Conference Proceedings

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Preface:

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KEYNOTE SPEAKER

Dr. Davut Uysal
Ph.D, Anadolu University, School of Foreign Languages, Eskişehir, Turkey

Topic: Simplifying your course design in English language teaching utilizing Global Scale of English (GSE)

Dr. Davut Uysal, Ph.D., is a full-time lecturer at Anadolu University, School of Foreign Languages, Eskişehir, Turkey and has been teaching English at varying English proficiency levels for about 20 years. Dr. Uysal earned his BA and MA degree in English language teaching at Anadolu University (Eskişehir, Turkey) and earned his Ph.D. in Tourism Management from Eskişehir's Osmangazi University. His Ph.D. dissertation was on English curriculum development for higher education tourism students based on their needs. He has focused on designing outcome-based English courses and course materials, developing outcome-based English assessment tools and needs analysis. He is interested in synchronous learning, especially in classes focused on the discipline of English. He has been an active member of a proficiency unit at his department and contributed to the development of many English proficiency and placement exams. He has participated in many international conferences on English teaching and tourism management. He has also received training on curriculum development, developing assessment tools, web-based teaching application and integration of technology into learning environments. He is also the author or co-author of several publications. He is also interested in, besides English for Specific Purpose (ESP), tourism English, vocational English, tourism management, crisis management in tourism and destination management.

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PLENARY SPEAKER

William R Sharpton
Office of Academic Affairs, The University of New Orleans, Louisiana, USA

Topic: Meeting the needs of students with severe disabilities in general education classrooms through curriculum modifications and instructional supports

William Sharpton is Professor Emeritus of Special Education and Associate Provost (Gratis) at the University of New Orleans in New Orleans, Louisiana (USA). Dr. Sharpton area of research is focused on students with severe disabilities including moderate and severe cognitive disabilities, autism, and multiple disabilities. He has served as Principal Investigator of many grants and contracts addressing research, personnel development, model development, and systems change initiatives. Dr. Sharpton has authored several publications in the field of special education.

PRESENTERS

Ahmed Mahmoud
ERCICTEL1915052

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

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

Abstract

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

Metin Bosnak
ERCICTEL1916054

Teaching Creative Writing in an ELT Environment: Teaching Language through Short Stories

Metin Bosnak
English Language and Literature, Istanbul Zaim University, Istanbul, Turkey

Abstract

Instructors and theoreticians have always searched for new and better ways to teach language to students. One such way is to benefit from literature in the language classroom. The literature of the target language is regarded as a contributing factor to language learning and has remained in the English curricula of non-English speaking countries. There are several arguments about the use of literature in the language classroom and what it can offer to foreign language learners. These arguments primarily focus on the linguistic, the cultural and the educational value of the literature.
Literature is widely regarded as the richest source of a language. What Lee says about the value of studying literature in terms of language learning is noteworthy:
It is in literature that the resources of the language are most fully and skillfully used. It seems to follow that literature should enter into the language study of those who are to use the language with the greatest possible skill and effect.
Collie and Slater argue that students enrich their language by studying literary works. For instance, srudents can be exposed to functions of the written language by means of literature. Carter and Walker assert similar things, saying that because literature itself is language it can serve well for language learning purposes. Rich metaphorical usages of language not only teach additional language but also engage students with critical concepts.
Furthermore, literature can offer authentic language to the language classroom. Collie and Slater explain that literary works are authentic because they are not arranged specifically for a language teaching situation (p.3). A great deal of authentic language is already available in recent course books, for instance city plans, advertisements, and newspaper articles. By means of these materials, students are exposed to real life situations in a classroom setting. Collie and Slater argue that nothing can be more complementary to these course books than literature (p.4). Once the students achieve some basic command of the language, they can start studying literature with works close to their proficiency level. Learners will thus start "to cope with language intended for native speakers, and […] gain additional familiarity with many different linguistic uses, forms, and conventions of the written mode: with irony, exposition, argument, narration, and so on." (p.4) Yorke similarly states that, especially in narrative literature such as the novel, learners can always find something of human beings, their lives, experiences and problems: "It [narrative literature] contains a wide

	variety of styles, ranging from everyday conversation to suggestive rhetorical devices."
 Hardi Suyitno **ERCICTEL1916059**	**Mathematics Instruction based on Society 5.0 in Indonesian Context** **Hardi Suyitno** **Departement of Mathematics, Faculty of Mathematics and Natural Sciences, Semarang State University (UNNES), Indonesia** **Abstract** **Education cannot be separated from philosophy, society, and technology. In philosophy of mathematics, there is a new opinion to mathematics which is called Contemporary Philosophy of Mathematics. Society in Industrial Era 4.0 faces new challenge which is different from the previous era. Golden Indonesia Generation will happen in 2045. This generation have to be capable to meet Industrial Era 4.0. In anticipation of such global trends, Japan develop new society consept, that is Society 5.0. This is a society consept which is center on human and based on technology. Education in Indonesia must be able to develop character, compentence, and skills for Golden Indonesia Generation. Mathematics Education as part of education in general must have nurturant effects to the developing of character, compentencies, and skills based on Society 5.0. Teory and practice of mathematics education should be based on the contemporary society requirement and philosophy of mathematics.** **Keyword: Mathematics Instruction, Philosophy Of Mathematics, Society 5.0**
Saheed Jabaar **ERCICTEL1916060**	**Educating For Social Stability In A 'Free' Society': The Case Of Nigeria** **Saheed Olanrewaju Jabaar Phd** **Faculty of Education, Yusuf Maitama Sule University, Kano, Nigeria** **Abstract** **Societies are formed by humans in order to achieve stability by way of having protection from aggression, and engendering cooperation of others in overcoming individual weaknesses. Nigeria has witnessed some degree of social instability in recent years. This has manifested in insecurity of life and property, extreme poverty, youth unemployment, and mutual distrust in basic human relationships. The education sector can be implicated in the challenge of instability as it is the system which is saddled with the responsibility of human capital production. The education system seems to be lopsided towards intellectual development of learners as opposed to balanced (cognitive, affective and skill) development of individuals. This paper adopts method of philosophical analysis to bring to the fore some theoretical postulations on human freedom and social stability with a view of interrogating how extensive guarantee of freedom could be reconciled with realization of human development. The paper underscores the school system as a point of early social interaction, and a focal point in preparing individuals to bear in mind their dependence on others in spite of their independence as free beings. It is argued that education system needs to focus on producing balanced and cultured individuals who can rationally exercise their freedom. Innovative, integrative pedagogical skills and practices that could make this possible are suggested.** **Keywords: Society, Stability, Development, Freedom, Education, Nigeria**
Dr. Silvia Moraru **ERCICTEL1916065**	**Learning and teaching science (chemistry and physics) using new technologies in a creative School (National High School)** **Dr. Silvia Moraru** **National High School Bucharest, Bucharest, Romania** **Abstract** **The paper presents the preoccupation of a group of chemistry and physics teachers to modernize the teaching-learning-evaluation process using the new technologies (2012-2017).** **The study presents the strategy proposed by the National High School Bucharest for the training of chemistry, physics, and biology teachers for the creation of educational means used in lessons. The National Theoretical High School is a creative school that aims for its students to make a permanent connection with real life, preparing them for the next stage that does not look like today.** **Our students study the sciences starting with the third grade and ending with the 12th grade. The paper contains the following parts:**

	I.Traditional learning versus student -centered learning ; **II. What is the teacher's role in student-centered learning?** **III. Computer-assisted training in physics and chemistry using ICT in student centered -learning ;** **IV.The role of the teacher in a creative school;** **V.Instead of conclusions;** **VI.References** **Keywords: ICT, Creative School, Real And Virtual Experiments**
 Budi Setiawan **ERCICTEL1916068**	**Modifying Instructional Media across Varied Students at Inclusive School: The Challenges to Individual Satisfaction through Blended Learning** **Budi Setiawan** **Doctoral Student, Sebelas Maret University, Surakarta, Indonesia** **Abstract** **Special education is an education dedicated to the students who have difficulties to follow the instructional process for some reasons such as; physical impaired, emotional, mental, social problems and or intelligent potential, special talent. This research aims to figure out the conducive atmosphere of learning environment including place of study, method, evaluation system, facilities that support their learning capability. Most of all, the availability of proper learning media plays significant role to come with the students' needs. This study also evaluates the use of learning media for the special needs students at the inclusive school and the challenges to make equal treatment, attention and guidance among students with different disabilities and normal ones individually in the instructional process through learning media by the teachers. Ten Junior high schools in Sragen Regency Indonesia were selected. The quantitative data were collected from a survey to 150 respondents comprising principals, teachers and special needs students. The qualitative data were obtained from focus group discussions. The quantitative data were analyzed using percentage, whilst the qualitative data were analyzed using interactive-model analysis of Miles and Huberman. The findings show that the majority of the respondents (90%) stated that the learning media has been varied in numbers such as; text book, module, film, overhead projector, television, video, slide, etc. On the other hand, those have not motivated enough to develop students' attitude, talent, and mental to reach their optimum potential. It is necessary to modify the learning media which is suitable with the level of students' needs and potential obtained.** **Keywords: Special Education, Disability Students, Modification Learning Media**
Ana Sofia Loreen Mirambel **ERCICTEL1916069**	**Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines** **Ana Sofia Loreen Mirambel** **Junior High School,Lorma Colleges Basic Education Schools, Urbiztondo San Juan La Union, Philippines** **Abstract** **As the time passes and culture is passed on to different generations, the elements of tourism diverse. With the prevalence of technology in our country, its citizens will have a better grasp of what tourism actually is. This paper tackled and delved deeper on how beneficially technology can affect and be the bridge to connect the gap between tourism and culture. In the modern era, technology is ever-evolving, and it can be a great enhancement or tool for boosting tourism especially through digital tourism. Whilst its social costs, both globalization and modernization cannot be ignored; digital tourism can transform the imagery and identity of a locality. The scholars used the method of semi-structured interviewing and analyzed their accumulated data through thematization for this phenomenological study. The researchers have identified the elements of Digital Tourism mainly focused on programs, technology and media. Meanwhile, the researchers also determined the implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly applicable to the City of Baguio and is adhered by tourists, locals and the government.** **Keywords: Tourism, Technology, Culture, Identity, Globalization**
Nahla Nadeem **ERCICTEL1916074**	**Students' Perceptions about the Impact of Using Padlet on Class Engagement: A Case Study**

	Nahla Nadeem **English Department, Faculty of Science and Arts, King Abdul Aziz University, Cairo University, Saudi Arabic** **Abstract** **Students' engagement has proven to be a major factor in students' academic achievement and increased autonomy. While previous research has mainly focused on aspects of students' engagement and its correlation with academic performance, or the effectiveness of integrating web 2.0 tools in teachers' instruction, the present study focuses on students' perceptions about the impact of Padlet on the four aspects of class engagement (behavioral, emotional, cognitive and agentive) in a 3-credit sociolinguistics course. The study is conducted on (n = 27) female students during a whole term in which Padlet is used as a learning and assessment tool. At the end of the course, a survey and a personal interview are conducted to get students' feedback on the effectiveness of Padlet through addressing various aspects of their perceived engagement. The results show that using Padlet has enhanced student engagement, fostered active learning and offered positive assessment experiences. Its perceived effectiveness is mainly due to Padlet features that support student collaboration, stimulate meaningful discussions of academic content, promote students' agency and help in creating a positive learning atmosphere. However, its major shortcoming as an assessment tool is the lack of written feedback to students.** **Keywords: Students' Engagement, Padlet, Behavioral Engagement, Emotional Engagement, Agentive Engagement, Cognitive Engagement, Web 2.0 Tools**
Sureshkumar Seevaratnam ERCICTEL1916077	**Professional Development for Language Teachers** **S. Suresh kumar** **Teacher, J/Jaffna Hindu Primary School** **Abstract** **This paper focuses on professional learning for practicing teachers-what is widely known as continuing Professional Development (CPD). Professional development is very important to ensure best education. An education system is only as good as its teachers' UNESCO, 2014: 9) and enhancing teacher quality at all stage of a teacher's career is thus a key function in improving the quality of learning that students receive. The research includes the 25 teachers of English Language of the different divisions of the Zonal Department of Education, Jaffna. The teachers were interviewed and given questionnaire to collect and analysis the data. This is a qualitative research. Continuing Professional Development may occur naturally through the workplace experience, planned activities, discussion, course work and reading articles about professional development for teachers. Its benefits extend from individuals to groups and institutions, and ultimately to the quality of education in the classroom. Early and Porritt, 2014 have argues that improving student outcomes is the primary purpose of CPD and that students' need (rather than teachers') should be the starting point in discussions about the kinds of CPD that are perused. A teacher should have an intuition about what she or he does in the classroom; if the particular lesson for the day is suitable for the level of students or not, the methodology which he is going to practice will work according to the societal context of the students. The teacher should also think about his classroom: what did go well? why did something go wrong? what are the changes he can make for next day? This kind of thinking can be named as reflective practice. The teacher can reflect herself or can ask another teacher to watch his or her lesson for giving feedback. Moreover, the teachers can involve in quality circle discussion or in action research. Following courses on Teaching can also be useful. CPD is thus a critical element in successful education system, enhancing teacher quality, organizational effectiveness and student outcomes.** **Keywords: CPD:- Continuing Professional Development, Reflective Practice, Enhancing Teacher Quality, Societal Context, Intuition**
Friday Omonuwa ERCICTEL1916079	**Topic: Enhancing Teachers' Instructional Effectiveness Through The Use Of Pedagogical Skills.** **Friday Omonuwa** **Department of Educational Psychology, College of Education Ekiadolor-Benin, Benin City, Nigeria** **Abstract**

	This paper examines the need for enhancing teachers' instructional effectiveness through the use of pedagogical skills. It sees pedagogical skills as a tool for effective teaching and learning process. **In this regard, the paper looked at the meaning of pedagogy, teachers instructional effectiveness and the relevance of pedagogical skills to the instructional process. The paper concludes that for effective teaching/learning process to take place, there is the need for a complete overhaul of our educational system/program. Teaching methods or pedagogical skills must be adjusted to suit the diversities that are now prevalent in our classrooms.** **Keywords: Pedagogy, Pedagogical Skills, Instructional Effectiveness And Diversities**
 Mauricio Vacliz Campos **ERCICTEL1916085**	**The Washback Effect of A Language Test and A Project as Perceived by Seventh Graders: The Case of Chile** **Mauricio Vacliz Campos** **English Language Teacher Education Programme, Faculty of Education, University of Talca, Linares, Chile** **Abstract** **Assessment has long been regarded as an integral part of the learning process. In the field of assessment, washback effect is understood as the impact of tests (or any assessment procedure) on the learner, the learning process, teachers, or such like (Akpinar & Cakildere, 2013). Thus, the purpose of the present study is to determine the washback effects of two different types of assessment procedures, namely, a traditional test and an alternative assessment procedure (a project) in 32 seventh-grade students, from a subsidised school. Through a mix-methods approach, quantitative data were gathered through a self-reported-washback survey, while qualitative data were gathered through a focus group interview. The results suggest that both procedures are positively valued, with the alternative assessment procedure being held in higher regard, as became evident in the focus group interview. Longitudinal studies of this type should be conducted to determine long-term washback effects, together with its evolution.** **Keywords: Washback Effect, Alternative Assessment, Traditional Testing Procedures**
Dr. Hamad F. Al-Rashid **ERCICTEL1916094**	**Teacher Strategies in Effective Education** **Dr. Hamad F. Al-Rashid** **College of Education, Kuwait University, Kuwait** **Abstarct** **In recent days, there has been a widening gap between the needs of Teaching-Educational students and the ability of professional teachers to cope with rapid cultural changes. Where the need to employ many of the modern methods, methods and strategies of education, to seek to develop the skills of students to think, research, criticism, listening and discipline, to the maximum possible internal student, in order to extend the motivation and desire to achieve itself.** **The educational process in many of today's educational institutions is still dependent on the traditional methods of indoctrination and education that diminish the student's interest and make him a negative educated, waiting for his role always to participate, and at the time determined by the teacher, and according to what he sees.** **In order to achieve the desired results of quality and high efficiency.** **This paper aims to:** **- Identify the most important rules and assets that the teacher should adhere to in order to achieve an effective education for the following students** **- To provide Teacher development skills in all areas of education, and trends related to exploring the depths of students and know the best ways to make the learner active and creative in educational situations.** **- To prepare a teacher who is capable of teaching ways of teaching based on the use of experiences, methods and models that the student learns ... eg. practical scientific applications.**

Dr. Mohammed Marzuq Abubakari
ERCICTEL1916099

The role of African Literature in the Struggle against Post-Colonial Dictatorship: Analysis of Selected Works of African Writers

Dr. Mohammed Marzuq Abubakari
Lecturer, University of Applied Management, Ghana

Abstract

In its evolution, Africa has undergone an amalgamation of bitter experiences: from racism to colonialism. It was the expectation of many that Independence from foreign domination was to mark the beginning of perpetual liberty, solidarity, and prosperity on the continent. However, after the overthrow of colonialism, dictatorship by the new African leaders became a pronounced feature of governance. Multi-party constitutionalism was reduced to one-party despotism in some parts of the continent. In other African countries, various forms of military junta replaced constitutional democracy, paving the way for tyranny by the African against the African. This Paper examines the extent to which African writers used literary power as a weapon to combat post-colonial dictatorship. In a form of normative analysis, the Paper uses a qualitative approach with selected works of four African writers as a sample. In view of the nature of the analysis, the purposive sampling technique is adopted. The objective is to inspire contemporary African writers to confront the threats of post-colonial dictatorship that retards development on the continent. After a review of related literature and content analysis of the sampled works, the Paper finds that the brain power exhibited by the authors constitutes a tremendous effort to emancipate Africa from the shackles of post-colonial dictatorship. Among other recommendations, the Paper calls for mechanisms to rekindle the spirit of African Literature and to groom young African writers to become the champions of democracy and prosperity on the continent.

Keywords: Post-colonial Dictatorship, Multi-party Constitutionalism, One-party Despotism, African Literature, Colonialism, Independence

Kamal Mhamdi
ERCICTEL1916102

The Impact of Sociocultural Norms on Critical Thinking in ELT in Japan and Morocco

Kamal Mhamdi
Mohamed Premier University, Faculty of Humanities, Oujda and CPGE (Classes Preparatoires aux Grandes Ecoles -Preparatory Classes for Engineering) Omar Ibn Abdelaziz HS, Oujda, Morocco

Abstract

The central discourse on the imperative of integrating critical thinking (CT) in the English language classroom hinges on the premise that Higher Order Thinking Skills (HOTS) are by default culture-neutral; that is, CT skills are purely cognitive faculties that heedless of their sociocultural environment can be applied unproblematically in different educational contexts. The present research project challenges this uncritical facile assumption that fails to see the undeniable impact sociocultural norms have on learning and expression of CT, following Vygotsky's sociocultural theory. Through a comparative study of EFL teaching and learning in secondary schools in Japan and Morocco, this paper aims to demonstrate, at a primary level, the prospects and challenges of integrating CT in English language classroom in the different educational and sociocultural settings, and at a deeper level, the subtle impact cultural ways of knowing - embedded in the sociocultural reservoir of each community of learners and educators - may have on the development and expression of CT skills. The research utilizes, predominantly, a qualitative research method as it mainly relies, for its data collection and knowledge construction, on Focused Group Discussion (FGD), interviews, classroom observation and questionnaires. The overarching hypothesis is that Japanese and Moroccan educational assumptions and ideals and their related practices, especially with regard to CT, are socially, culturally and ideologically informed. Most importantly, it is hoped the findings will have implications on our understanding of CT skills as categories contingent on social systems that produce knowledge and meaning; and thus calling for more alternative, transformative and emancipatory pedagogies by allowing more culturally-informed CT practices, not only in ELT, but in education at large.

Keywords: Critical Thinking (CT), Higher Order Thinking Skills (HOTS), Sociocultural Theory, ELT, Qualitative Inquiry

 Jose Lemus **ERCICTEL1916107**	**Closing the Deal in Spanish** **Jose Lemus** **Modern Languages and Literatures, Creighton University, Omaha, Nebraska, USA** **Abstract** **Nowadays 53 million people speak Spanish in The United States. It is estimated that Hispanics hold a $1.7 trillion dollars in purchasing power. If the Latinos in the U.S. were a separate country, their economy would be the 7th largest in the world. The Latinos are the ethnic group with the fastest rate of business creation in America, including whites.** **With all these facts about a vibrant and changing economic reality, it is obvious the need for a Spanish course specialized in business. This presentation is in the area of Spanish for the professions.** **During the last years, I have been teaching Spanish and Business at Creighton University. The goal of this presentation is to describe the best (and some worst) practices and resources in teaching Spanish for entrepreneurship purposes in the US. Here, I review briefly the most common mistakes found in textbooks in the field; I describe the importance of creating a hands-on class; and, I offer testimonies of students on their own business created as required for this class.**
Mourat Tchoshanov **ERCICTEL1916108**	**Cross-National Study Of Middle School Mathematics Teachers' Content Knowledge In The U.S. And Russia** **Mourat Tchoshanov** **Dept. of Mathematical Sciences and Teacher Education, University of Texas, El Paso, USA** **Abstract** **This cross-case study examined the U.S. and Russian teachers' topic-specific knowledge. Teachers (8 – from the U.S., and 8 – from Russia) were selected using non-probability purposive sampling technique based on scores on the teacher content knowledge survey. Teachers were interviewed on the topic of fraction division using questions addressing their content and pedagogical content knowledge. The study revealed that there are explicit similarities and differences in teachers' content knowledge as well as its cognitive types. The findings also suggest that in the cross-national context teachers' knowledge could vary depending on curricular and socio-cultural priorities placed on teaching and learning of mathematics.**
Savitra Samboo **ERCICTEL1916109**	**How Far has the Study of Food and Textile Studies develop Critical Thinking and Leadership Skills in Grade 7 Students in Mauritius over the past 3 years** **Savitra Samboo** **Department of Home Economics, Mauritius Institute of Education, Mauritius** **Abstract** **The educational system of Mauritius has been severely criticised in the past because of its excessive and exclusive emphasis on purely academic skills. In recent years, however, with the inescapable advent of globalization, Mauritius has been forced to bring about significant changes in its educational system. The National Curriculum Framework for Grades 7 to 9 was implemented in 2016. This was quite a revolution for a country whose educational system omitted the inclusion of various vocational subjects in the curriculum. Globalisation spells that more savvy high school graduates are needed to maintain the country's position as leading textile player in Africa and beyond in an increasingly competitive global market. Hence, for Food and Textile Studies, the focus is now on developing critical thinking and leadership skills in the students.** **This presentation will offer critical insights into the Food and Textile Studies in the National Curriculum Framework in Mauritius. It will discuss the curriculum's potential in developing in secondary students, entrepreneurial traits, leadership and critical thinking skills. The presentation will also review the strategies currently employed by local educators in vocational subjects and how the subjects aim at making a much-needed contribution to the field of vocational education in Mauritius.** **Keywords: Globalisation, Food and Textile Studies, Educational Framework, Leadership, Critical Thinking Skills**

Ratnawati Asraf **ERCICTEL1916110**	**Giving Feedback on Student Writing: Using the Developmental Rubric as a Teaching Tool** **Ratnawati Asraf** **Education, International Islamic University, Kuala Lumpur, Malaysia** **Abstract** **This paper describes the results of a study that investigated the use and pedagogical potential of the developmental rubric in providing feedback to tertiary level students in eight Academic Writing (EAW) classrooms. Five teachers were interviewed on the use of the rubric for self-editing and peer feedback. The findings showed that the teachers felt positively about using the rubric as a tool for providing feedback as well as a tool for teaching, aimed at creating a learning environment conducive for achieving the learning outcomes. The study concluded that the developmental rubric has a huge potential to be used as a teaching tool for academic writing, but that efforts should be made to ensure that the items in the rubric correspond with the gradeable content items.**
Mishari Almusa **ERCICTEL1916113**	**Teaching Literature of a Second Language through Digital Applications** **Mishari Almusa** **Department of Arabic Language, Kuwait University, Kuwait** **Abstract** **Nowadays digital media have been in every life aspects. Teachers and students are included. Many subjects' teachers have already started employing the new digital media in teaching their subjects to students. My paper is to examine how literature teachers try to teach literature to their students and use different digital methods to succeed in that.** **Keywords: Second Language Literature, Teaching Literature**
 Albertus Tuhu Setyo Nugroho **ERCICTEL1916122**	**The Effect of Application of The Fitaru Map Concept (Fisika Tanpa Rumus Based on Mind Map) on Physical Learning on Learning Outcomes** **Albertus Tuhu Setyo Nugroho** **Departement Physics Education, Faculty of Math and Science, Yogyakarta State University, Indonesia** **Abstract** **This study aims to determine the effect of the application of the FITARU MAP concept on physics learning to the improvement of physics learning outcomes of grade X math and science classs at SMAN 1 Karangmojo. This research was conducted in grade X math and science classs SMAN 1 Karangmojo. The method used was a quasi-experimental method with nonequivalent pretest-posttest control group design. Determination of this sample is based on cluster random sampling technique. The sample of this study amounted to 52 students, with 26 students for the experimental class and 26 students for the control class. The instruments used are tests and observations. Data from the results of this study were analyzed quantitatively and qualitatively. Based on research data analysis, the average value of student learning outcomes in the experimental class was 81.2 and the control class was 75.4. This is based on the results of the t test for posttest with n = 52 and α = 5%. The result is a t-count = 2.56 while t-table = 2.01. It can be seen that t count> t table, so it can be concluded that there is an effect of applying the FITARU MAP concept to the results of physics learning in grade X math and science classs SMAN 1 Karangmojo** **Keywords : Learning Outcomes, Mind Mapping, Physics Education**
Imanollah Bigdeli **ERCICTEL1916147**	**Social and Emotional Competency In Promoting of Academic Learning** **Imanollah Bigdeli** **Faculty of Education and Psychology, Department of Psychology, Ferdowsi university of Mashhad, Mashhad, Iran** **Abstract** **Teachers and researchers are increasingly aware of the importance of social and emotional competence in the classroom and beyond, including for health, education, and employment outcomes. Social and emotional competence refers to the skills that help us to interact in positive**

	ways with others and manage our own emotions. These skills are varied and include among others our relationships skills, confidence, coping skills, self-regulation and self-awareness. It was also possible to identify adaptive and maladaptive social and emotional competencies that seemed to be especially salient in student's coping. Adaptive behaviors are those that help a student adjust to and cope with different situations in their environment, such as at home and at university. So adaptive social and emotional competencies are a set of behaviors that a student would use to help them adjust and cope. Maladaptive behaviors are those that interfere with everyday activities and a student's ability to cope. So maladaptive social and emotional competencies are a set of behaviors a student would use that interrupt or interfere with everyday activities. Thus far we have focused on promoting social and emotional competencies among students. Alongside attention to students' social and emotional competencies, we argue that teachers' social and emotional competence is also crucial. This is because: Social and emotional competence plays a central role in determining how, what, when, and why teachers do what they do in the classroom. When teachers are socially and emotionally competent, they are better able to create a classroom environment that is positive, supportive, and well organized. Social and emotional competence also influences how teachers interact with others at work. When teachers have strong social skills, for example, they are able to be more responsive to students' needs. Social and emotional competence is beneficial for teachers' own wellbeing by helping them to manage the ups and downs of their work.
 Qasim El Dwairi **ERCICTEL1916151**	**New Trends of Medical Education in Jordan** **Qasim El Dwairi** **Department of Anatomy & Cell Biology, Faculty of Medicine, Jordan University of Science & Technology, Irbid, Jordan** **Abstract** **Medical education is a dynamic process that rely on three main pillars namely, students, curricula and the delivering faculties. Constant and active reforms of those pillars are essential to keep up to date with the new scientific discoveries in different medial disciplines. Recently, medical schools in Jordan undertook some steps in reforming medical curriculum and adopted integrated modular pattern. In order to meet financial demands, medical schools introduced two new categories of tuition paying students beside merit admitted ones. This study aim to evaluate the impact of those reforms on medical education. Eight hundred and forty nine medical students from three major medical colleges participated in a questionnaire designed to answer different aspects of medical education.** **Merit admitted students showed greater academic achievement due to better commitment, regular attendance and study in contrast to tuition paying students. Medical curriculum lack active research programs or research-based courses. Students complain of deficient lecture integration of different disciplines and lack of lectures up dating. Clinical students complain of hospital wards overcrowding during clinical rotation, which lead to inadequate clinical training.** **Conclusion: Despite the improvement of the new reforms in medical education, medical curricula still suffer substantial inadequacies namely; selection criteria of students should be restricted to academic background rather than ability to tuition pay. Medical curricula still lacks active research based lectures or programs or lectures. Delivery of lectures and laboratories lack departmental coordination in integration of different disciplines. Overcrowding of medical trainees in hospital wards hinder proper clinical training**
Ibeh Chijoke Christopher **ERCICTEL1916157**	**Basic And Primary Education** **Ibeh Chijoke Christopher** **Education and Learning, Okanumee Inter Agency Nig Ltd, Lagos, Nigeria** **Abstract** **The purpose of this note is to provide teachers, caregivers, instructors and trainers with practical ideas on how best to include children with disabilities in all their activities. It acts as a supplement to the UNICEF Education Kit Handbook. The first part of the note is common to all three modules (Early Childhood Development, Basic Primary Education and Recreation). It provides general information on why it is so important to take an inclusive approach and focus on ensuring children with disabilities are not only present, but can participate fully and achieve. It also provides**

	suggestions on how to raise awareness and encourage the community and others to get involved in ensuring all children benefit from learning and play opportunities and provides practical suggestions on how to reach out to children with different disabilities. The second part of this note focuses on a particular module of the handbook and provides concrete examples and practical advice on how to include all children in activities. Acknowledgements This guide is a result of the cooperation between UNICEF's Programme Division and Supply Division. Gopal Mitra, Programme Specialist, Disability Section UNICEF HQ, provided the overall leadership to the development of this guidance note – managing all the inputs and providing the conceptual framework for the guidance. The guide was prepared by the Enabling Education Network (EENET) with crucial inputs being provided by UNICEF's Education and Early Childhood Development (ECD) Sections. Special thanks to Chris Cormency and Lene Hanson of UNICEF's Supply Division for their advice and support throughout the process. Helpful comments and suggestions were provided by Lisa Bender, Rosangela Berman-Bieler, Kelly Bonner, Anna Burlyaeva, Arnaud Conchon, Amy Farkas, Brenda Haiplik, Luke Hanson, Tamara Rusinow, Lieve Sabbe, Megan Tucker and Jim Dawson. We would appreciate any feedback on the guide as a result of its use. Please send any feedback to disabilities@unicef.org 4 5 PART ONE Children with disabilities are often excluded from activities that other children take for granted, like making friends, playing with friends, having fun, playing sports and other recreational activities. They are often excluded from many of the things that help children develop and give them opportunities to reach their full potential. Yet they have the same right to be included in these activities as all children. These guidelines will give you – the caregiver, teacher, instructor or trainer – practical ideas for including children with disabilities in all activities. Each child you work with is unique. By recognising the individual needs of every child you will be able to offer the same quality of education and instruction that all children need and have a right to. You are an important person in each child's development. Whichever module of the UNICEF handbook you are using, if you are flexible in your approach to teaching and training and use your imagination, you can be confident in teaching ALL children, including those with disabilities. Think about what a child CAN do, not what he/she CANNOT do. See the child – not the disability. Raise awareness that children with disabilities will be included in your activities Whichever module of the emergencies handbook you are using and whatever ages the children are, you will need to spread the word in the community that children with disabilities are welcome to join in and will be included. You need to do this when planning the activities, and keep doing it throughout your programme. Your main message will be that children with disabilities can attend the school, early childhood centre, or recreational activity, and that they can participate in the activities and achieve something too, just like other children can. Activities are not inclusive if children with disabilities are just physically attending the school or activity. Inclusion is about providing the opportunities for ALL children to be present, to participate and to achieve.
Yenni Kurniawati **ERCICTEL1916168**	**Analysis of Students Practical Skills through The Virtual Chemistry Experiment as A Pre-Lab Experiences** **Yenni Kurniawati** **Chemistry Education Departement, State Islamic University of Sultan Syarif Kasim Riau, Indonesia** **Salfen Hasri** **Education Management Departement, State Islamic University of Sultan Syarif Kasim Riau, Indonesia** **Abstract** **Students' practical chemistry skills in the real laboratory after the implementation of the Virtual Chemistry Experiment (VCE) as a pre-lab experience are expected to be improved after VCE gives them the opportunity to do virtual experimental exercises repeatedly without limited space, time and costs. This study was conducted by mixed method with explanatory design, to analyze about 14 basic indicators of students' practical chemistry skills in laboratory, especially the differences between the class that implemented and not implemented VCE as pre-lab experiences. The results showed that VCE has supports about 78% of student experimental skills indicators, with significant differences between the different treatment classes. Nevertheless, not all student skill indicators**

	have been improved. In chemical manipulation and microscopic analysis skills, almost no difference between the two classess. This weaknesses shows that in certain condition, VCE as pre-lab experience would not replace the real experiment experiences, especially in the analytical skills of practical activities. This research can be a consideration for further research efforts to improve practical chemistry skills through better VCE and learning design. **Keywords : Practical Skills, Virtual Chemistry Experiment, Pre-Lab Experience**
Houda Al Balushi **ERCICTEL1916184**	**What are the Reasons of Using L1 in ESL Classrooms?** **Houda Murad AbdulRahman Al Balushi** **Foundation Department, International Maritime College, Sohar, Oman** **Abstract** **This study investigates the reasons for L1 use in the L2 classroom and teachers' and learners' beliefs regarding the appropriateness and effectiveness of this practice. Its findings are based on observational and interview data collected in two lower intermediate level classes in the foundation year at an Omani university. Each class was observed three times over a two-week period, with each session lasting 1 hour 40 minutes. The interview data were obtained from the teacher and three students from each class. One of the classes was designated as an experimental group, in which the teacher was permitted to use L1, whereas the second class was used as a controlled group where an 'English only' policy was strictly adhered to. The results show that L1 was used most often to explain word meanings, followed by explanations of grammatical rules. Instances of L1 use were also recorded during L2 to L1 translation exercises, and L1 was used for classroom management purposes and for telling jokes.** **Keywords: Teacher's Beliefs, Purposes**
Tigist Bezabeh Bedlu **ERCICTEL1916195**	**Efl Learning Strategy Use: The Case of Male and Female Preparatory Students** **Tigist Bezabeh Bedlu** **Department of Foreign Languages and Literature, Hawassa University, Ethiopia** **Abstract** **The purpose of this study was to identify EFL learning strategy use of male and female students. The focus was to attain the type and range of strategy they use and frequency level thereby to assess the differences/similarities in using the EFL learning strategies by male and female students. To this end, one hundred (44 male and 56 female) students were selected using stratified sampling technique. To measure students' Language learning strategy, Oxford's Strategy Inventory Language Learning (SILL) was employed with modification. The modified self-report questionnaire with 40-items prepared and administered to all selected students. In addition, interview was conducted with ten percent of the target population.** **Data obtained through the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) version-13. The descriptive statistics such as mean values, standard deviations, percentages and Independent T-test were considered in discussion. During discussion, data obtained through the self-report questionnaire were cross checked using the data obtained through interviews.** **Results of the study show that females use more often the three main language learning strategies among the six language learning strategy than their male counterpart. An Independent sample T test shows that there was no significant difference between male and female in using the six main language learning strategies.** **Keywords: EFL, Females, Inventory, Language, Learning**
 Ko Woo Yew	**Improving U6a3 Students' Achievement In Stpm Visual Arts Paper 2 Through The Constructivism Learning Approach** **Yew Ko Woo** **SMK Methodist, Sibu, Sarawak, Malaysia** **Abstract** **This research is carried out to overcome the problems faced by U6A3 students in Visual Arts Paper 2. The target respondents consist of 11 U6A3 students who would sit for the Visual Arts papers in**

ERCICTEL1916067	**STPM. The research aims to look into the effectiveness of the constructivism learning approach in helping students excel in Visual Arts Paper 2. The research methodology comprises of quantitative pre and post-tests, questionnaires, as well as qualitative observation. According to the survey carried out, students face problems in drawing as well as creating tones and shades due to a lack of confidence and interest. From the observation, the improvised teaching and more conducive learning atmosphere as well as with the help of innovative teaching aids (tone explorer) has led to a change of students' attitude and they become more interested in the subject. The research findings show a significant increase in the post-test result. The number of students obtaining an A increases to 36.37 percent, whereas none of the students obtain C and below, from previously 45.45 percent. It also reaps an encouraging result in the actual STPM, with 64.64 percent obtaining an A.** **Keywords : Constructivism Learning , Learning Atmosphere, Tone Explorer**
 Olga Samsonova **ERCICTEL1916072**	**Parental Involvement and Creating an Accepting Environment for 21st Century Parents** **Olga Samsonova** **Education, HCT, Abu Dhabi, UAE** **Abstract** **Parental involvement has been shown to growth academic success and student engagement across all grade levels. Previous research has emphasized environmental concerns such as parent education and socioeconomic status as factors in levels of parental involvement. As those two problems are impossible or hard to change, it is significant to focus on areas practitioners and schools can make an improvement. The purpose of this literature review was (a) to explore methods of parent involvement and (b) present what researchers have found as effective technics on developing an accepting environment for 21st Century parents. Forty studies have been used for this review. A critique of analytical approaches and research methods was provided along with a call for more research on creating an accepting environment for 21st Century parents.** **It was found that most parents are involved in students' education. However, they do not have the enthusiasm to talk to other parents from the school and make the children's school improved despite the fact that building relationships among parents would increase accountability and social networks. The next theme was the quality of family-school relationships. Parents stressed the quality of communications with teachers and teacher attitude was seen as a significant predictor of activates promoting parental involvement. Schools have to support parent involvement and cultivate new approaches for this communication to be positive and welcoming since parental behavior and believes can nurture a climate that is good for the students' achievement. The literature delivered some ideas regarding successful techniques of parental involvement. Parent work groups need to be established, and cultural awareness workshops for parents need to be hosting to build ownership within the school. Special school programs can address parents', and teachers' beliefs about the significance of parent-school partnerships. Technology as a new way of communications might facilitate and support parental involvement.** **Keywords: 21st Century Parents, Parental Involvement, Accepting Environment**
Mico Poonoosamy **ERCICTEL1916078**	**The Influence of Emotion and Personality Type on Foreign Language Learning: A Critique of the Accelerative Integrated Method** **Mico Kevin Poonoosamy (PhD)** **Center for Language Education, Josai International University** **Abstract** **The Accelerative Integrated Method (AIM) is an inductive approach to second language acquisition. It was developed in Canada in 1999 by Wendy Maxwell, a primary school teacher. Over the years, the AIM has gained enormous popularity. It is currently being used to teach French, Spanish, Mandarin and Japanese in many primary and secondary schools, in Canada and other countries. The AIM focuses on meaning-making and effective communication rather than on the theoretical knowledge of grammatical rules and syntactic. A salient claim made by Maxwell is that the AIM allows learners to reach high levels of communicative proficiency in a short time, mainly through an emotional engagement with the language that they learn through dance, drama and creative writing. This paper critically evaluates the AIM; it focuses on how much it draws and impacts on the learner's emotional affects and personality toward attaining language proficiency. It**

	also explores the appropriateness of the AIM for secondary school students who obviously have a higher cognitive developmental age than primary students for whom the AIM was originally designed. The discussion is informed by theories about second language acquisition, emotion and personality type. The paper concludes by making key recommendations on developmental age appropriate learning and teaching methodologies that can challenge and successfully engage foreign language learners. **Keywords: Second Language Acquisition, Emotion And Personality Type, Accelerative Integrated Method**
Jaya Samboo **ERCICTEL1916093**	**Assessing the applicability of the Common European Framework of Reference for Languages (CEFR) for Japanese learners of English** **Jaya Luxmi Samboo** **Reitaku University** **Abstract** **In the last decade, English language teachers and scholars in Japan have had to reflect on the way English was learnt and taught at school and university levels in Japan. The agreed consensus is that, because of past and current English education models, Japanese generally have insufficient communicate competence in English. They also lack the necessary intercultural skills to understand and engage with people of diverse linguistic and cultural referents who use English as a global communication tool. Unsurprisingly, in 2018, Japan ranked 49th out of 88 countries in the EF English Proficiency Index. The Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) is currently undertaking one the biggest English education reforms Japan has ever experienced. And the message is clear: Japanese need to develop critical English proficiency and intercultural skills in the increasingly interdependent globalized world. To prepare for the reform, policies have been written about new approaches to English education. Some foreign language frameworks have emerged as potentially meeting the targets of MEXT. This paper critically assesses the applicability of the Common European Framework of Reference for Languages (CEFR) for Japanese learners of English in the 2020 Education Reform in Japan. For some years now, elite schools and universities in Japan have been trying to use the CEFR descriptors for English Language Teaching in Japan with some modifications. But foreign language models (and education models more broadly) are shaped within historical and socio-cultural contexts. Hence the paper also raises philosophical concerns on whether the European humanist learning traditions that promote Cartesian inspired critical thinking skills can be cloned into a Japanese system of beliefs that have been shaped within and by different intellectual traditions.** **Keywords: CEFR Japan, English Language Education Reform 2020, Communicative Competence, Traditions Of Learning**
 Bita Asadi **ERCICTEL1916124**	**The Effect of Concept Mapping vs. Storytelling on Learning Idioms among Intermediate EFL Introvert and Extrovert Learners** **Bita Asadi** **Department of English, Malard University, Islamic Azad University, Malard Branch, Islamic Azad University, Malard, Tehran, Iran** **Abstract** **This study attempted to investigate the effect of storytelling and concept mapping on learning idioms among intermediate EFL introvert and extrovert learners. For this purpose, 42 pre-university students were selected non-randomly through convenient sampling from Amaneh High School in Hamadan. Next, Eysenck Personality Inventory (EPI) was administered on to the participants. Through this questionnaire, the participants were divided into two groups of extroverts (33) and introverts (9) learners. Then, two storytelling groups were formed each having equal number of introvert (3) and extrovert (11) learners. Two concept mapping groups were also formed each having equal number of introvert (3) and extrovert (11) learners. Finally, one control group was formed having both introvert (3) and extrovert (11) learners. Before the treatment, an already designed and validated idiom test was administered as the pretest to see what learners already knew in order to measure their true learning afterwards. Then, storytelling and concept mapping as techniques to teach idioms were employed as the treatment in the experimental groups.**

	After 12 sessions, the same idiom test, which was previously used as the pretest, was administered to the learners as the posttest. The results of data analysis using ANCOVA and MANCOVA revealed that teaching through storytelling would have positive effects on intermediate EFL learners' learning of idioms. Storytelling would have a positive effect on the learning of idioms by the introvert and extrovert Iranian EFL learners, and it would not benefit introvert and extrovert EFL learners differently. Moreover, the findings revealed that teaching through concept mapping would have positive effects on intermediate EFL learners' learning of idioms, and using concept maps would improve learning of idioms by the introvert EFL learners and could help extrovert EFL learners to learn idioms better. Concept mapping did not favor introvert learners more than it did the extrovert learners. In addition, there was not a meaningful difference between the effects of storytelling and concept mapping on neither extrovert nor introvert EFL learners' learning of idioms. The findings of this study would have important pedagogical implications for teaching idioms.
William Sharpton **ERCICTEL1916135**	**Supporting Faculty to Incorporate Global Learning and Global Engagement in the General Education Curriculum** **William Sharpton** **Office of Academic Affairs, The University of New Orleans, Louisiana, USA** **Abstract** **This study presents the work of a public, urban, research university to incorporate global learning and global engagement in the general education curriculum. This work was completed as part of the Quality Enhancement Plan (QEP) associated with the accreditation requirements for the institution. A steering committee composed of multiple faculty and campus leadership personnel developed a set of strategies to improve student learning outcomes addressing global learning and engagement. Strategies implemented included adopting a definition of global learning and engagement, creating incentives and supports for faculty to pilot new global learning and engagement opportunities in general education classes, adopting a set of rubrics to measure student learning outcomes, incorporating opportunities to address global issues across general education courses, supporting initiatives to address global learning and engagement in non-credit student activities and disseminating results and strategies associated with the initiative.** **Initial findings are presented in three categories: 1) impact data in terms of participation, 2) changes in rubric scores for students enrolled in pilot coursework, and 3) successes and presenting issues reported by participating faculty.** **The future scope of this work largely focuses on the need to revise the student learning outcomes for the general education component of undergraduate degree programs and to adopt robust strategies to sustain global learning and engagement opportunities on a long term basis.**
 Nabila Quway **YRSICRTEL1916051**	**EFL Learners' Strategies in Overcoming Speaking Anxiety in Classroom (A Case Study of English Department Learners in Walisongo State Islamic University in The Academic Year of 2018/2019)** **Nabila Quway** **Master Program Student, Diponegoro University, Semarang, Indonesia** **Abstract** **Many studies have indicated strategies to overcome speaking anxiety, yet most of them only focus on teaching strategy or learners' strategy outside classroom. The purpose of this study is to find out the EFL learners' strategies in overcoming speaking anxiety in classroom from learners' viewpoint. Through interview, class observation and questionnaire, this study identified potential factors of speaking anxiety, the anxiety manifestation and strategies that learners used to cope anxiety in speaking English. The findings of this study revealed that factors that trigger speaking anxiety were categorized into three domains: linguistics, pycho-linguistics and socio-cultural factors. The anxiety manifestation of this study was divided into two majors: visible and invisible manifestation. The researcher found deliberating and facilitating effect of speaking anxiety on language learning. Strategies that EFL learners used in coping speaking anxiety are preparation, relaxation, self-encouragement, using code switching and avoiding eye-contact.** **Keywords Speaking Anxiety, Learners Strategy, Foreign Language Speaking Anxiety**

Hermela Temsgen Limenew **ERCICTEL1916201**	**Primary EFL Teaching in Hawassa: Policy and Practice** **Hermela Temsgen Limenew** **Department of Social Science and Humanities, Hawassa Unversity, Ethiopia** **Abstract** **The purpose of this study is to explore the gap/s the teaching of English at primary levels faces focusing on the policy and the practices. In the study, the grades 1-4 English curriculum policy and the English text books are reviewed to identify the adequacy and appropriacy of the contents to promote students mastery of English. The grades 1-4 teacher training curriculum policy are reviewed and teachers classroom performances to teaching English are observed to find out the adequacy and relevance of the contents to equip teachers to the purpose and the actual practices teachers display in their classroom. The grades 1-4 curriculum is reviewed within this framework stressing the identified similarity or variation with the contents of the textbooks. The teachers training curriculum policy contents are examined qualitatively with reference to the reviewed literature and the competences teachers are required to the purpose. To further look into the practices of these policy contents and the delivery of the textbook contents, 48 live English classroom lessons of 24 teachers and their respective lesson plans at six different primary schools found Hawassa town were observed and reviewed. The principals of these schools were also subsequently interviewed to identify activities the school perform to maximize students English language learning. Interviews were also conducted with the English language curriculum experts primary English language teaching. The results reveal that the grades 1- 4 English curriculums are mostly represented in the English textbooks. Besides, most of the contents and the tasks and the activities embodied in the textbooks and the structures used to present these contents are found appropriate to promote students English. The study then concludes that the inadequate and inappropriate curriculum policy the Ministry has enacted for target teachers training seem to take the major responsibility for primary students' weak mastery of English.** **Keywords: Curriculum, EFL, Language, Primary, Text Book**
Maryam Soleiman **ERCICTEL1916208**	**The Effect of Autonomy-Supportive Style on Iranian EFL Learners Speaking Ability across Gender** **Maryam Soleiman** **Department of Humanities, Farhangiyan University, Urmia, West Azarbayjan, Iran** **Morteza Saadatpourvahid** **Department of Humanities, Farhangiyan University, Urmia, West Azarbayjan, Iran** **Abstract** **Among the factors which cause learners' success and failure, autonomy is one of the most important ones (Richard & Rodger, 2001). Thus, this study investigated the effect of teachers' autonomy-supportive style of teaching on learners' speaking across gender. By means of KET test, 140 intermediate learners (70 females and 70 males) were selected. Then, Learning Climate Questionnaire (LCQ) was used to measure students' perceptions of their teachers' autonomy supportiveness and those representing a lower level of perceived autonomy support were selected across gender (25 participants in each class). Then IELTS speaking test was administered and 20 homogeneous participants having the same speaking proficiency in each class were selected and assigned to experimental and control groups. In the experimental group, students read the passage, summarized it and others listened and wrote down their feedback which was given to the speaker to move toward independence. On the other hand, for the control group, the teacher corrected the students' errors. The results indicated that the speaking ability of the experimental group improved across gender and there was no difference between females and males. The implications are discussed in terms of effective autonomy supportive teaching in EFL contexts.** **The Relationship between Iranian Advanced EFL Learners' Perceptual Learning Style Preference and Willingness to Communicate across Gender** **Maryam Soleimani** **Department of Humanities, Farhangiyan University, Urmia, West Azarbaijan, Iran**

Abstract

Due to the growing emphasis of learner centered pedagogical setting on individual differences, willingness to communicate can be regarded as a part of individual differences that has attained a lot of attention in recent years. Thus, the present study investigated the relationship between Iranian advanced EFL learners' perceptual learning style preferences and their willingness to communicate across gender. To this end, the number of 100 EFL students (39 males and 61 females) learning English in an English institute participated in the study. The modified version of MacIntyre, Baker, Clément, and Conrod's (2001) Willingness to Communicate (WTC) Questionnaire and also Reid's (1987) Perceptual Learning Style Questionnaire were administered to the participants. The collected data was analyzed using Pearson Correlation Coefficient test and Independent samples t-test. Based on the findings of the present study, it was revealed that there was a significant relationship between EFL learners' visual learning style, group learning style, and kinaesthetic learning style preferences and willingness to communicate. On the other hand, it was shown that there was not any significant relationship between learners' tactile learning style, auditory learning style, and individual learning style preferences and willingness to communicate. Moreover, it was found that gender does not make any significant difference on perceptual learning style preference of learners and their willingness to communicate.

Keywords: Perceptual Learning Style Preference; Willingness to Communicate; EFL Learners; Gender

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The Relationship among EFL Learners' Collaborative Writing, Critical Thinking, and Writing Anxiety

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Abstract

Involving the learners in collaborative writing (CW) can increase the interaction among learners in the writing class (Haji Jalili & Shahrokhi, 2017). Moreover, students need to develop their critical thinking (CT) skills (Simpson & Courtney, 2002). Taking these issues into account, this study aimed at finding the relationship between collaborative writing, critical thinking and writing anxiety. Thus, 80 intermediate female learners in 4 intact classes were selected through Iran Language Institute Placement Test (ILI) and participated in this study. Before administering the questionnaires, the researchers asked the learners to write 8 compositions in pairs to get familiar with concept of collaborative writing. Then, the researchers used three questionnaires, namely, Second Language Writing Anxiety Inventory (SLWAI), Collaborative Writing Questionnaire (CWQ), and Cornell Critical Thinking Test for data collection. Learners were asked to fill out the questionnaires in 3 sessions. Having collected the data, the researchers analyzed them using Pearson Product correlation coefficient. The results indicated a positive correlation between collaborative writing and critical thinking; however, a negative relationship between collaborative writing and writing anxiety and between critical thinking and writing anxiety. The implications are discussed in terms of importance of CW, learners' CT and their writing anxiety in EFL classes.

Dr. Mohammad Alqanaei
ERCICTEL1916211

Teaching culture and the culture of teaching in the Classical Arabic society: The Poetry Role

Dr. Mohammad Alqanaei
Kuwait University, Kuwait

Abstract

In reading Classical Arabic Poetry, one can realize clearly that poetry was not merely a literary genre or a verbal phenomenon. Moreover, poetry in the ancient oral society acted as pen and paper; a tool to educate and education curriculum. In this paper I study the education role of poetry from pre-Islamic era (Jāhilī) to the end of Umayyad State (661–750 CE.). I aim to analyze two poems: a pre-Islamic qasidah by 'Adiy bin zayd and a rajaz by Ru'bah bin al-Ajjāj from late Umayyad

	period. By comparing these two types of Classical Arabic poems, I discuss how poetry played a crucial task in forming the early Arabic education system. **Keywords: Classical, Arabic, Poetry, Education, Culture, Pre-Islamic Umayyad**
 Nimas Wahyu Mahardika **ERCICTEL1916213**	**Arabic Speaking Ability Booster: An Appealing Language Activities to Improve Speaking Skill in Arabic Learning for Beginners at Modern Islamic Boarding School Darussalam Gontor for Girls, East Java, Indonesia** **Nimas Wahyu Mahardika** **University of Darussalam Gontor, Indonesia** **Nurly Khalida Syamna** **Department of Arabic Language Teaching, Faculty of Education, University of Darussalam Gontor, Ngawi, Indonesia** **Abstract** **This paper aimed to introduce appealing language activities 'Arabic Speaking Ability Booster' to improve Arabic speaking skill for beginners at Modern Islamic Boarding School Darussalam Gontor for Girls. 'Arabic Speaking Ability Booster' is the number of Boarding School's activities among students which will improve their language effectively. Therefore, those programs are very rarely found at the level of secondary school institutions in Indonesia. Those boosters are 1). Language environment, 2). BLI (Branch language improvement) and CLI (Central Language improvement), 3). Princess and Queen of Language, and 4). Public Speaking, 5). Language Spyer. Modern Islamic Boarding School Darussalam Gontor is one of the most famous Islamic educational institutions with both Arabic and English as the main languages used for their daily activities. The purpose of this institution is to produce experts in the field of Islamic studies who are proficient and competent in Arabic language. To achieve that goal, this boarding school has established an appealing language environment with the various activities which help the student in improving their speaking skill. This study will first discuss in depth the context of the research. a discussion of the situation will then be presented; followed by a description of the number of language activities in speaking improvement concluding with the presentation of nine suggestions for improving Arabic speaking skill. This research was implemented with all 2nd grade students of Modern Islamic Boarding School Darussalam Gontor for Girls, East Java, Indonesia. The qualitative descriptive method is used to present nine suggestions on how to solve problems while speaking in Arabic with a questionnaire for data collection. The result of this research showed that those activities has the big impact as the Arabic Speaking ability for the beginners. In line with this result, it is exceptionally recommended that this appealing activities could be the references for other institutions.** **Keywords: Arabic Speaking, Appealing Activities, Language Environment, Speaking Skill Improvement**
Sabika Khalid **ERCICTEL1916217**	**The Impact of School Inputs on Public Primary Students' Enrollment in Punjab, Pakistan** **Sabika Khalid** **Educational Leadership and Management, College of Education, Southwest University, Chongqing, China** **Abstract** **The main purpose of this study was to examine the impact of school input on student enrollment by using Education production function at public primary school levels in Punjab, Pakistan. School resource plays one of the important roles in education process. School input includes academic facilities, basic facilities, sport facility, school leadership quality and school budget. The population of the study comprised all the public primary schools in Punjab. Overall 40,392 schools, 27, 5545 teachers are sample of the study. Data from Monitoring and Evaluation Assistants (PMIU, School Education Department), across schools in Punjab 2018 is analyses to examine in public schools of Punjab. The data were analyzed by means of discriptive and inferential substantially regression to derive the regression model of the study to measure the impact degree of each school inputs and from the findings it have been conclude that basic facilities in school are the main predictors of students enrollment rate, meaning parents send their school which drinking water, toilets are**

	adequate and security is avaliable for girls school. Hence, the governement of Paksian need to facilatate schools with basic facilities as a priority and school leaders are responsible to do the management to utlize the resourses effectively, inorder to meet the objective of"Education for All" policy. **Keywords: School Facilities, Leadership Quality, School Budget, Students' Enrollment**
 Pouya Bornaki **ERCICTEL1916221** **Dr. Mahshad Tasnimi** **ERCICTEL1916221**	**The Effect of Focused and Unfocused Corrective Feedback on Speaking Ability of EFL Learners** **Pouya Bornaki** **Tehran North Branch, Islamic Azad University, Tehran, Iran** **Dr. Mahshad Tasnimi** **Islamic Azad University, Tehran, Iran** **Abstract** **Debate over the efficacy of oral corrective feedback seems far from resolved as various conflicted accounts in the literature abound and leave the whole practice with no definitive answers. The present study attempted to overcome this inadequacy by viewing corrective feedback from a different angle of focused and unfocused, investigating whether focused CF, unfocused CF and no CF would produce differential effects on the speaking ability of L2 learners. Evenly division of 45 adult EFL learners in Tehran, Iran, yielded three groups: Focused CF group (FG, n = 15), Unfocused CF group (UG, n = 15) and Control Group (CG, n = 15). All groups received form-focused instructions along with interactional practice for all linguistic categories (i.e., copular 'be', regular past tense, irregular past tense and prepositions), however, FG received CF over one linguistic element per two sessions, UG received CF over all linguistic features in every session and CG received no CF. One-way ANOVA analyses indicated that the three groups (FG, UG and CG) were not significantly different in the post-test results, implying that targeting a limited range of linguistic elements may not benefit EFL learners, at least in oral production. Also, the non-salient statistical difference between CF groups (FG & UG) and the control group (CG) suggested that the whole CF practice had minimum, if any, effect on the speaking proficiency of EFL learners, and was not of any pedagogical value by itself.** **Keywords: Corrective Feedback (CF), Focused CF, Unfocused CF, Speaking Ability**

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