting appropriate teaching techniques and selecting classroom activities. This study, therefore, explores the relationship between learners' L1 and L2 and further contrasts some salient features of English and Bengali languages. It also analyzes errors of two Bengali speaking learners in an attempt to find out whether their mother tongue has any influence over their second language learning.** **Keywords: Native Language, Target Language, Error Analysis, Contrastive Analysis**
	The Impact of A Proposed Educational Program Using The Mini-Games to Improve Some Cognitive Abilities Mobility for People with Slow Learning **Dr Boudebza Mostefa** **University Khmis Milyana, Algeria** **Dr Benhadj Tahar** **Abdelkader University Khmis Milyana, Algeria** **Slow learners constitute a great big slice of pupils with an initial estimate of 13% of primary-school pupils worldwide. Concerns over such groups offer the same opportunities for all age ranges and form a positive side whereby a great many pupils would participate in any of the active social life production.** **Our investigation is based on the learning theories of Kephart, Gallahue and Piaget that state that motor activities can enhance or hinder the growth of cognitive abilities and that the physical activity is essential for the growth of cognitive abilities and deficiencies in the growth of cognitive abilities - the dynamic is responsible for the inability of many of the children in the learning processes. Sport (game) is an important aspect of a child's cognitive abilities growth and a substantial means towards any own/ individual contact and/or with the outside world. This motivates us to do such investigation through by means of coaching/ training units via employing any of many supplementary small games "mini-games" for ameliorating some of the cognitive dynamic/psychomotor abilities of such category of pupils.**
Samiah Alrwaily **ERCICTEL1925080**	**Foreign Language Learning Anxiety In Female College Students In Saudi Arabia** **Samiah Alrwaily**

Missouri State University, Saudi Arabia

Abstract
This study examined triggers of foreign language learning anxiety in EFL students at an all-female university situated in the northern part of Saudi Arabia. Two groups participated (N = 105): advanced learners in the English undergraduate program (N = 48) and first-year students in the same program (N = 57). The advanced group took the English language version of a foreign language anxiety scale by Al-Saraj (2014b), which was developed from Horwitz's (1986) Foreign Language Anxiety Scale. The first-year students completed the Arabic language version of the same scale. The results indicated that both instruments were reliable, after excluding those participants who failed the three reverse-coded items, which are purposely embedded within each instrument to control for internal reliability. There was no significant difference on average language learning anxiety between the two groups, regardless of the language of the instrument (English or Arabic) or beginner/advanced level study at the same institution. In addition, the results of this study were comparable to Al-Saraj (2014b). There was no significant difference between the average scores of language learning anxiety between the Saudi students in Al-Saraj's study (2014b) and the participants in this study, except for the order of the highest ranked items that indicate the source of anxiety triggers. The present study's results indicated that students were the most anxious about the following: being overwhelmed by too much information that is, too much unknown vocabulary, too many grammar rules, and incomprehensible speech from the teacher. Students were also worried about speaking in front of the class or other students. The findings suggest that teacher behaviors play a key role in alleviating students' anxiety. Teachers can reduce anxiety by attending to the triggers: for example, teachers can easily avoid overwhelming students if they monitor students' responses to their output and adjust vocabulary and grammatical features to match their students' functioning level. Teachers can reduce the processing load by speaking more briefly and stopping frequently to allow students to clarify their understanding. Before speaking in front of the class, students benefit from multiple rehearsals. Teachers can remind them that making mistakes is a normal part of acquiring a new language. They should deliver oral corrective feedback with a supportive tone when feedback is necessary and when it is desired by students.

Belhadj Belkheir **ERCICTEL1925082**	**The legal system of personal rights and their scope** **Belhadj Belkheir** **Assistant Professor, Department of Law, Center University The Tindouf** **Dr, Benmansour Abdelkarim** **Maître de conference classe A Center University The Tindouf , Algeria** **Abstract** **The individual's rights are the most important of all human rights. It is this problematic that I will examine in this modest contribution. I will endeavor to deal with the difference between the understanding of the concept, its scope and the definition of its characteristics as well as the difference between them.** **Thus, I will devote the first part of the present research paper to defining the individual's rights and determine their scope.** **The second part will be devoted to the study of the characteristics of the fore-mentioned rights and their features in relation to the other rights.** **Keywords: Rights, Personal, Assault, Litigation , Indemnity**
Fatema Y A S Alhasawi **ERCICTEL1925083**	**The Effect of a Project-Based Program to Develop Critical and Creativity Thinking Skills, Among Gifted Kindergarten Children** **Fatema Y A S Alhasawi** **Education, Arabian Gulf University (AGU), Kuwait** **Abstract** **The purpose of the current study was to identify the effectiveness of a Project-Based Program in developing Critical and Creativity Thinking Skills, Self-Concept and School Readiness Among Gifted Kindergarten Children. The researcher used a quasi-experimental design. The sample**

consisted of (22) childs and were divided into two groups as experimental and control group. Critical thinking scale Al-ferian (2013), also Torrance scale of innovative thinking in performance and movement to measure creative thinking. The results showed statistically significant differences in some critical thinking skills such as observation, similarity, difference, judgments, and overall grade between the experimental and control groups in favor of the experimental, while statistically significant differences showed some critical thinking skills such as observation, arrangement, division, division, judgment, and overall grade between the pre and posttests. For the benefit of the post test, and there were statistically significant differences in creativity thinking skills (fluency, originality, and imagination), which indicates that the Project-Based Program was effective on critical thinking, creativity thinking skills.

Keywords: Critical Thinking, Creativity Thinking, Kindergartens, Project

Haruna Mai Umar ERCICTEL1925084	**Evaluation of The Relation Between Teacher's Competence and Students Academic Performance in Geography in Secondary School in Borno State, Nigeria** **Haruna Mai Umar** **Registry Department, College of Education Waka-Biu, Borno State, Nigeria** **Abstract** This study focus on the evaluation of relation between teacher's competence and students' academic performance in geography in some selected private and public secondary schools in Borno state. The study was survey research. Primary data was obtained from private and public secondary schools in the study area through administration of questionnaire. This questionnaire was administrated to the students and teachers of some selected private and public secondary schools in the study area. Interviews observations was also used to obtained some parts of the primary data used. Secondary data was also sourced from early researches journals and text books. Based on the influence of the teacher on the performance of students in Geography, the result indicated that the student enjoys Geography subject because their Geography teacher encourages them. Recommendations made among others were that well qualified teacher should teach the subject and Parents also should encourage to study hard. Keywords: Evaluation, Relation, Teacher's Competence, Students Academic Performance, Geography, Secondary School
Saratu Jonathan Dibal ERCICTEL1925085	**Rebranding of Indigenous Entrepreneurship Education for Diversification of the Economy in Southern Borno, Nigeria** **Saratu Jonathan Dibal** **Department of Home Economics, College of Education Waka-Biu, Borno State, Nigeria** **Abstract** This paper discussed the rebranding of indigenous entrepreneurship education for diversification of the economy in southern Borno, Nigeria. It also discusses the benefit of indigenous entrepreneurship education, the past and the present situation and how it can be rebranded for diversification of economy. Survey method was adapted in order to carry out the study. A sample population of 100 respondents was used. Some objectives and research questions were drawn out for interview. Simple percentage was used to analyze the data collected. The finding of the study revealed that it could be rebranded through the involvement of stakeholder and youth that are participating in the business. It is recommended that government should empower and liaise with the entrepreneurs to buy their product. Keyword: Rebranding; Indigenous entrepreneurship; Education
Fatima B M S al-Abdullah ERCICTEL1925087	**The Creative Environment and its Correlation with Moral Intelligence Among Faculty Members in public and Private Universities in Kuwait** **Fatima B M S al-Abdullah** **Gifted Education, The Arabian Gulf University, Kuwait** **Abstract** The aim of the present research is to determine the relation between the creative environment in the workplace and the moral intelligence of a sample of the faculty members in Kuwait public and

private universities, where the researcher used the descriptive research methodology, the number of sample was (193) (124 males, 69 females). For the collection of research data, two tools were used: The Indicators of the climate for creativity in the workplace barometer and the Moral Intelligence Barometer. The results showed the stimuli of the creativity climate at the universities were as follows: challenging activities, freedom of action, the appropriate physical environment, positive social environment among colleagues, adequate salaries and benefits, and incentives to new ideas. The barriers were as follows: resistance to new ideas, excessive number of tasks and scarcity of time and organizational problems with a noticeable rise in the level of moral intelligence. Results showed a positive correlation between Moral intelligence and creativity climate stimuli, and a negative correlation between Moral intelligence and the barriers of the creative climate at work. Regarding the different strength of the relation between the creative climate and moral intelligence in different demographic variables: there is a convergence in the values of correlation between males and females for creativity climate stimuli and moral intelligence, while males are higher than females in the barriers. The correlation coefficient for the Faculty of Management Sciences college is higher than that of the computer college about stimuli, barriers and moral intelligence, and the correlation coefficient for experienced (more than 15 years) is higher than the rest of the categories. The results of the cluster analysis regarding to stimuli and barriers of the creativity climate and moral intelligence indicated that most clusters tended to moderate with a slight disparity in public universities, while there was a difference between low, high and moderate in private universities. The research recommendations focused on the need for inclusion and development of a creative work climate that in turn enhances moral intelligence.

Keywords: Creativity Climate Stimuli, Creative Climate Barriers, Moral Intelligence

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Getting on the Same Page: Incorporating Cultural Awareness Activities in the Classroom

Amy Barrios, Ed.D
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Abstract

Learning has the potential to make and remake ourselves, identities, and relationships. Because classroom communities are learning communities, the establishment of an identity of one's self within the learning community is at the core of participation. Bio poems are excellent tools that are culturally responsive, instrumental in building complementary relationships, while promoting the richness of differences. Bio poems give learners the opportunity to reflect on their similarities and differences within a poetic form and they allow writers to synthesize what they have learned about a person, place, thing, concept or event. This paper will feature methods for incorporating (including, but not limited to) bio poems into the curriculum. Examples of other strategies that will be incorporated include identity blogs and cultural autobiographies. In addition, research surrounding these strategies, and the need for culturally relevant pedagogies, will be shared.

Amy Barrios, Ed.D
ERCICTEL1925088

Linduxolo Mabuyakhulu
ERCICTEL1925094

The Effect of Water Scarcity on Rural Livelihoods at Jozini Local Municipality

Linduxolo Mabuyakhulu
University of Zululand South Africa, South Africa

Asanda Buliswa Mnguni

Abstract

The aim of this study is to investigate the effect of Jozini Local Municipality households on the water scarcity to rural livelihoods. Jozini local municipality is located at the rural geographical area, where the number of households are highly depending on the rural livelihoods for human survival, for instance substance agriculture. Due to the change in the weather conditions (climate change) the area have experienced the shortfall of rainfall which led to the water scarcity in the area. Since the community currently have insufficient water, many of the rural livelihoods activities such as substance farming collapsed due to water shortage and that have impacted negatively to the households since that was the main source for them to survive.

The study will use an interpretivism research philosophy. This philosophy will assist in understand and analyse the individual experience on water scarcity to the rural livelihoods of the local area, by allowing the participants to express their experience's toward the water challenge in the study area.

	The study will adopt a qualitative research design. Therefore the qualitative research design will address the effected contributed by insufficient water in the community and the research design will address the study's objectives. Purposive sampling will be adopted in the study because the researcher will select a sample that will respond effectively to the research objectives. The study will adopt the purposive sampling because the researcher will select a sample that will respond effectively to the research objectives. The study has a sample of 15 participants: community members, councillor, municipal officials, and a traditional authority. Snowball sampling and semi-structured interviews data collection method will be employed in this study. To analyse the data the study will use the content data analysis with the use of books and journals related to the study Keywords: Water Scarcity, Rural Water Supply, Municipalities, Water Governance
Yasaman Alioon **ERCICTEL1925057**	**The Effect of the Collaborative Technology-Enhanced Activities on Students' Motivation** **Yasaman Alioon** **Department of Engineering, Tabriz Azad University, Tabriz, Iran** **Abstract** **The collaborative technology-enhanced activities were designed and implemented for Algorithm Calculation course in Medical engineering subject-discipline and Computer Workshop courses in two Computer and IT engineering subject-disciplines in two consecutive semesters. Mixed-method research design was used for analyzing the effect of the activities on students' motivation in this study. The activities were designed based on the content of the each course. Motivational Strategies for Leaning Questionnaire (MSLQ) was utilized for collecting quantitative data while qualitative data was collected using interview protocol for further investigation. The analyses indicated that the higher mean score belongs to category of "intrinsic value" as motivational component for all students with three different subject-disciplines which is followed by cognitive strategy use. Moreover, the results showed that the students' level of anxiety decreased after using the activities. Analysis of interview data showed that the students emphasized on the role of activities in terms of increasing their "collaboration" with their peers and instructor. Moreover, they perceived that the activities make the course more interesting for them. They also explained that using computerized devices especially mobile ones facilitated their communication and material-sharing.** **Keywords: Activities, Collaboration, Motivation**
Nahid Golafshani **ERCICTEL1925071**	**Methods and Strategies for Authentic STEM inquiry: Science and Mathematics Integration (SAMI) Project** **Nahid Golafshani** **Faculty of Education, Laurentian University, Sudbury, Canada** **Abstract** **High level of learning for all students is the fundamental purpose of any education system and 'reach every student', specifically mathematics and science learners, is a key issue among many mathematics and science educators and scholars. In particular, how to incorporate new approaches that make the mathematics education more reflective of the realities and its applications is the center of attention among many educators. Integrating science into mathematics lessons using hand-on and science-based activities may strengthen students' understanding of abstract math concepts. The Science and Math Integration (SAMI) Project is a compilation of lesson plans which are created by teacher candidates and aimed at using mathematics as a tool to create a concrete product (e.g. a bridge) and design an experiment or an investigation. During the last three years, SAMI project was assigned to about 200 teacher candidates as one of their culminating assignments. The findings suggest that the students would realise the practical applications of mathematics in science. They would understand that mathematics is involved in our daily life situation and would learn the importance of applying proper mathematical principles when designing strong and stable structures and mechanisms. SAMI projects also showed that teaching a subject in isolation will notoffer a project-based learning as integrated subjects will do.**
Samou Kamdem Marino **ERCICTEL1925077**	**Cultivating Compassion at the School to Fight Out Discrimination Practices. Abstract From a Case Study with Sub-Saharan- African Medical Practitioners**

Samou Kamdem Marino
Institut for Education Science, RWTH- Aachen, Germany

Abstract
Using interview sequences from collected data in context of qualitative biographical studies of health practitioners - originating from Sub-Saharan- Africa and working in some European countries, this study focuses on the development / cultivation of Compassion, even in real difficult situations in the interaction with our fellow human beings in a globalised world. Facing rejection because of discrimination – e.g. the color of their skin, can be perceived by many persons as an offence and lead to victims automatically developing defensive behavior, which can most of the time only aggravate the already bad situation.
How can using compassion help in those situations and what can educational settings contribute in cultivating compassion at the classrooms for a better interpersonal relationship worldwide? Compassionate Education aims to prepare learners and instructors for cohabiting in a multicultural society, where differences are accepted and appreciated. It is thus crucial that political authorities, authors, teachers and learners be directly involved in this global and vital issue.
Keywords: Compassion; Racism; Sub-Saharan- Africa; Compassion And Racism; Education

Perceptions and Practices of Video Conferencing Classrooms

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Patricia Fidalgo
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Abstract
The purpose of this poster is to present a research project aimed to explore the perceptions of graduate students and instructors regarding the use of a video conferencing (VC) system recently implemented within an Institution of Higher Education (IHE) in the United Arab Emirates. The study also aims to explore their experiences with the video conferencing as teaching and learning method to understand strengths and limitations of this method. Study participants will be all instructors and all graduate students who have been involved in teaching and learning in the concurrent video-conferencing classroom since its inception in 2018/2019 academic year. The data collection methods will be mainly qualitative (in-depth interview with all instructors and focus group interviews with students) and data analysis procedures will adopt a thematic approach to analyze the data and find key themes or categories in the data.
The proposed study is relevant for two reasons. First, research on VC has generated mixed findings regarding its use in higher education, and this requires continuing investigation Second, the deployment of VC in this IHE context is at its early stages and will benefit from a systematic investigation to inform practice and future improvements. Although other educational institutions have used VC in the UAE context, to our knowledge, the results of their experience have not been published. Therefore, the study also has potential to inform other institutions in the region, incorporating some nuances of the cultural context.

Muge Gunduz
ERCICTEL1925097

A Qualitative Study of Undergraduate International Students' Perceptions of Their Cultural Identity

Muge Gunduz
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Abstract
Internationalziation has become a key concept in higher education (Kreber, 2009). Baiagtas,

Papango, Reyes and Ubine (2013, p.3) suggest that internationalization refers to the process where two or more foreign institutions collaborate in the delivery of academic, research, social and academic activities for their institutional benefits and understanding. They also emphasize that internationalization activities, such as international students in undergraduate and postgraduate courses; internationalization of the curriculum and comparative curricula activities; international research conferences (quoted in Budak, Çakmak & Gündüz, 2015). Relating one's culture to the host culture demands a readiness to reflect, confront oneself and above all, to play a mediating role (Risager, 1998) between both cultures, and indeed to change (cited in Martinez et al. 2016, p.340). Nevertheless, this change or intercultural learning "can only be grasped by inferring it from changes in people's behaviors" (cited in Borghetti, Beaven, & Pugliese 2015, p. 44). Becoming more aware of their own identity and the way they are perceived by members of the host culture will help students to explain and accept differences

The present study aims to investigate university students' perception of their identity, home culture and their intercultural communicative competence during their study abroad experience. In this study, main data is collected by using an interview and it was directed at study abroad students (n=20). The data is analysed in order to provide insights into interpretation and understanding of "other" people's perception of reality, identities and cultures.

It is hoped that the findings of this piece of research study will provide some food for thought and encourage other studies on culture and identity.

Keywords: Internationalizatiıon Quallitative Study, Intercultural Communicative Competence, Study Abroad, Higher Education

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Nuray Pelin İlkyaz
ERCICTEL1925098

How Autonomous Are Students Depending On Different Levels

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Abstract

As language learning process is highly demanding and challenging, language learners are supposed to have some features to achieve their aim on their own. Learner autonomy is only one of those features. The aim of this study is to gain an understanding of differences between two language levels in terms of learner autonomy, at Anadolu University, Preparatory School. In order to grasp the awareness of the students about learner autonomy, two classes from each level were appointed randomly. To find out whether there is a difference among the students from each level, they were given Learner Autonomy Questionnaire which includes a background questionnaire, LAQ 1and LAQ 2 which stand for Learner Autonomy Questionnaire 1 and Learner Autonomy Questionnaire 2, respectively. The results will be analysed through statistical analysis program SPSS 22. Within the frame of any difference which can be appointed at the end of this study, inclass or out of class activities can be designed to help the students gain learner autonomy.

Keywords: Learning Autonomy, Learners' Responsibility

Asanda Buliswa
ERCICTEL1925099

Assessment of Realisation of Human Right to Water at Umlalazi Local Municipality, Kwazulu-Natal

Mnguni
University of Zululand, South Africa

Asanda Buliswa
University of Zululand, South Africa

Linduxolo Mabauyakhulu
University of Zululand, South Africa

Abstract

Water is one of the keys and undoubtedly the most essential natural resource. Therefore, water is important to life, the environment, food production, hygiene, industry, development, and power generation. Water is also central to the overall quality of life and is the most important source of life for which no organism can survive without.

Water is an important aspect of socio-economic development and it is associated with environmental impacts, it is central for all forms of life, economic growth, development-related activities, and environmental sustainability. Without water many sectors cannot function; therefore, the equitable water supply of sufficient quantity and quality is central to the growth of an economy of a particular geographical area and the improvement of public.

The study aims at assessing the value of water to people's lives, focusing at rural areas. Hence, it focuses on two Integrated Water Management Resources (IWRM) principles which are: water development should be based on a participatory approach, involving users, planners, and policy-makers at all levels and water has an economic value in its all uses and should be recognised as an economic good. The study is guided by Ecological Economics framework. The framework addresses the relationships between ecosystems and economic systems in the broadest sense, thus, stressing the importance of these relationships in order to promote a sustainable economy.

The study uses a descriptive design linked with quantitative method. Data will be collected through questionnaires. There will be application of a stratified random sampling (SRS) technique. For the presentation of the collected data, the study will use Statistical Package for Social Sciences (SPSS) software and the type of statistics used in the study will be focusing on measures of central tendency (mode, mean and standard deviation).

Keywords: Human Right to Water, Ecological Economics, Integrated Water Management Resources (IWRM)

Ziphozethu Bukhosini ERCICTEL1925100	2016 in Mfekayi, Mtubatuba, KwaZulu Natal

Ziphozethu Bukhosini
University of Zululand, Department of Geography and Environmental Studies, South Africa

Abstract

The paper analysed the response to drought by small scale farmers in Mfekayi, Mtubatuba, KwaZulu Natal between the period 2014 and 2016. In order to achieve this, a qualitative research approach in a form of snowball approach was followed. The data was collected using structured questionnaires which were distributed to small scale farmers to explore the challenges and actions taken as a response to drought. The data was analysed following the strategies of qualitative research approach. The results indicated that water scarcity is one of the key challenges facing small scale farmers in Mfekayi and their adaptation strategies are not effective enough to respond to drought. Moreover, small scale farmers experience numerical livestock deaths and crop failure during drought period because of the lack of knowledge and proper resources. On the basis of this, the study recommends government intervention with the relevant equipment for small scale farmers.

Keywords: Drought, Small Scale Farmers, Drought Vulnerability, Drought Adaptation

Sinem Türkyılmaz ERCICTEL1925102	**Students' Beliefs and Attitudes on Teachers' Use of L1 In EFL Classes**

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School of Foreign Languages, Anadolu University, İki Eylül Campus, Eskişehir, Turkey

Abstract

The use of mother tongue in EFL classes has been a controversial issue and it was frowned upon by most educators and researchers until the last decade. English-only policy has been implemented in language schools by teachers and administrators to increase the students' exposure to target language and to encourage them to speak English in class. On the other hand, in the light of recent studies it is defended that EFL teachers can benefit from L1 as a valuable resource and facilitating tool instead of completely ignoring it. Teachers may feel the need to resort to L1 to clarify students' confusion on a subject, check students' comprehension or maintain the discipline in the classroom evaluating students' needs and requests for L1 usage. This piece of research was mainly designed to investigate students' beliefs and attitudes about teachers' L1 usage in EFL classes and differences in students' beliefs according to their language levels. This action research is conducted in English Preparatory program at Anadolu University School of Foreign Languages with the participation of 150 students from four different levels, namely; beginner, elementary, pre-intermediate and intermediate. A questionnaire which consists of Likert scale items and three open ended questions is taken and adapted from Taşkın (2011) and, the results of Likert scale items are analysed using

	descriptive statistics and thematic analysis is used for analysing the answers of open-ended questions. Keywords: L1 Usage, The Use of Mother Tongue, Students' Perception
Dr. Sani Abdullahi Gumel **ERCICTEL1925103**	**Promoting Science Teacher- Educator's Effectiveness In Nigeria, through Continuing Professional Development Course** **Dr. Sani Abdullahi Gumel** **Department of Integrated Science, Jigawa State College of Education, P. M. B. 1002, Gumel, Nigeria** **Dr. Sa'idu Danladi** **Department of Integrated Science, Jigawa State College of Education, P. M. B. 1002, Gumel, Nigeria** **Abstract** **Provision of quality and sound education to the citizenry is one of the social responsibilities of any accountable government the world over. The foundation of such laudable National aspiration begins at the basic level (primary and junior secondary school). However, for a nation to succeed in achieving such educational obligation, provision of more effective teachers for the basic education sector is of paramount importance. Colleges of Education were mandated and saddled with the responsibility of producing trained and skilful teachers for basic education schools. Efforts by the Colleges in ensuring that the pre-service teachers acquired the requisite skills and knowledge have been capped by the National Commission for Colleges of Education (NCCE) in collaboration with the Teacher Development Program (TDP) through the introduction of a special intervention program "the Continuing Professional Development Course (CPDC) for teacher educators in some of the Colleges of Education in Nigeria. The program aimed at building the capacity of teacher educators with a view to supporting them to produce quality pre-service teachers for basic education schools through the application of innovative and novel approaches to teaching and learning. It is against this background and in view of the perceived significance of the CPDC in promoting quality and effective teacher educators, this paper intends to X-ray the program and identify its success potentialities and attendant challenges as well as proper recommendations for improvement.** **Keywords: Pre-service Teachers, CPDC, Basic Education, Effective Teachers**
Dr. Sa'idu Danladi **ERCICTEL1925104**	**Influence of Gender on Components of Critical Thinking of College Pre-Service Chemistry Teachers' Using Model Based Inquiry** **Dr. Sa'idu Danladi** **Department of Integrated Science, Jigawa State College of Education, P. M. B. 1002, Gumel, Nigeria** **Dr. Sani Abdullahi Gumel** **Department of Integrated Science, Jigawa State College of Education, P. M. B. 1002, Gumel, Nigeria** **Abstract** **The purpose of this study was to investigate the influence of gender on college pre-service chemistry teachers' components of critical thinking skill using Model Based Inquiry (MBI). The study adopted quasi- experimental design. An intact class of Seventy (70) level 200 pre-service chemistry teachers (61 males and 09 females) from Zamfara State Colleges of Education in North West geo-political zone was used in the study. A 15 item Test of Critical Thinking (TOCT) which adapted the Watson-Glaser Critical Thinking Test (2002) was used as the instrument for data collection. The data obtained was analyzed using mean and standard deviation for the research question and Analysis of Covariance (ANCOVA) for the hypothesis. The finding of the study revealed that there was no significant difference in the acquisition of critical thinking skill components of male and female pre-service chemistry teachers when exposed to MBI. This suggests that the teaching of chemistry using MBI approach influenced both females and males in almost the same way. It was therefore recommended that Teacher education programs in Colleges of Education (COEs) should

	be specially restructured towards the development of critical thinking by incorporating innovative instructional strategies such as the MBI. Keywords: Model Based Inquiry, Critical Thinking and Pre-service Teachers
Lala Ahmadova **ERCICTEL1925105**	**Multicultural education** **Lala Ahmadova** **deputy director of the Institute on Law and Human Rights, National Academy of Sciences of Azerbaijan, Baku, Azerbaijan** **Abstract** **Multicultural education – is a set of educational strategies developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students. It provides students with knowledge about the histories, cultures, and contributions of diverse groups; it assumes that the future society is pluralistic. It draws on insights from a number of different fields, including ethnic studies and women studies, and reinterprets content from related academic disciplines. It is also viewed as a way of teaching that promotes the principles of inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives, and self-reflection. This method of teaching is found to be effective in promoting educational achievements among immigrants students and is thus attributed to the reform movement behind the transformation of schools.** **Integration of the education system of Azerbaijan in the international, including in the European educational space is possible on condition of close cooperation with the international organizations. With respect thereto, one of the main activities of the Ministry of Education consists in strengthening of communications and mutual cooperation with the international organizations. A specific place among such communications is held by development of cooperation with the Council of Europe, participation in the international and regional education programs realized by this organization.**
Joyce Anku **ERCICTEL1925107**	**English in Ghana: A Deviant or a Distinct Variety?** **Joyce Anku** **Valley View University, Ghana** **Abraham Okrah** **University of Ghana, Legon** **Abstract** **The English language, since the 17th Century, continues to extend its frontiers across the globe, assuming the status of a global language. As a result of its contact with other cultures around the world, coupled with the different levels of proficiency of its global speakers, the language has strived to maintain its position as a unique variety. This phenomenon has led some linguists, especially prescriptivists, to question the appropriateness of use of certain structures of the language, mostly in non-native Second language and Foreign language contexts. This study explored the variety of English in Ghana from four linguistic domains – phonology, semantics, vocabulary and grammar- in an attempt to establish its distinctiveness or otherwise. The findings revealed that the variety of English in Ghana has a distinctive flavour on all linguistic levels. It was also found that most speakers of English in Ghana generally appear to exhibit some misplaced identity, as they desire to measure up their linguistic competence to an imaginary Standard variety of English. The study recommends consolidation of a national standard as a way of providing a unique identity to speakers of English in Ghana.** Keywords: English in Ghana, Deviant Usage, Varieties of English, Global Language
Souad Hamidi **ERCICTEL1925108**	**Teaching English as a Second Language, Challenges and Remedies** **Souad Hamidi** **English Department, Tlemcen University, Algeria** **Abstract** **Teaching English as a Second Language is a very interesting job but it can be also full of challenges**

	mainly when dealing with learners with different backgrounds, languages, and cultures. The issue is that these students come with prejudgments about the language, in this respect English. Besides, they might ask about the purposes of learning such a language if they are less likely to use it in their daily life. Of course, the teacher is required to be clever and adopt some techniques and methods to motivate his learners and get them involved. Keywords: Teaching English, Methods, Experience, Motivation, Challenges, Tips
Nsikak-Abasi A. Etim **ERCICTEL1925109**	**Link Between Higher Education and Sustainable Environmental Management: Evidence from Households in Akwa Ibom** **State, Nigeria** **Dorothy Thompson** **Department of Human Ecology, Nutrition and Dietetics, University of, Uyo, P.M.B 1017, Uyo, Akwa Ibom State, Nigeria** **Nsikak-Abasi A. Etim** **Department of Agricultural Economics and Extension, University of, Uyo, P. M. B 1017, Uyo, Akwa Ibom State, Nigeria** **NseAbasi N. Etim** **Department of Animal Science, Akwa Ibom State University, Obio, Akpa Campus** **Abstract** **An empirical study was conducted to determine the relationship between higher education and environmental management. Through the multi-stage sampling procedure, the representative sample of 180 respondents were selected for the study. Primary data were obtained with the aid of questionnaire. Data were subjected to univariate probit regression analysis. Results indicated that tertiary education was positive and significant (P<0.01), suggesting that people with higher education were more likely to adopt and apply environmental management practices and techniques than those with low educational levels. Findings further revealed that the variable, no formal education, was negative and significant (P<0.05) indicating that persons without formal education were less likely to imbibe environmental management measures. From the foregoing, poor people with low education must be seen first as part of the solution rather than part of the problem. Supportive policies and institutions which provide access to training and information (awareness and media sensitization) that will expand the opportunities of the poor to invest in environmental improvements are required. It is also pertinent, to address the educational activities of the non-poor since they are the cause of change and damage to the environment. Through higher education of these people, their asset accumulation will be enhanced to expand sustainable livelihood opportunities and reduce vulnerability to environmental hazards. Higher education will further improve income and quality of growth to promote sound environmental management and protect the environmental assets. Higher education is therefore a crucial tool in managing the environment and must be a priority policy option for sustainable environmental management.** Keywords: Adopt, Sustainable, Farmer, Poor, Nigeria
Yasaman Alioon **ERCICTEL1925057**	**The Effect of the Collaborative Technology-Enhanced Activities on Students' Motivation** **Yasaman Alioon** **Department of Engineering, Tabriz Azad University, Tabriz, Iran** **Abstract** **The collaborative technology-enhanced activities were designed and implemented for Algorithm Calculation course in Medical engineering subject-discipline and Computer Workshop courses in two Computer and IT engineering subject-disciplines in two consecutive semesters. Mixed-method research design was used for analyzing the effect of the activities on students' motivation in this study. The activities were designed based on the content of the each course. Motivational Strategies for Leaning Questionnaire (MSLQ) was utilized for collecting quantitative data while qualitative data was collected using interview protocol for further investigation. The analyses indicated that the higher mean score belongs to category of "intrinsic value" as motivational component for all**

students with three different subject-disciplines which is followed by cognitive strategy use. Moreover, the results showed that the students' level of anxiety decreased after using the activities. Analysis of interview data showed that the students emphasized on the role of activities in terms of increasing their "collaboration" with their peers and instructor. Moreover, they perceived that the activities make the course more interesting for them. They also explained that using computerized devices especially mobile ones facilitated their communication and material-sharing.

Keywords: Activities, Collaboration, Motivation

Nahid Golafshani **ERCICTEL1925071**	**Methods and Strategies for Authentic STEM inquiry: Science and Mathematics Integration (SAMI) Project** **Nahid Golafshani** **Faculty of Education, Laurentian University, Sudbury, Canada** **Abstract** **High level of learning for all students is the fundamental purpose of any education system and 'reach every student', specifically mathematics and science learners, is a key issue among many mathematics and science educators and scholars. In particular, how to incorporate new approaches that make the mathematics education more reflective of the realities and its applications is the center of attention among many educators. Integrating science into mathematics lessons using hand-on and science-based activities may strengthen students' understanding of abstract math concepts. The Science and Math Integration (SAMI) Project is a compilation of lesson plans which are created by teacher candidates and aimed at using mathematics as a tool to create a concrete product (e.g. a bridge) and design an experiment or an investigation. During the last three years, SAMI project was assigned to about 200 teacher candidates as one of their culminating assignments. The findings suggest that the students would realise the practical applications of mathematics in science. They would understand that mathematics is involved in our daily life situation and would learn the importance of applying proper mathematical principles when designing strong and stable structures and mechanisms. SAMI projects also showed that teaching a subject in isolation will notoffer a project-based learning as integrated subjects will do.**
1samou Kamdem, Marino **ERCICTEL1925077**	**Cultivating Compassion at The School to Fight Out Discrimination Practices. Abstract From A Case Study with Sub- Saharan- African Medical Practitioners** **1samou Kamdem, Marino** **Institut for Education Science, RWTH- Aachen in Germany** **Abstract** **Using interview sequences from collected data in context of qualitative biographical studies of health practitioners - originating from Sub-Saharan- Africa and working in some European countries, this study focuses on the development / cultivation of Compassion, even in real difficult situations in the interaction with our fellow human beings in a globalised world. Facing rejection because of discrimination – e.g. the color of their skin, can be perceived by many persons as an offence and lead to victims automatically developing defensive behavior, which can most of the time only aggravate the already bad situation.** **How can using compassion help in those situations and what can educational settings contribute in cultivating compassion at the classrooms for a better interpersonal relationship worldwide? Compassionate Education aims to prepare learners and instructors for cohabiting in a multicultural society, where differences are accepted and appreciated. It is thus crucial that political authorities, authors, teachers and learners be directly involved in this global and vital issue.** **Keywords: Compassion; racism; Sub-Saharan- Africa; Compassion and racism; Education**
Patricia Fidalgo **ERCICTEL1925086**	**Perceptions and Practices of Video Conferencing Classrooms** **Patricia Fidalgo** **Assistant Professor, Curriculum and Instruction Division, Emirates College for Advanced Education, UAE** **Ieda M. Santos** **Associate Professor, Curriculum and Instruction Division, Emirates College for Advanced**

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Abstract
The purpose of this poster is to present a research project aimed to explore the perceptions of graduate students and instructors regarding the use of a video conferencing (VC) system recently implemented within an Institution of Higher Education (IHE) in the United Arab Emirates. The study also aims to explore their experiences with the video conferencing as teaching and learning method to understand strengths and limitations of this method. Study participants will be all instructors and all graduate students who have been involved in teaching and learning in the concurrent video-conferencing classroom since its inception in 2018/2019 academic year. The data collection methods will be mainly qualitative (in-depth interview with all instructors and focus group interviews with students) and data analysis procedures will adopt a thematic approach to analyze the data and find key themes or categories in the data.

The proposed study is relevant for two reasons. First, research on VC has generated mixed findings regarding its use in higher education, and this requires continuing investigation Second, the deployment of VC in this IHE context is at its early stages and will benefit from a systematic investigation to inform practice and future improvements. Although other educational institutions have used VC in the UAE context, to our knowledge, the results of their experience have not been published. Therefore, the study also has potential to inform other institutions in the region, incorporating some nuances of the cultural context.

Suzanne Rodricks **ERCICTEL1925115**	**Building Inclusive Learning Environments in the Early Years: Role of a Professional Learning Community** **Suzanne Rodricks** **Phase Head Foundation Stage and Lower Primary Dubai Scholars Private School – Dubai , UAE** Inclusion in early childhood settings is built upon a strong philosophy and procedure by all members of the learning community- teachers, leaders, parents and support staff – that every child can learn , must learn and will learn, basis good education practices against individual start points. This belief is made real when significant change is made in the way a school designs and implements its educational programmes. Ensuring that early education is inclusive in every aspect, ensures quality educational practices for the whole school, for all learners belonging to that school programme. Creating the right inclusive learning environment necessitates the development of the best potential in all team members. A truly inclusive school continues to strive towards optimum standards of performance for all learners and for this teacher development is vital. This is done quite effectively through building Professional Learning Communities (PLC). A PLC fosters collaborative learning among teachers in a school, and the development or training is largely practice- based. By working through a PLC, the right emphasis is placed on continuous improvement in teacher performance which in turn leads to increased progress and attainment of all students- those with needs and those without. Dubai Scholars Private School established over 42 years ago, having a rich legacy in developing students who are high achievers, began its journey towards inclusive education a few years ago. The underpinning factor was deepening and widening our teachers' repertoire of skills and practices, for differentiation. We believed that would lead to pedagogy which enabled all students to learn. This paper outlines the process of change towards inclusion in our early years programme; how it began and continues to progress; the role of our PLC in improving learning environments; the barriers met and the interventions put in place to achieve our vision on inclusion. Keywords: Inclusion, Professional Learning Communities, Early Years, Teacher Development
Ameera Almessabi **ERCICTEL1925116**	**Culturally Foreign Teachers' Perceptions of School Climate and Its Relationship to Their Self-Efficacy** **Ameera Almessabi**

United Arab Emirates University, UAE

Abstract

This correlational study focuses on the influence of teacher-perceived school climate on the self-efficacy of teachers working in a culturally foreign environment. Bandura's Social Cognitive Theory guides the study. Teachers who work in private and public schools in Abu Dhabi participated in the study. Teachers were surveyed using the School Climate Index to collect information about their perceptions of their school climate and the Teacher Sense of Efficacy Scale was used to gather information about their self-efficacy. The study found that there is a positive correlation between the overall school climate and teachers' self-efficacy as well as between three dimensions of school climate (collegial leadership, teacher professionalism, and community engagement) and teachers' self-efficacy. The results also found that outcome of teachers' self-efficacy, which is the dependent variable, can be predicted by the overall school climate. However, only collegial leadership and teacher professionalism were significant predictors for teacher self-efficacy in a multiple regression analysis. It can also be noted that despite being added to the predictive model, the impact of community engagement and academic press is not statistically significant. Implications of the study for enhancing self-efficacy among culturally foreign teachers are discussed. For instance, the leadership team in the school could offer an induction program which focuses on training newly recruited teachers in cultural responsiveness and differentiated instruction.

Keywords: Foreign Teachers, School Climate, Teacher Self-Efficacy

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