



Conference Proceedings

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16-17 February 2020

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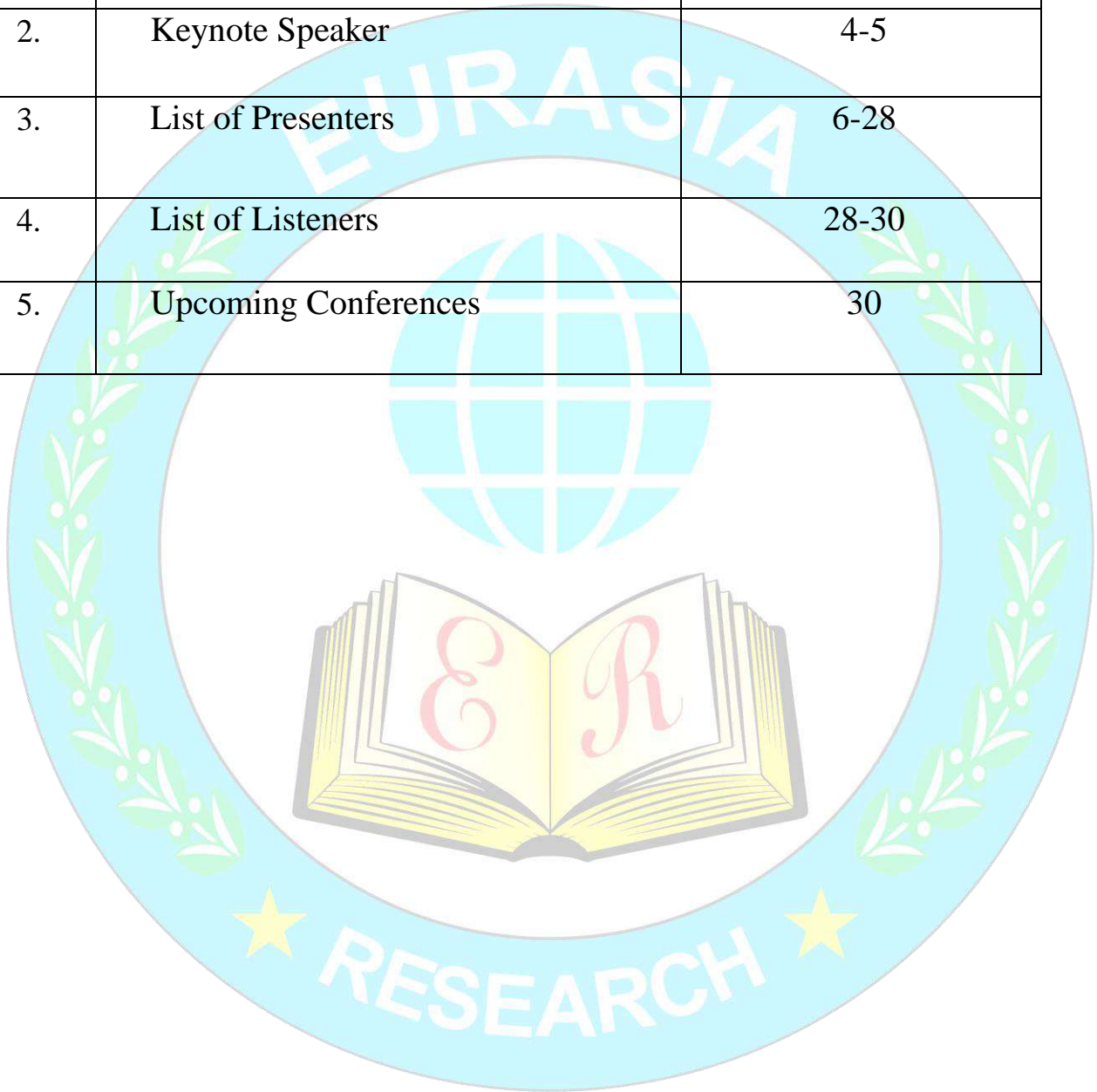
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Preface:

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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: On the Comprehension of Metonymical Expressions by Arabic-Speaking EFL Learners: A Cognitive Linguistic Approach

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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Google Scholar: <https://scholar.google.co.uk/citations?user=LulfOSAAAAAJ&hl=en>

KEYNOTE SPEAKER



Dr. Pascale Hajal
Beirut, Lebanon

Topic: The New Methodologies in Education!

Pascale is a part-time professor at several universities in Lebanon. Pascale's fifteen years of experience as a consultant, teacher and educator at NGOs, university and school have given her first-hand knowledge of teaching and learning tools and methods. She prepared and conducted several professional development workshop series for the university students and professors. In addition to that, besides the fieldwork she has been doing, the researches she has been conducting, the conferences she has been attending and the papers she is publishing opened her eyes to several problems the education sector in Lebanon is facing. Her field of study lies under constructivist teaching approaches and School leadership and management. Besides that, being a member in the cohort of the Fulbright junior faculty development program enhanced her professional experience especially in regards to her field of study, constructivism and teaching methodology. Pascale was awarded two Grants from the US embassy under the English training programs.

PRESENTERS

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| <p>Dr. Chigbuson, Akwa Jon ERCICTEL2001052</p> | <p>Digital Skills Needed by Office Technology and Management Students for Emplmyment In the 21st Century</p> <p>Dr. Chigbuson, Akwa Jon Department of Office Technology & Management, Plateau State Polytechnic, Barkin Ladi</p> <p>Silas Titus Nguwap Department of Office Technology & Management, Plateau State Polytechnic, Barkin Ladi</p> <p>Abstract The study was designed to examine digital skills needed by Office Technology and Management students (OTM) in Plateau State for self-employment in the 21st century. Two research questions guided the study. The study employed descriptive survey design. 62 students were randomly selected from Higher National Diploma 1 and 2 in the department of office technology and management. Survey research design was used for the study. A structured questionnaire tagged Office Technology and Management Students Digital Skills (OTMSDS) was developed on a 5-point Likert rating scale by the researchers for data collection. The instrument has 23 Digital Skill items for research question 1 and 13 Online Digital Skill items for research question 2 respectively. The mean and standard deviation were employed in answering the two research questions. The findings revealed that the 36 digital skills were needed by Office Technology and Management students for self-employment in the 21st century. Based on the findings, the researchers made some recommendations which are ranging from the organization of regular workshops and seminar for lecturers to retool their technology skills for proper classroom instruction, provision of ICT facilities and internet connectivity of ICT laboratories by the institution's authority. Keywords: Digital Skills, Office Technology and Management Students, 21st Century</p> |
| <p>Silas Titus NGUWAP ERCICTEL2001053</p> | <p>Effects of PowerPoint Presentation on academic performance of Office Technology and Management Students in Webpage Design in Plateau State Polytechnic, Barkin Ladi</p> <p>Silas Titus NGUWAP Department of Office Technology & Management, Plateau State Polytechnic, Barkin Ladi, Plateau State, Nigeria</p> <p>Chigbuson, Akwa Jon, PhD Department of Office Technology and Management, Plateau State Polytechnic, Barkin Ladi, Plateau State, Nigeria</p> <p>Abstract The study examined the effects of PowerPoint Presentation on academic performance of Office Technology and Management Students in Webpage Design in Plateau State Polytechnic, Barkin Ladi. In order to achieve this, two specific purposes and two research questions were raised and two null hypotheses were tested for the study. Quasi-experimental non-equivalent control group research design using pretest and posttest involving two intact classes were used. The accessible population comprised 60 Higher National Diploma Students of Office Technology and Management (OTM), Plateau State Polytechnic, Barkin Ladi. The entire population was used from the two streams. The instrument adopted for data collection was the Advanced Webpage Design Performance Test (AWDPT). The instrument consisted of two sections. Section A was the pre-test while section B was the post-test. The instrument was validated by two experts not below the rank of Senior Lecturers. A reliability coefficient of 0.80 was obtained, using Pearson Product Moment Correlation (PPMC). The treatment period lasted for 4 weeks. The data collected for the research questions were analysed using mean and Standard Deviation. The Null hypotheses of the study were tested using Analysis of Covariance at 0.05 level of significance. The findings of the study revealed that teaching with PowerPoint has positive effect in improving Office Technology and Management students' academic performance in Webpage Design. Based on the findings, it was concluded that teaching with PowerPoint presentation positively affects the performance of students in Webpage</p> |

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| | <p>Design, therefore four recommendations were made among others are; OTM teachers should integrate the use of PowerPoint instructional packages in teaching Webpage Design as it enhances academic performance of OTM students. It was also recommended that teaching without PowerPoint should be reduced, because it is considered to be ineffective in improving students' performance in Webpage Design.</p> <p>Keywords: Office Technology and Management, PowerPoint Presentation, Advanced Webpage Design</p> |
| <p>Effiong, Victor James Ph.D ERCICTEL2001054</p> | <p style="text-align: center;">The Home and Socio-Political Environment and the Nigerian School Child</p> <p style="text-align: center;">Effiong, Victor James Ph.D Cross River State College of Education, Akamkpa, Cross River State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Environment to a large extent influences learning. Behaviour is an indication of learning. The extent to which a child could reach in academic attainment is dependent upon the existence of certain environmental conditions. The child's environment is made up of forces that influence his/her growth and development, behaviour and the realization of his/her potentials. Good or criminal behaviour is learnt from a good or criminal environment. Everything in the child's world that he/she can see, hear, taste, touch, smell or feel exerts some influence on his/her development and learning behaviour. These include home, neighborhood and the school. The increasing trend of bloody clashes and insurgency, incessant strikes in public schools system, communal and ethnic conflicts, terrorism, moral bankruptcy, corruption and general indiscipline exhibited by adults in Nigerian society give children the impression that there is some degree of acceptance of such behavioural patterns by adults in the society. People internalize society's judgment and the content of self is based on subjectively reflected appraisal. Political instability, economic crunch, religious intolerance and general insecurity have taken toll in the intricate relationship that exists between the school and society. Hard-work and integrity appears no longer count. This paper opines that students are more likely to develop maladaptive motivational beliefs if they interpret their environment based on the information they get from the society, and this may affect their value system and success. The paper submits that the home, socio-political environment and schools task related competencies are inter-dependent in nature.</p> <p>Keyword: Home Environment, Socio-Political Environment. Behaviour, Political Instability, Maladaptive Motivational Beliefs</p> |
| <p>Effiong, Victor James Ph.D ERCICTEL2001054</p> | <p style="text-align: center;">Inferiority Complex-Insecurity Feeling as Predisposing Factor of Students' Behaviour Deviancy</p> <p style="text-align: center;">Effiong, Victor James Ph.D Cross River State College of Education, Akamkpa, Cross River State, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>Alfred Adler's personality framework seeks feelings of achievement and superiority. Inferiority complex impacts on individuals' self-esteem. It affects the personalities of the children. It makes them close themselves up in the shell and away from all those considered to be superior to them. This hinders their talents, potentials, lowers their academic achievements and performances, leads to negative risks and generates hostilities that could manifest in various forms such as behaviour deviancy. This paper therefore, hypothesizes that inferiority complex (insecurity feeling) is positively correlated with deviant behaviours among students, such as stealing, examination malpractice, bad temperament, alcoholism and other mischiefs. It also attempts to unearth the root causes, classifications and symptoms of inferiority complex and also recommends passible ways to overcome inferiority complex with conscious and deliberate aim of improving students' personality deficiencies, academic achievement, faulty socialization and crime reduction in Nigerian school system.</p> <p>Keywords: Inferiority Complex, Behaviour Deviancy, Self-Esteem, Academic Achievement, Personality Deficiencies, Faulty Socialization, Crime Reduction</p> |



Sunny Nwakanma
ERCICTEL2001055

The New Economy: A Pedagogy for Vocational and Technical Education Programmes In Nigeria

Sunny Nwakanma

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Abstract

The emergency of the new economy has created a new world order for skill acquisition, economic activities, employment and teaching and learning. It has dramatically changed the way we live, teach, learn, work and think about work. It has also created new opportunities as well as challenges and uncertainty. This paper not only demystify the new economy in terms structure, types and methods but also present its instrumentality in the acceleration of skill acquisition in Vocational and Technical Education Programmes in Nigeria in the face of system failure occasioned by weak and failed infrastructures, poor funding, instability in educational polices, and wide spread corruption. It advocates among other things; the application of the new economy in mediating teaching and learning, instruction, presentation, demonstration, interaction and collaboration, drill and practice and skill acquisition in Vocational and Technical Education programmes, as it provides the flexibility to meet diverse learners' need anytime and anywhere. It recommends the training and retraining of Vocational and Technical Education teachers and students under the auspices of the new economy.

Keywords: New Economy, Vocational and Technical Education, Pedagogy, Skill Acquisition

Ugbong, Benedict
Igboh – Ph.D
ERCICTEL2001056

Functionality of Basic Education for A Life-Long Education in Nigeria

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Abstract

Basic Education in Nigeria is that type of education designed to prepare Nigeria citizens to acquire the fundamental skills and knowledge that will enable them to become useful to themselves and the society. Basic Education is the foundation upon which all other levels of education are built upon. It is designed to provide fundamental skills and knowledge to all Nigerian of school-going age irrespective of their culture and background. It is the type of education that prepares citizens to contribute to self-development and the development of their immediate society. This position paper examined the concept of basic education, the requirements of basic education, challenges and some strategies for ensuring a functional Basic Education geared towards beyond literacy and numeracy in Nigeria. The main thrust of this paper examined the functionality of basic education for a life-long education in Nigeria. Conclusion and recommendation were drawn that all education stakeholders' hands must be on deck and government's commitments to the provision of necessary funds and facilities for the operationalization of functional basic education in Nigeria must be total in order to actualize the dream of a functional education to Nigeria citizens.

Keywords: Basic Education, Life-Long Education, Literacy, Numeracy, Functional Education, Self-Reliance, Stakeholders

Nabila El Hadj Said
ERCICTEL2001057

ICTs in EFL Classes

Nabila El Hadj Said

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Abstract

Information and Communication Technologies (ICTs) has become a global facilitator of learning all around the world. It has created a space for learners to learn competently and effectively to take on the responsibilities as future leaders in different spheres. Research studies conducted around the globe have shown that Information and Communication Technologies (ICT) play a crucial role in increasing student learning and improving teaching methods. ICT's expansion has brought about many changes to the education world, making the technological or digital revolution that is happening around us impossible to ignore. While using the term in academic development process, the researchers had shown that using ICT in education enable students to take a more active role in their learning rather than be a passive observer or listener. Though this revolution in language

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| | <p>education is present nowadays, language professionals seem disinclined to embrace ICT in their classrooms. Students of all ages have become aware and frequent technology users, starting from a very early age, which makes the integration of new technologies in language education all the more vital and thought provoking. The purpose of this paper is to describe the field with an overview of how far the integration of ICT in language education and the development of language teacher education using ICT have come, and to suggest some techniques to improve the situation. Keywords: ICT , Education, Learning, Technologies, Teaching Methods</p> |
| <p>Karima Benheddi ERCICTEL2001058</p> | <p>Learning English in Virtual Classrooms: The Big Challenge of Tlemcen University</p> <p>Karima Benheddi Teacher of English at Naama University Center, Naama University, Algeria</p> <p>Abstract</p> <p>As English is the most commonly 'learned' second language around the world (Crystal, 1997) researchers are very busy to find innovative methods to support the process of English language learning, and to promote the advantages of introducing technology in the language classroom. Therefore, the central core of this research paper is to highlight the problems encountered by teachers and students in virtual classrooms that took place in Tlemcen University (Headed by Mr. Mouhadjer). Moreover, to explore how information and communication technologies can be used to enhance the process of English language learning in high education. Fifteen students are not chosen randomly, but after passing a test, and they interact with peers from different universities by means of a computer mediated communication system. At the end of the training, students receive an attestation (We were lucky to take part in these virtual classrooms when we were graduated students). In this light, the main issues of this research paper are:</p> <ul style="list-style-type: none"> • What are the issues related to peer interaction in a virtual classroom? • How does the role of teacher change in fostering peer interaction in a virtual classroom? <p>By means of a set of research instruments, mainly questionnaires and observation, the current research will try to display that:</p> <ul style="list-style-type: none"> -Virtual classrooms are accessible, flexible and lively as they promote collaborative learning attitude among students. -Virtual classrooms' environment provided opportunities to students for reflective thinking as their teachers motivate them to think independently and overcome their fears (spelling and structural mistakes). -On the other hand, the whole system of virtual classroom education is based on technological advancement and operations, and any sort of technical fault will cause a big problem as software compatibility, connection, connection speed, server unreliability, computer problems etc. <p>Keywords: Virtual Classroom, English Language Learning, Interaction, Communication</p> |
| <p>Naomi Sakuma ERCICTEL2001059</p> | <p>The Current Situation of Masticatory Behavior in Elementary School First Graders- A Relationship between Masticatory Ability and Students Likes and Dislikes</p> <p>Naomi Sakuma Department of Information and Computer Science (Doctoral Course), Kanagawa Graduate School of Technology, Kanagawa, Japan</p> <p>Abstract</p> <p>(Purpose) Twenty percent of public elementary school first graders in Kanagawa Prefecture were unable to masticate school lunch properly. Teachers encouraged masticate training at school, but it showed no improvement. The purpose of this research was to investigate the characteristics of mastication in order to find possible methods and more specific mastication education.</p> <p>(Method) The subjects were 100 elementary school first graders. The survey was conducted in public school where school lunch is served with individual tray, during school lunch time, recorded bread crust eating situation. Every student was provided with 8g of bread crust cut into three equal parts. Within one month, on the days when kibinago (herring-like forage fish), cabbage, potatoes, curry rice, bonito, and komatsuna (Japanese Spinach) were served, the subject were asked about their</p> |

“Likes or Dislikes“ and the food was “Easy to Chew or Hard to Chew“.
(Result)
The average masticatory time period of bread crust was 76 seconds, the maximum was 151 seconds, and the minimum was 19 seconds. The average masticatory chew of bread crust was 72, the maximum was 155 and the minimum was 27. The average BPM of bread crust was 58, the fastest was 113 and the slowest was 29.
The subject most the like dish was curry rice (99%) and most the dislike was kibinago and bonito (87%). The highest percentage of “Hard to Chew“ was bonito (27%) and the lowest percentage was curry rice (1%). Significantly higher result ($p < 0.01$) was found on Dislike and Hard to Chew in cabbage and bonito.
(Conclusion)
The first graders had individual differences on masticatory behavior which was found large. It was suggested that Likes and Dislikes are related to masticatory ability. If the children practice mastication of solid foods from the before of entering school, it is possible that children will be able to eat smoothly.
Keyword: Masticatory Behavior, Elementary School, Masticatory Ability, Likes and Dislikes



Ikuko Shimada
ERCICTEL2001060

Survival Cooking as Disaster Education for students and Local Residents

Ikuko Shimada
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Abstract

After the great earthquake in Tohoku, Japan, 2011, the demand of dietitian who can instruct how to survive to eat at the hard situation, such as restricted water, energy and food was raised. At food service practicum of the faculty of Nutrition, it has started the lesson for making recipes and cooking under some conditions as follows; using portable gas heater, canned food, dried noodles, cooked and dry packed rice, dried seaweed and dried vegetable. Cooking time should be within 40 minutes, because of energy by portable gas heater. They were not supposed to follow the emergency cooking recipes from books, so lectures enhanced them to make their original ideas. Also, at lectures for local people who they may suffer from Nankai megathrust earthquake, people learn how to cook.

In 2019, Students focused on pack cooking, it is a simple vacuum cooking method using a polyethylene bag. Students learned how change in physical condition to them after the disaster by each phase. They made 31 recipes including desserts, focusing on dietary fiber, protein, some minerals such as calcium, iron and so on. They measured the amount of water for cooking and washing food staff and cooking tools, was from two liters to ten liters. They learned how much water they need for cooking even for one person. For local people, they learned pack cooking in case they lack of electricity and they may have some food intake problem, such as Dysphagia. The Pack cooking can be arranged for elderly people because it can be very soft.

Keywords: Survival cooking, Pack cooking, Nankai megathrust earthquake



Chie Tokuhira
ERCICTEL2001061

Case Study on Attitude and Behavior of School Lunch Officials Regarding Utilization of Local Produce-Focusing on the Difference of Occupation

Chie Tokuhira
Faculty of Human Life Sciences, Department of Food and Nutrition, Mimasaka University,
Tsuyama, Okayama, Japan

Abstract

This study was conducted in January 2010 to identify influential factors for utilization of local produce in school lunch services and factor-correlations in terms of employment types and item types and to review the evaluation index for shokuiku. The research participants were 56 school lunch providers, 91 school principals, and 23 managers of cafeterias. The study revealed that school lunch providers had high awareness and behavioral motivation for using local ingredients.

Cafeteria managers were concerned about managerial aspects such as “high price” and “not enough variety and quantity” for making lunches with local ingredients only. The principals expressed high opinion on educational or administrative advantages of using local ingredients in “increased number of local cuisine in the menu” and “securing food safety” but showed low

awareness on problems related to using local produce to cook for entire student body such as “longer cooking time” and “not enough providers.”
Correlation between questionnaire items revealed that there was a strong positive relations between items emphasizing advantages of using local produce. The results showed that using local produce for providing school lunches could induce changes in behaviors, such as frequenting local produce markets, and it is considered to become a good evaluation index for developing shokuiku.
Keywords: School lunch officials, local produce, nutrition educator, shokuiku, Attitude and Behavior



Ronke S. Babatunde
ERCICTEL2001062

Comparative Analysis of Lempel Ziv Wetch (Lzw) and Embedded Zero Tree (Ezt) Compression Algorithms on Kidney Images

Ronke S. Babatunde
Kwara State University, Malete, Nigeria

Abstract

Image compression refers to the reduction of the digital data to store or transmit images with less rate of distortion. It is the reduction of the quantity of graphical data required to represent a digital image. It involves reducing the size of picture files, while retaining necessary information. Medical images play an important role in providing detailed information about patient injuries, fractures and other critical issues related to different disease and discomfort. However these images face major challenges due to their size during transmission and storage. Transmission of a reduced size of image data will help reduce computational burden as well as storage cost. The choice of a suitable compression algorithm has been an open issue, which this research seeks to look into. In this research, the compression capability of embedded zero tree (Ezt) and Lempel ZivWetch (LZW) compression algorithms on medical images was compared. The performance of these algorithms was evaluated using peak signal noise ratio (PSNR), and compression ratio (CR). Effective compression implies that the resultant stream of image will be smaller than the original image size, without loss of vital content. Empirical results obtained shows that the LZW outperforms EZT in terms of PSNR and CR when the same set of images was subjected under the two compression algorithms.
Keywords: Compression, Image, Algorithm

Mubarak Muktar
ERCICTEL2001063

**Effect of Class Attendance Punctuality on Students’ Academic Performance
A Study: Primary Education Department, Jigawa State College of Education Gumel, Nigeria**

Mubarak Muktar
Jigawa State College of Education, P.M.B 1002, Gumel

Abstract

The problem most students have that contributes to their poor academic performance is lack of proper study habit. For an excellent performance, there is need for the student to form good study habit. Many practical studies are carried out to investigate factors affecting college students’ performance. The focus of this research is that to find out the effect of class attendance punctuality on student academic performance. The research is based on student profile developed on the basis of information and data collected through assessment from students of level 200 primary education department, Jigawa state college of education (JSCOE) Gumel.
Keywords: Study Habit, Class Attendance Punctuality, Academic Performance

Aisha Alteneiji
ERCICTEL2001064

Strengthening Parent-Teacher Communication through the Implementation of Class Dojo

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Robin Erric Ogdol
Lecturer, Higher Colleges of Technology, United Arab Emirates

Aisha Alteneiji

Abstract

This paper sought to investigate the effectiveness of the use of Class Dojo, an internet-based behaviour tracking and reporting system, as a communication tool for parents and teachers in three Cluster A and three cluster B Nurseries in Sharjah, United Arab Emirates. The study examined the parents and teachers' perceptions towards using technology as means of communication and teachers' self-efficacy before and after the implementation of the Class Dojo. Furthermore the paper determined the challenges that both parents and teachers came across during the implementation of Class Dojo. The researcher-adapted surveys of parents' perceptions towards technology, teachers' perceptions towards technology, and teachers' technology self-efficacy; and research-made challenges in using technology questionnaire were administered to randomly selected parents and teachers in the six Sharjah Nurseries during the school year 2019-2020. The mean scores reveal that parents and teachers, especially those who are in the 40+ years of age, initially have negative perceptions of using technology as a communication tool. However, the t-statistic between two means at 95% confidence interval show that there is a significant improvement on the parents' and teachers' perceptions towards Class Dojo. Furthermore, the t-statistic between two means at 95% confidence interval show that there is a significant improvement on teachers' technology self-efficacy. Lack of training, accessibility, complexity, unfamiliar words, technological fatigue, and cultural and religious sensitivity are some of the common challenges that both parents and teachers came across during the implementation of Class Dojo.

Keywords: Class Dojo, Internet-Based Behaviour Tracking System, Parental Engagement, Self-Efficacy, Attitudes, Innovation



Robin Erric Ogdol
ERCICTEL2001065

The Effects of Blended Learning Approach on Students' Self-Efficacy, Attitudes towards the Course and Academic Achievement in the UAE

Robin Erric Ogdol

Lecturer, Higher Colleges of Technology, United Arab Emirates

Aisha Alteneiji


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Robin Erric Ogdol

Abstract

This study, which has utilized a descriptive research design, sought to investigate the effects of blended learning, an innovative approach to education, on the self-efficacy, attitudes towards the course, and academic achievement of undergraduate students in a federal higher education institution in Sharjah, United Arab Emirates (UAE). Furthermore, the paper determined the areas for development and the challenges that course teachers and students came across during the implementation of the blended learning. Seventeen students and 5 lecturers from the faculty of education were purposively selected for this study. Surveys on students' self-efficacy and attitudes towards the course; and a 36-item achievement test were given to the students. In addition to this instrument, a survey on the areas for development and the challenges of blended learning was given to the students and teachers. Paired sample t-test was employed to compare the mean scores of students' self-efficacy and attitude before and after the implementation of the blended learning, while interpretation of the central tendency and dispersion was conducted to determine the areas for development and the challenges of blending learning. Results revealed that the means scores for students' self-efficacy and attitudes yielded significantly positive results, with after implementation > before implementation. Students gradually demonstrated positivity and confidence that they could achieve the course's objectives and learning outcomes. Moreover, above 60% of students achieved the learning outcomes significantly above the course requirements, while the rest satisfactorily met the course requirements. Course content, quality and quantity of learning materials and activities, tools for communication between teachers and learners, and conducive learning spaces are some areas that need improvement to ensure successful implementation of blended learning. Lastly, lack of training, complexity, technological fatigue, perception on the effectiveness of blended learning over traditional teaching, and students' commitment and participation over non face-to-face environment are some challenges on blended learning.

Keywords: Blended Learning, Innovation, Self-Efficacy, Attitudes, Academic Achievement

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| <p>Osagie Uyigüe ERCICTEL2001069</p> | <p>Study of The Relationship of Some Selected School Factors on Students' Academic Performance In Biology in Ikpoba Okha Local Government Area of Edo State</p> <p>Osagie Uyigüe Department Of Educational Psychology, College Of Education, Ekiador-Benin, GSM NO: 08027448520</p> <p>Abstract The study investigated the relationship of some selected school factors on students' academic performance in Ikpoba Okha Local Government Area of Edo State. Three research questions were raised for the study. It used a correlational design and a sample of 240 respondents (SS II students) from public schools that was randomly selected from 19 senior secondary schools in the Local Government. The instruments used for the study were an achievement test in biology and a feedback survey questionnaire. The hypotheses formulated were tested at a significance level of 0.05, and data were analyzed using Linear Regression. The findings revealed that classroom learning environment, laboratory effectiveness and teachers' effectiveness predicts academic achievement of students in biology. It was recommended that government should equip schools to boost performances of students and ensure proper selection and training of teachers. Keywords: School Factors, Academic Performance</p> |
|  <p>Wasiu Olasunkanmi Adeniyi ERCICTEL2001070</p> | <p>Influence of Emotional Stability on Gang Behaviour Among Secondary Schools Students in Osun State, Nigeria</p> <p>ADENIYI, Wasiu Olasunkanmi Ph. D Department of Educational Foundations and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State</p> <p>JINADU Afusat Temilade Department of Educational Foundations and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State</p> <p>Abstract Gang behaviour among secondary school students in Nigeria has constituted a great worry to schools, parents, government and the society at large. This menace has great impact on teaching-learning environment as well of the students. To this end, the paper will investigate the prevalence and types of gang behaviour among secondary school students in Osun State, Nigeria. It will also examine the influence of emotional stability on gang behaviour of the students. These are with a view to providing useful information on the factor that is responsible for the students' gang behaviour</p> |
| <p>Aishatu Ahmad ERCICTEL2001072</p> | <p>Teacher Professional Development through Reflective Teaching Practice</p> <p>Aishatu Ahmad Department of Curriculum and Instruction, School of General Education, Federal</p> <p>Abstract This paper examines how reflective teaching can be used to develop a professional teacher in Nigeria colleges of education. The study reviewed extent of practicing reflective teaching in Nigerian schools and found that there are poor reflective teaching practices in most Nigerian colleges, which were attributed to factors such as; unmotivated teachers' educators, lack of readiness among student teachers, poor self-evaluation, lack of interest in teaching, poor planning and phobia. The study highlights steps to use in reflective teaching for developing professional teachers, such as use of teacher diary, peer observation, recording of lesson, seeking students' feedback and diversifying self-evaluation strategy. The study commended that reflective teaching remains the best practices of bringing out the best of pre-service teachers.</p> |
| <p>Esther Elejo Ochoyi ERCICTEL2001073</p> | <p>Teacher and Change: The Roles of Reflective Practices</p> <p>Esther Elejo Ochoyi Department of Curriculum and Instruction, School of General Education, Federal College of</p> |

Education, Yola, Adamawa State, Nigeria

Abstract

Changes are inevitable both in education and outside education. Therefore education need to catch-up with some changes while some changes have to be effected through education. However teachers are at the central of every possibility thereby, served as agent of changes. The task of change is a daunting task and only reflective teachers could be able to cooperate with nonstop spontaneous change in our society and education. This paper reviews the role of teachers as agent of change through reflective teaching. The paper identified that changes occur in various phases and forms. Among the changes required in education include: introduction of students to proper use of technology for their development, encouraging the students to appreciate education, guiding the spontaneous knowledge of students toward self and society development and need for the teachers through reflective teaching to make the students bend their knowledge under norms and values. Meanwhile, the identified changes within the society that education needs to interfere through teachers of reflective capability as agent includes realigning the students' mindset to better approaches of solving social issues, restoring the eroded human values among students, guiding students to have tolerance, understanding and being agent of peace and harmony in the society. The paper further clarified changes that reflective teachers could perfectly effect which are ordered changes – first-order and second-order change, changes in various levels and trending change.

Keywords: Changes, Teachers, Reflective Teaching, Change Agent

Amna Alaa Al-Ali
ERCICTEL2001077

An Action Research on Improving Preschool Classroom Behavior through Effective Behaviour Management Strategies

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Abstract

This action research, which has utilized a mixed methods research design, sought to investigate the impact of behaviour management strategies to challenging students in the early years in an international school in Sharjah, United Arab Emirates (UAE). Furthermore, the paper determined the most common misbehaviours in kindergarten classrooms and its corresponding causes. Five challenging students and 5 teachers from kindergarten department were purposively selected for this study. Classroom behaviour and learning skills-behaviour rubrics were used to monitor the impact of effective behaviour management strategies to student behaviour. In addition, survey on behaviour management were given to the teachers to identify the most common misbehaviours, its causes and effective behaviour management practices to address them. Interpretation of the measures of central tendency was employed to determine the impact of the implementation of the behaviour management strategies in the early years, the most common misbehaviours in private kindergarten classrooms and its corresponding causes. Results revealed that there is a positive impact on implementing individualized behaviour management practices to students in from the early years. Furthermore, inattention, blurting out answers, needless talk, annoying others and moving around are the common misbehaviours in a kindergarten classrooms. Lastly, the causes of such misbehaviours are lack of parental involvement, seeking attention and revenge, and witnessing such actions from elders.

Keywords: Behaviour Management Strategy, Misbehaviour



Karlygash Adamova
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KazTest as the Device of Kazakh Language Assessment and its Backwash on Language Learners

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Abstract

This article is focused on the test, as the key tool in the assessment procedure. Assessment is an ongoing process that encompasses a wide area of knowledge upon the productive performance of the learners. There are various types of assessment due to the period they are used in and their purpose. Test is widely defined as a standardized or standard method of research, testing, diagnostics, verification, etc. Moreover, in the testing method, as a rule, the same tools should be used (samples, tasks, etc.), methods for processing the results, the same organization and procedure for conducting the study, the same conditions, etc. The two most important characteristics of any test, as the main element of the assessment - validity and reliability - will also be described in this paper. In addition, tests are usually classified on the basis of their content and purpose. In addition, the present study is also aimed to review the conceptual underpinnings of washback. The stages of test development are very important; the success of the students as well as the positive or negative outcomes of the test on both teaching and learning processes depends on it. The research will present the most significant test of Kazakhstan – Kaztest, which is aimed to evaluate the Kazakh language proficiency, a qualitative analysis its features (validity and reliability) and a quantitative analysis of its backwash. Therefore, in the preparation and design of the test, which is assumed to be an indicator of knowledge, it is highly important to take into account all these properties.

Keywords: Language Testing, Backwash, Language Learning, Learner Motivation And Strategy

Education System & Emerging Technologies

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Abstract

The Internet has evolved from connecting people and later videos, photos, and text to more recently physical objects. Using sensors, physical objects can “talk” (transmit data) to each other and even command each other to perform a physical act. As things and people become more connected, such objects will also become part of social networks, much in the same way that people tag photos on Facebook. In this way, the value of such objects will increase for both research and learning[12].

The IOT and Cloud computing technologies can provide solutions for the above mentioned problems in education system. Cloud computing enables users to control and access data via the Internet. The main users of a typical higher education cloud include students, Faculty, administrative staff, Examination Branch and Admission Branch. All the main users of the institution are connected to the cloud .Separate login is provided for all the users for their respective work[12]. Teachers can upload their class Tutorials, assignments, and tests on the cloud server which students will be able to access all the teaching material provided by the teachers via Internet using computers and other electronic devices both at home and college and 24X7. This paper focus on the integration of Cloud and IOT for education system. Connected devices can help make life easier for students with special needs. Many of the daydreams for IOT in education involve students taking advantage of new technologies to complete cool new projects.

Keywords: The IoT and Cloud Technologies , Education System, Implementation



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Work Related Factors as Determinants of Teachers' Effectiveness in Nigeria Schools

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Abstract

The study examined work Related Factors As Determinants of Teachers' effectiveness in Nigeria

schools. Two research hypotheses were generated. The descriptive research design of the survey type was adopted. One thousand five hundred teachers were selected through simple random sampling technique. The samples were taken from six randomly selected states in Nigeria. A self designed instrument titled "Factors that Determine Teachers' Effectiveness" (FDTE) was used to collect data. Face and content validities of the instrument were ensured and the reliability of the instrument was established at 0.75 using the test re-test reliability method. The statistical method used for data analysis to test the hypothesis was the Pearson Product Moment Correlation Coefficient. The results revealed that there was significant relationship between job satisfaction and teachers' effectiveness. It was also discovered that significant relationship existed between working condition and teachers' effectiveness. Based on the findings, it was recommended that teachers should be motivated to enhance their effectiveness, also, their working conditions should be prioritised to enable them put in their best to attain maximum output.

Keywords: Work, Factors, Determinants, Teachers, Effectiveness, Nigeria, Schools

Aliaa Alquibaisi
ERCICTEL2001083

An Action Research on Integrating Technology In Kindergarten Lessons to The Improve Teaching and Learning

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Abstract

This action research, which has utilized a mixed methods research design, sought to investigate the impact of integrating technology in lessons in the early years to the quality of teaching and learning in a federal school in Sharjah, United Arab Emirates (UAE). A kindergarten (KG) 2 class was purposively selected for this study. Class participation rubric that assess students' attitude towards learning, participation, behaviour, quality of work, and effort in the classroom was employed to determine the impact of integrating technology to students. In addition, a student teacher evaluation rubric was employed by Mentoring College Teacher (MCT) and Mentoring School Teacher (MST) to the researcher to determine the impact of integrating technology to the quality of teaching in the classroom. Interpretation of the measures of central tendency was employed to determine the impact of integrating technology in the early years classrooms to improve the quality of the teaching and learning. Results revealed that integrating technology has positive impact to the quality of teaching and learning in kindergarten classrooms. The student teacher finds it easier to implement differentiated instruction in the class; is more successful in creating an environment conducive to learning and a learner-centred culture and is more successful in implementing effective learning strategies. Furthermore, the student teacher finds it more capable to extrinsically and intrinsically motivate and engage the students; and is able to implement more effective assessment strategies to successfully monitor students' performance.

Keywords: Integrating Technology, Teaching, Learning

Amna Abdelkarim
ERCICTEL2001084

An Action Research on Investigating the Impact of Effective Formative Assessment Practices on Preschoolers' Writing and Speaking Skills

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Abstract

This action research, which has utilized a mixed methods research design, sought to investigate the impact of the implementation of formative assessment strategies to kindergarten students' writing and speaking skills in a government school in Sharjah, United Arab Emirates (UAE). In addition, the paper determined the most effective formative assessment practices for kindergarten (KG) students. Lastly, the paper sought to investigate if parental involvement is one of the factors affecting the development of students writing and speaking skills. Six KG-2 students; 3 of them

were for the implementation of formative assessments to develop the writing skills while the other 3 were for the area of speaking. Class Participation and Writing/Speaking Skills Rubrics were used to monitor the impact of the implemented formative assessment practices. Furthermore, writing and speaking learning activities were given to the students to check on their progress. Interpretation of the measures of central tendency was employed to determine the impact of the implementation of the formative assessment strategies in the early years, the most effective formative assessment strategies in government kindergarten classrooms and if parental involvement is a factor for students development of writing and speaking skills. Results revealed that there is a positive impact on implementing formative assessment practices to students' writing and speaking skills from the early years. Furthermore, one of the best formative assessment strategy for speaking is to provide learning activities where students are given opportunity to communicate with their classmates, friends, teachers, and the like, while students having own board to write from time to time is one of the best formative assessments for writing. Lastly, the parental involvement plays a vital role in the development of students' writing and speaking skills.

Nwagbo Chinwe Rose
ERCICTEL2001088

Sustaining Science, Technology, Engineering and Mathematics Education: Pedagogical Implications for Sustainable Development

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Abstract

The whole idea of sustainability is linked to education in Science, Technology, Engineering and Mathematics (STEM). The paper examined the role of STEM teachers in sustainable development. It x-rayed the concepts of STEM and STEM education in relation to sustainable development. It argued that for STEM education to bring about the much desired sustainable development, teachers, parents and other stake holders have to be involved. The teachers who are the major implementers of the STEM curriculum have a major role to play. The pedagogical implications of STEM education for Sustainable development were highlighted. The future of STEM in relation to education was discussed. The need for all hands to be on deck in propagating STEM education for sustainable development was emphasized. It was established that teachers cannot do it all alone and it was advocated that parents, administrators, industrialists and other stakeholders should play their different roles in bringing about an emergence of a formidable workforce that would drive the programmes for sustainable development. The paper concluded that STEM would have a brighter future if STEM educators and other stake holders would play their roles well. This would bring about the emergence of a formidable work force that would bring about sustainable development in all member nations of the world.

Keywords: STEM, Education, Pedagogical Implications, Sustainable Development

Nwagbo Chinwe Rose
ERCICTEL2001088

Enhancing Students' Attitude to and Achievement In Biology Through Innovative Learning Strategies for Sustainable Science Education

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Abstract

This study investigated the effects of peer tutoring and peer led team learning strategies on students' attitude towards and achievement in Biology. It was guided by four research questions and six null hypotheses. The design of the study is quasi experimental, specifically, the non equivalent control group design. The population of the study comprised all senior secondary I (SS 1) students in all the government senior secondary schools in Port-Harcourt metropolis, River state, Nigeria. The sample comprised of 182 SS 1 students randomly drawn from four intact classes from the four sampled schools. Two of the classes were exposed to peer tutoring while the other two were exposed to peer led team learning strategy. Two researcher made instruments used for data collection were: Biology Attitudinal Skill (BAS) and Biology Achievement Test (BAT). The construct validity of BAS was established using factor analysis. The BAT was content validated

using table of specification. The reliability of the instruments was established using Cronbach Alpha for BAS and Kudar-Richardson formula 20 (K-R 20) for BAT. Mean and standard deviation were used to answer the research questions while analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The result of the study among others revealed that peer led team learning strategy is significantly better than peer tutoring in enhancing students' attitude to and achievement in Biology. The implications of the findings were highlighted and recommendations made.

Keywords: Attitude, Achievement, Biology, Learning Strategies, Science Education



Dr. J.O.Ukwungwu
ERCICTEL2001091

Innovations in Physics Teaching in a College of Education in Nigeria

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Abstract

In Physics programme of Colleges of Education in Nigeria, "Acoustics" is one of the compulsory course requirements for the award of Nigerian Certificate in Education (NCE). Physics as an academic school subject is taught to students in senior secondary schools in Nigeria. The NCE graduates of Physics therefore teach the subject in senior secondary schools. This research was conducted in Federal College of Education Eha-Amufu in Enugu State of Nigeria. There are numerous methods and strategies suggested and even tested for effective teaching of Physics both at secondary and tertiary levels (Okoh, 1983). The teacher/researcher developed and tested the efficacy of an approach called "textbook-assisted programmed instruction/problem-solving approach in teaching "Acoustics", a first year first semester course in the Physics Departments of Colleges of Education in Nigeria. In applying this strategy, the teacher/researcher presented textbook task-based problems in the course "Acoustics" to the pre-service Physics teachers to search and research for solutions. Textbook materials and some other reference materials accompany each problem to provide some insights. The pre-service teachers interacted with the text materials, each other and the teacher at any point in time. The study sessions took place during the first semester of 2013/14 and 2014/2015 academic years. The design of the study was quasi-experimental with posttest only non-equivalent groups. Purposive sampling technique was used to select all the first year pre-service physics teachers that registered the course "PHY124 – Acoustics" for the first time in the two consecutive academic sessions of 2013/2014 and 2014/15 and participated fully in the five assessment tests conducted. The tests comprised four continuous assessment tests and one final examination. The four continuous assessment tests carried 40% while the final examination carried 60% as contained in the minimum standards for Colleges of Education in Nigeria. The data generated was analysed using means and analysis of variance ANOVA from the statistical package for social sciences SPSS 16.0. The results showed higher mean scores for the textbook-assisted programmed instruction/problem-solving strategy and male groups in the two teaching methods. The one way analysis of variance for the two teaching strategy groups showed that the computed f-value of 1.47 was greater than the critical f-value of 1.45. While the computed f-value of 1.67 for male and female groups was lower than the critical value of 2.33 for the new approach, the computed f-value of 1.44 obtained for male and female taught with traditional lecture method was lower than the critical f-value of 3.12. The results suggest that the textbook-assisted programmed instruction/problem-solving approach was significantly better than the traditional lecture method in promoting learning of physics. Surprisingly sex did not play any significant role in promoting learning while using the two strategies.

Mikaela Aishel J. Flores
ERCICSSH2001094

Identifying the Problems faced by SMEs in the City of San Fernando, La Union

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Abstract

Small and medium enterprises (SMEs) have a significant role in prospering the Philippine economy. They help diminish penury by making occupations for the nation's developing labor force. They prompt financial improvement in agrestic and remote areas. An effervescent SME segment is thus an indication of a flourishing and developing economy. Notwithstanding policies that intent to give an empowering environment for SME advancement, the segment still faces different problems that keep it from achieving its full development and potential. This study calls upon in identifying the problems faced by SMEs in a specific area. Herewith, the researchers devise 3 overarching questions: what are the problems; the influential factors; and the adaptive measures in dealing with the problems faced by SMEs. The Phenomenological Research Design, the Narrative Research Design, and purposive sampling have been utilized such that open-ended questionnaires were also used in conducting the semi-structured interview method. With our study region, San Fernando City, La Union, 25 potential respondents, 15 small enterprises and 10 medium enterprise, were interviewed. The evidence from this study implies that the tourists consider the visiting frequency, choosing reasons, linkages and upkeep, expectations, and perceptions as influencing factors. The emerging problems from the business consists of lack of information, Market access, Lack of Technology and finance. Thus, the adaptive measures have been undertaken such as financial reinforcement, Entrepreneurship awareness and business advancement. With the researchers' realization, these factors are needed by SME owners as it is beneficial to them.

Keywords: SME, SME Owners, Small Enterprises, Medium Enterprises, Entrepreneurship



Lawrence Meda
ERCICTEL2001097

Trainee teachers' conceptualization of an Inclusive Curriculum in the United Arab Emirates

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Abstract

Inclusion is one of the key terms that trainee teachers are expected to be acquainted with as they will be expected to implement an inclusive curriculum in schools. The purpose of this study is to investigate trainee teachers' conceptualization of an inclusive curriculum within the early childhood context. The study was done using a qualitative approach within an interpretivist paradigm. All 20 trainee teachers who were doing practicum teaching were purposively selected to take part in semi-structured interviews and focus group discussions about their conceptualization of an inclusive curriculum. It was found that trainee teachers have a broad understanding of inclusive education and they use various strategies to ensure that the early childhood curriculum is implemented inclusively.

Keywords: Technology; Early Childhood Education; Trainee teachers; Teaching



Zohre Mohajer
ERCICTEL2001101

Native and Non-native English Teachers' Perceptions toward Assessment Literacy Regarding Their Teaching Experience

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Abstract

Assessment literacy is an almost newly concept which is dealt with in the language assessment domain and needs much more research studies to reach a better understanding of the issue. The present study was an attempt to illuminate native and non-native English teachers' perspectives about assessment literacy. It also aims to seek whether there is any relationship between native and non-native English teachers' perceptions on assessment literacy and their experience. A mixed methods design was recruited. In the quantitative phase, Classroom Assessment Literacy Inventory was utilized which consisted of five Scenarios, each followed by seven questions. Through convenience sampling, the questionnaire was administered among 100 native and non-native

teachers in person or by E-mail. In the qualitative phase, a semi-structure interview was run with 10 voluntary teachers. Quantitative findings revealed there was a positive relationship between native English teachers' perceptions regarding assessment literacy and their experience. However, there was not any significant relationship between non-native English teachers' perceptions regarding assessment literacy and their experience. As to the qualitative results, seven codes were classified according to three themes (assessment assumptions, assessment targets, and professional development). The codes were classroom observations, assessment consistency, formative assessments, summative assessment, higher-order thinking skills, lack of assessment literacy of coursework, and lack of technology assessment literacy. It is concluded that teachers should assume the role of classroom observation and consistency of the assessment as two major assumptions of assessment. Besides, valid assessment should be designed in order to activate the higher-order thinking skills of the students.

Keywords: Assessment Literacy, Native Teachers, Non- Native Teachers, Teaching Experience



Somayeh Ahangaran
ERCICTEL2001102

The Cultural Impact of EFL Books on Iranian Language Learners

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Abstract

Culture is defined as the norms and rules that govern the behavior of a group of individuals. This behavior is unique to a group of people and therefore different groups of individuals enjoy different cultures. Culture is reflected in the language spoken by a society of community. When one group of individuals strives to learn a foreign language they are also exposed to the foreign culture. The question that arises at this point is whether the learners of a foreign language do acquire the foreign culture as well. In order to answer this question, this research compared two groups of learners learning English in Iran. One group were those learners who learned English through books designed by native speakers of English (Headway) and the other group were those who studied books designed by the Ministry of Education (Prospect). The former books were laden with the foreign culture whereas the latter were not. These two groups were compared using a questionnaire and found to be statistically similar. The cultural system held by these two groups were similar and cultural impact had not taken place. This shows that books do not transmit cultural values of the foreign language by themselves. The results show that the culture of people that is formed through time and as an outcome of their needs is not easily changed.

Keywords: Culture, Cultural Impact, Language Learning, Foreign Language Learning, EFL Books



Durga Raj Bhusal
ERCICTEL2001104

Intercultural Communicative Competence of English Language Learners

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Abstract

This paper explores techniques of fostering intercultural communicative competence (ICC) of English language learners through different literary texts like stories, essays, poems, dramas, novels and texts related to local cultures within the theoretical framework of intercultural communicative competence and literary texts as a means to develop ICC. It demonstrates integrating language and literature in English language classroom. It constitutes both communicative and interactive reading and writing practices, as well as opportunities to construct cultural knowledge through social interaction. This study reveals that the English language textbooks undervalue the socio-cultural, and local contexts of our Nepalese academia and gives priority to grammatical and linguistic features of English language.

Similarly, development of intercultural communicative competence has become the crucial issue in teaching English language. Teachers need to be aware that the main goal of language teaching is to enable learners to communicate effectively with people from diverse cultural backgrounds. Here, ICC can be enhanced through speaking with members of various cultural backgrounds and using textbooks, media, documentaries, movies, and with people. However, in the Nepalese context, learners have limited opportunities to speak with native English speakers. Hence, in such a case, teachers can use instructional materials like songs, videos, movies and, very often, communicative textbooks in their classes to foster intercultural communicative competence of English language

learners.



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Task-Based Language Teaching

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Abstract

Task-based language teaching is one of the widely discussed teaching approaches at present. Teaching a lesson using tasks needs careful consideration of the age and interests of the learners. Effective use of this approach ensures both understanding the subject matter and negotiating meaning through purposeful communication. This paper provides an overview and characteristics of task-based language teaching, highlights the teacher's and students' roles for the effective use of this approach in general and teaching English in particular and finally states major advantages of its use in ESL and EFL classes.

Keywords: Task, Task-Based Language Teaching, Foreign Language Teaching



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ERCICTEL2001107

Exploring English Language Teachers' Motivation

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Abstract

This study reports the findings of a study that explored practices of motivation of English teachers towards English Language Teaching. The research premise was phenomenology because of the emphasis on making essential meaning out of lived experience, for it could serve as a theoretical framework to explore how English teachers perceive motivation and construct experience. On the other hand, how their perceptions matters in terms of practice in English Language Teaching is the concern of this research. The research employed qualitative data collection method to include interviews and observations. It was found that English Language Teachers are motivated towards English Language teaching and had positive impact towards their profession, though they are not trained and updated with recent methods and approaches. The teachers teaching since so long are not getting in-service training and are using the same lecture method, they are yet satisfied in this field. They are self-determined as they don't have other extrinsic factors to control them. The findings also show that the participants' desire and value to attend training programs. Teaching rather than a choice is found to be an accidental journey, however has made the teachers survive at their own. The result from the research show that the teachers' motivation are guided by their passion, family support and being well being. It was found that teaching as a profession was an accidental journey among two of the participants. Their life was full of challenges, though they bloomed and are surviving as teachers.

Keywords: Motivation, Phenomenology, Theoretical Framework, In-service Training, Intrinsic and Extrinsic, Passion



Oulaid Amzaourou
ERCICTEL2001112

A Comparative Study of the Effect of Psycho-Cultural Values on Self-Directed Learning Readiness: the Case of Moroccan and American University Students

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Abstract

With the growing demands on higher levels of Self-Directed Learning (SDL) resulting from students' shifts towards online modes of learning, especially in today's increasingly internationalized world, some serious concerns have been raised about the effect cultural values may have on the growth of SDL readiness. This study comparatively examined the association between Moroccan and American university students' psycho-cultural values, as conceptualized by Hofstede's (1980, 2011) model, and their actual SDL readiness levels. Using a self-administered questionnaire, data were gathered from two samples of N=200 of Moroccan and N=200 American

students from Sidi Mohamed Ben Abdullah University and the State University of New York, respectively. The results have revealed statistically significant differences in SDL levels between the two samples. The correlational analysis uncovered a moderately strong correlation between SDL readiness levels and students' cultural values of individualism, accounting for 30% of variance in SDL readiness scores. While these results provided empirical support for the relevance of Hofstede's model in the comparative study of educational phenomena, they also bear some theoretical and practical implications for the educational stakeholders in the two countries.



Rimma Ivanova
ERCICTEL20010116

Framework and Differentiation in Teaching a Foreign Language to High School Students

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Abstract

The purpose of this research is to depict the university conditions of the synchronic implementation framework and variability in teaching a foreign language, being able to increase qualitative schooling in an up-to-date university with regard to students' individual aptitudes. Whether framework permits to provide equitable access to education to all citizens, variable learning expands learners' possibilities to select his/her own individual route at university to gain more competences and experience in the sphere chosen. Determining the relationship between scope and differentiation is a challenging issue, considerably influenced by plenty of factors, based on major pedagogical principles. Framework and differentiation in training students at university lets highlight the functional interlinks and interdependencies between the components of learning process and helps to show the peculiarities of teaching the discipline "The English language" in the whole educational system.

Keywords: Variability, Framework, Education, Teaching



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Framework and Differentiation in Teaching a Foreign Language to High School Students

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Abstract

The purpose of this research is to depict the university conditions of the synchronic implementation framework and variability in teaching a foreign language, being able to increase qualitative schooling in an up-to-date university with regard to students' individual aptitudes. Whether framework permits to provide equitable access to education to all citizens, variable learning expands learners' possibilities to select his/her own individual route at university to gain more competences and experience in the sphere chosen. Determining the relationship between scope and differentiation is a challenging issue, considerably influenced by plenty of factors, based on major pedagogical principles. Framework and differentiation in training students at university lets highlight the functional interlinks and interdependencies between the components of learning process and helps to show the peculiarities of teaching the discipline "The English language" in the whole educational system.

Key words: Variability, Framework, Education, Teaching

DANJUMA, Gideon Stella
ERCICTEL2001118

Effect of Practical Activities and Lecture Method on Pre-Service Biology Teachers' attitude, Skill Acquisition and Performance In Colleges of Education In Taraba State, Nigeria

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Abstract

The research investigated the effect of practical activities on Pre-service Biology teachers' attitude, skill acquisition and performance in colleges of education in Taraba State. The study adopted randomized experimental-control group design, involving pretest and posttest. The research

focused on three (3) purposes, three (3) research questions and three(3) hypotheses that guided the study. The population of the study comprised of sixty (60) students. The entire population was used for the study since the population size was manageable. Three instruments, namely, Students Attitude towards Biology Practical Questionnaire (SABPQ), Skills Acquisition Observation Check List (SAOCL) were adapted and modified while Biology Performance Test (BPT) developed by the researcher, were used for data collection. The validity of the instruments were ascertained by 3 experts, 2 from science education and one from measurement and evaluation. Using kudder-Richardson (K12) statistical tool, the reliability coefficient of SACPQ was found to be 0.67, SAOCL was found to be 0.91 and BPT was found to be 0.91. Research questions were answered using mean rank and mean rank difference, mean and standard deviation while the hypotheses were tested using KruskalWalli's test and t-test. The findings of the study revealed that exposing pre-service biology teachers to practical activities enabled them to develop positive attitude toward Biology concepts, acquire the needed skills required to impact knowledge to learners after training and also enhanced students' performance in Biology. It was recommended among others that lecturers should endeavour to introduce pre-service biology teachers to practical activities alongside theory.
Keywords: -Practical Activities, Pre-service Teacher, Attitude, Skill Acquisition and achievement



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The Impact of Using Reflective, Communicative and Instrumental Learning on Developing Students' STE(A)M Competencies

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Abstract

Science, Technology, Engineering, Art, and Mathematics STEM education is one of the new reforms in science education that promotes students' scientific, cognitive, social, and psychomotor skills. STE(A)M has become an international focus of paramount importance. One of the main aims and purposes of U.A.E Science, Technology and Innovation Policy (2015) is enabling learners to acquire the STEM competencies needed to be successful citizens. It is vital to expose students to ill-structured problems in a real-life context where there is blurry between the disciplines' boundaries. Furthermore, adding Art to STEM sparks the interplay between students' divergent and convergent thinking. Accordingly, students will be engaged in reflective, communicative, and instrumental learning that are considered to be necessary processes for 21st century learning environments. As a result, the STE(A)M learning environment will develop and hone their skills as reflective practitioners who acquire STE(A)M competencies. The main purpose of the study is to investigate the impact of using reflective, communicative and instrumental learning in developing students' STE(A)M competencies. A mixed method design is used in this study to address the following research questions:

1. What are the teachers' perceptions and practices in teaching STEAM curriculum using reflective, communicative and instrumental learning?
2. How does the process of reflective, communicative, and instrumental learning impact students' competencies?
3. What are the students' experiences towards solving authentic problems in STE(A)M curriculum?

The results of the study emphasize that exposing students to the three types of learning while solving complex real-world problems has a positive impact on developing their STEM competencies. Furthermore, adding art to STEM subjects allowed students to reach the highest level of creativity where they were shifting between divergent and convergent thinking. This paper concludes potential implications, as well as providing suggestions, and key recommendations for implementation.

Keywords: Reflective, Communicative, Instrumental Learning, STE(A)M Education

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Western Visuals and Foreign Narratives: the Limit of Nursery and Primary School Textbook Illustrations in Nigeria

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Abstract

Learning is part of developmental processes rooted in the social, cultural and environmental basis

of the society in which children function. In that sense, the cultural content of textbooks used in teaching impacts on children's development and understanding of their own societies. While less funded public schools in Nigeria make do with whatever textbooks they find, better funded private schools take to imported, colourful and glossy textbooks rich in beautiful illustrations. However, since these imported texts were made for other countries and not designed for use in Nigeria, many of their visual illustrations and narratives are neither compatible with the local culture, nor do they comply with the national primary education curriculum. For example, images and narratives of an English Queen, including subjects such as sleigh, snow-capped mountains, red squirrels, koala, penguin, etc, are used in many of these imported textbooks. This does not make for sustainable education because the images are cultural examples absent in the life of the Nigerian child. This creates a negative gap between what is learnt and the knowledge required to live in their own society. Analysing illustrations in textbooks used in public and private nursery and primary schools in the city of Calabar and Uyo, this study sought to highlight a visual cultural anomaly in Nigeria's nursery and primary education system.

Keywords: Nursery and Primary School, Textbooks, Western Visuals, Foreign Narratives, African

Dr. P. C. Agommuoh
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Assessment of the Secondary School Students Performance in the New Entrepreneurial Subjects in West African School Certificate Examination and National Examination Council in Abia State of Nigeria

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Abstract

Nigeria introduced 34 new subjects in her Secondary School curriculum. These new subjects are to provide needed entrepreneurial skills for the young secondary school leavers. West African Examination Council and National Examination Council have examined Nigerian students for 5 years (2014, 2015, 2016, 2017 and 2018 academic years). This study sought to find out the students performance in these subjects in two years (2017 and 2018) in Umuahia Education Zone of Abia State. The sample is 2056 students who sat for these examinations got by a combination of purposive and multistage cluster sampling techniques. Eleven research questions and four null hypotheses were posed and stated respectively. Data were analyzed using Percentages for research questions and Chi Squared Statistics for testing the hypotheses. Results show that the students were stereotyped in their choice of subjects according to schools. However the performance was good and showed improvement over the years. It is recommended that the Curriculum innovation stays as it will provide skills for self-employment for secondary school leavers.

Keywords: Subjects, Curriculum, West African Examination Council, National Examination Council, Examinations, Entrepreneurial Skills

Jondie Mark Autentico
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Technical-Vocational and Livelihood Specialization and Employment Mismatch Assessment among 2018 and 2019 TVL Graduates in Butuan City, Philippines

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Abstract

The huge investment of Philippine education in the implementation of Technical Vocation and Livelihood (TVL) aspires for the production of highly skilled and competent human capital ready to work in industries after graduating from any TVL specializations. While pioneering graduates have already left the program, only a few studies assessing the employment status of these graduates have

been published. Using a descriptive correlation research design, a total of 269 pioneering TVL 2018 and 2019 graduates were surveyed using a researcher-made questionnaire. Statistical techniques such as frequency and multiple logistic regression analysis respectively were used to determine the (1) occurrence of career mismatch among respondents, and (2) develop a model that would describe mismatch between TVL specialization and employment. Results showed for 64% mismatch between employment and TVL specialization. Further, a multiple logistic regression model exposes that variables such as national Certification, faculty and instruction, job experience, workers compensation, and family support significantly associate mismatch occurrence. The study concludes that mismatch between TVL specialization graduates and employment is highly evident. This is unfortunately opposite the goal of TVL program way back the planning stage.
Keywords: Employment Mismatch; TVL Specialization Assessment; Technical Vocational and Livelihood Program

Snezhana Gocheva-Ilieva
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On The Assessment of Mathematical Competencies for Solving Non-Linear Equations
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Abstract
A methodological approach is presented to evaluate the mathematical competencies developed in accordance with the results of the European Erasmus + project Rules_Math. The approach is demonstrated with a specific example of assessing mathematical competencies for solving non-linear equations of a single variable.
Keywords: Mathematical Competency, Assessment Model, Non-Linear Equation, Learning Output



Dr Haleema Sadia
ERCICTEL2001092

The Joy of Being an Educator - A Holistic Approach to Well Being and Happiness of all Stake Holders in an Institution
Dr Haleema Sadia
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Abstract
Why do teachers leave their jobs during first five years of their joining?
Is teaching a low paid stressful and thankless job?
As per a survey in UK teaching is considered as second most stressful job. Long hours of working, preparation at home, psychological treatment with children, high expectations of management, un reasonable demands of parents and non-serious attitude of learners are some of the causes why this profession is considered as non-enjoyable profession.
On the other hand the real classroom life virtually guarantees that teaching profession is never boring. Something new and exciting will happen every day in the class. This profession is quite challenging and innovative. We deal with human beings and play wither minds. We communicate new ideas and organise activities to make complex concepts easy to understand for the learners. Thus we feel satisfaction in our performance.
We may transfer knowledge about science, maths, or learning to read & write; the skills may be sports, music, or art—anything. Whatever we teach, is a source of curiosity, wonder and excitement and it becomes a reason to be optimistic about life
We cannot create a happy classroom, or a happy school without creating a happy teacher. As the teachers are the backbone of the school. Their wellbeing and happiness is equally important as the students.
The mission happiness is born in order to promote harmony between the school / institution's mission i.e. educational, social, cultural and other goals and the physical appearance of the school.
The greater amount of personal interaction with stake holders especially teachers, students and the

leaders compelled to indulge deeply into their emotional and psychological state of mind and focus on their wellbeing and happiness.
A joyful learning ensures an all-round development of the students, teachers and thus a healthy nation is born ensuring peace and harmony in the world.
The purposeful efforts by indulging in activities, promoting, yoga, meditation, team building, concentration, sacrifices etc are made to ensure joyful learning.

**Felicia Onyemowo
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Effect of a Designed Science Education Training Programme for Primary School Teachers' Knowledge of Inquiry- Oriented Teaching Method in Nasarawa State, Nigeria

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Abstract

Teachers' knowledge of inquiry teaching method, professional development in teaching science methods, and effective use of instructional strategies are indispensable components for effective use of inquiry –oriented teaching method in primary schools. Successful use of inquiry teaching method will provide primary school pupils opportunities for improving critical thinking skills, problem solving skills, ability to construct their learning experiences and so on. Primary school is where children receive initial formal training in science and teachers require adequate knowledge of inquiry teaching method, critical for achieving the National policy objectives for early childhood care and education. However, primary school teachers' knowledge of inquiry –oriented teaching method has been overlooked, as a result many studies have focused on professional development of teachers on teaching and content. Hence this paper examines primary school teacher knowledge of inquiry teaching method. The research design is true experimental while proportionate Stratified sampling technique was used to obtain sample for the study. Data were collected from both urban and rural primary school teachers in Akwanga, Nasarawa State, Nigeria through Teachers' Knowledge of Inquiry-oriented Teaching Achievement test (TKITAT) and an observation schedule. Data collected were analyzed using descriptive statistics of frequency counts, pie charts, graphs, t-test for independent samples and one-way ANOVA. The findings revealed that a greater number of primary school teachers have no knowledge of inquiry-oriented teaching method and the method being used predominantly to teach primary school pupils is the demonstration method. The researchers recommended in service training, seminar and conference attendance for primary school teachers to expose them to inquiry-oriented method of teaching in order to upgrade their teaching methods and for pupils' understanding.



**Maryann Ndirika
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Powerpoint Projection, Interactive Whiteboard and Academic Achievement of Male And Female Secondary School Science Students in Abia State

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Eze G.N
Akanwa, U.N

Abstract

This study was designed to investigate the effect of the interactive whiteboard Technology (IWB) and PowerPoint projection (PPT), used under constructivist learning environment on the academic achievement of science students. Quasi experimental design was used. Three intact classes of 140 JSS2 students in two different schools served as sample. Instrument of data collection was Basic Science Achievement test. Data was analysed with t-test statistic, mean and standard deviation. Results showed a significant difference in the mean achievement scores of those taught with IWB and PPT under constructivist learning environment and those taught with lecture method only, with the students taught with the technologies performing better. There was no significant difference found in the achievement of male and female science students taught with IWB and PPT.

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| | <p>The study recommends that science teachers should be encouraged to utilize IWB and PowerPoint projection under constructivist learning environment in teaching science. Keywords: Effects, Interactive, Whiteboard, Powerpoint, Constructivism, Academic, Achievement</p> |
| <p>Sarvenaz Saeedi ERCICTEL2001119</p> | <p>EFL Teachers' Understanding of and Practice in Developing Speaking Competence</p> <p>Sarvenaz Saeedi Department of English Language Teaching, University of Mazandaran, Babolsar, Iran</p> <p>Abstract This article explores English as a foreign language (EFL) teachers' cognition about teaching speaking competence in Iran. Based on a qualitative research, the study aims to discover teachers' assumptions and their classroom practices in order to gain a fuller insight into teachers' mental lives about teaching speaking skill. Nine EFL teachers who teach speaking courses to Bachelor of Arts (BA) students of Teaching English as a foreign language (TEFL) major took part in this study. Using classroom observation and interview data, the study uncovers teachers' understanding by comparing what they say about their practice with their actions in the classroom. The research study reveals the inter-relationship between teachers' statements and actions. Findings also underline a mismatch between what speaking research recommends and what teachers do in classroom in EFL context. The study has relevance to the growing body of literature on teacher cognition, and to research on teachers' practices in developing speaking competence. Keywords: classroom practice; EFL; Iran; teacher cognition; teaching speaking</p> |
| <p>Fayezah Iqbal ERCICTEL2001120</p> | <p>Using Internet Purposefully for Boosting Learning in School Children</p> <p>Fayezah Iqbal English, Patna University, Patna, India</p> <p>Abstract Internet is an undeniable boon of our age, with its fair share of disadvantages which if regulated well and educated about adequately could pave ways for long lasting interest and involvement of children in their studies. In an age where internet and android devices are inseparably linked to our daily lives, it's hard to expect the children of this era who have a natural predisposition to it, to remain isolated and dissociated from it just when it comes to their studies. Thus what is more important at such a point is to make children way more conversant and keen using internet for exploring knowledge based content catering to their growing intellect .Especially country from where I come from has been seeing widespread culture of children being consumed by the gaming, unguided and irrelevant content surfing ,and thereafter getting lost in a sea of infinite and randomly thrown facts or untruth which they don't know how to align and process with their insufficient and nascent knowledge base and are left utterly hollow and confused . My paper on the above topic would focus on the areas where firstly parents and then teachers should work individually and in a coordinated way towards ensuring internet usage for the betterment and sharpening of learning power and skills of the school going children. Most of my content comes from the purposive observation and useful experiences of a home tutor. At the outset, it is crucial to realise that the education of parents and guardians in this respect is of utmost importance as they are the one to supervise, impart and instil the foundational knowhow of this technology. As simple as it may sound, but using popular search engines like Google or Yahoo purposefully and correctly is the first step to gaining a sound and fulfilling sense of using internet, which the children and sometimes adults in a barely educated household lack woefully.</p> |
|  <p>Naomi Sakuma</p> | <p>The Current Situation of Masticatory Behavior in Elementary School First Graders —A Relationship between Masticatory Ability and Students' Likes and Dislikes—</p> <p>Naomi Sakuma Graduate School of Engineering Kanagawa Institute of Technology Ohka Elementary School of Yokohama City, Kanagawa</p> <p>Naomi Aiba Kanagawa Institute of Technology, Kanagawa, Japan</p> |

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Abstract

(Purpose)

Twenty percent of public elementary school first graders in Kanagawa Prefecture were unable to masticate school lunch properly. Teachers encouraged masticate training at school, but it showed no improvement. The purpose of this research was to investigate the characteristics of mastication in order to find possible methods and more specific mastication education.

(Method)

The subjects were 100 elementary school first graders. The survey was conducted in public school where school lunch is served with individual tray, during school lunch time, recorded bread crust eating situation. Every student was provided with 8g of bread crust cut into three equal parts. Within one month, on the days when kibinago (herring-like forage fish), cabbage, potatoes, curry rice, bonito, and komatsuna (Japanese Spinach) were served, the subject were asked about their "Likes or Dislikes" and the food was "Easy to Chew or Hard to Chew".

(Result)

The average masticatory time period of bread crust was 76 seconds, the maximum was 151 seconds, and the minimum was 19 seconds. The average masticatory chew of bread crust was 72, the maximum was 155 and the minimum was 27. The average BPM of bread crust was 58, the fastest was 113 and the slowest was 29.

The subject most the like dish was curry rice (99%) and most the dislike was kibinago and bonito (87%). The highest percentage of "Hard to Chew" was bonito (27%) and the lowest percentage was curry rice (1%). Significantly higher result ($p < 0.01$) was found on Dislike and Hard to Chew in cabbage and bonito.

(Conclusion)

The first graders had individual differences on masticatory behavior which was found large. It was suggested that Likes and Dislikes are related to masticatory ability. If the children practice mastication of solid foods from the before of entering school, it is possible that children will be able to eat smoothly.

Keyword: Masticatory Behavior, Elementary School, Masticatory Ability, Likes and Dislikes

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