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## CONFERENCE PROCEEDINGS

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**Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai**

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## **Keynote Speaker**



**Professor Nilam Tikka**

**University of Nagpur, India**

<p>Hassn GIC16104051</p>	<p><b>Data Collection for ICT Use in EFL Teaching In Secondary Schools</b></p> <p><b>Hassn</b> <b>Department of Education, Univesty of Huddersfield</b> <b>hassn.salem@hud.ac.uk</b></p> <p><b>ABSTRACT</b></p> <p><b>These assignments will critically analyse interviews as a main instrument to collect data in a proposed study about the use of ICT by EFL Libyan secondary school teachers. First, a substantive background about the research problem is given. Second, this essay gives an outline of the research questions in this study. Third, a consideration of the methodological assumptions and a discourse on the research design is given. Fourthly, the instrument (interviews) to collect data is critically analysed in relation to the other data collection methods. Finally, the ethics of conducting studies in a culturally diverse environment are discussed before the results presenting the results in relation to the wider literature specifically on the use of ICT by EFL Libyan teachers at secondary schools level.</b></p>
 <p>Murtala Sale GIC15104051</p>	<p><b>The Place of Instructional Materials in Quality Education at Primary School Level in Nigeria</b></p> <p><b>Murtala Sale</b> <b>Department of Education, College of Science &amp; Technical Education, Hassan Usman Katsina Polytechnic, Katsina State, Nigeria</b> <b>murtalasale2013@gmail.com</b></p> <p><b>ABSTRACT</b></p> <p><b>The use of instructional materials is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. Instructional materials are used to facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using instructional materials in primary schools in the North western part of Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of instructional materials will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in the zone for effective teaching and learning process.</b></p>



Dr. Sudhin Karuppali  
GIC15104053

**Lexical Density and Diversity in Written Genre: A Developmental Perspective In Adolescents of India**

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**ABSTRACT**

The period of adolescence is the most confusing and poorly understood stage, wherein the adolescents are expected to use language in a sophisticated manner. According to Nipped (2000), semantics is one of the important areas of language development during this period; and the lexicon being an important element of both spoken and written language development, is also a critical component of higher cognitive activity (Ravid, 2004). Thus the use of advanced lexicon facilitates the development of this complex form of adolescent language (Sun, 2008). An individual's level of semantic mastery can be measured in terms of the measures of lexical density and diversity. Lexical density is a measure of the density of information within a text (Yates, 1996). Lexical diversity can be defined as a measure of different words used in a text (Scott & Windsor, 2000). Both these measures which have an advantage of being easy to operationalize, occur significantly higher in writing than in speaking (Halliday, 1985). Johansson (2008) reported that both lexical density and lexical diversity have been used in developmental studies. However, there is a dearth of studies done on the adolescent population on these aspects, especially in the Indian population. Hence the present study aims to measure the lexical density and lexical diversity in adolescent language using written expository tasks.



Farideh Malekshahi  
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**Nurses' View Points on How to Implement Continuing Education Programs at Hospitals in the Lorestan Province Iran**

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**ABSTRACT**

Continuing education programs is one of the most common method of updating the medical staff, especially nurses. Evaluation of the implementation of continuing education programs in order to optimize and improve the quality of education is necessary for possible errors. Objective: This study aimed to determine how to provide continuing education programs for nurses in all hospitals in the Lorestan province was carried out This cross-sectional study of 537 nurses who were randomly selected in the all of hospitals in lorestan. Data collection tools, self-made questionnaire with 12 questions including personal information, 80% internal stability closed and two open questions about the need for continuing education and the

	<p>obstacles to its implementation. Results showed that the mean age of 33 years with an average of 63/8 years of work experience, The need for continuing education programs for continuing education 42/6% of necessity very important to know. The majority of 48/4% of education to fit a CD, 53/1% of the time once a month just in the morning (61/5%), with previous notification to carry out continuing education program considered appropriate. According to the results is important of the continuing education programs in nursing. And its continuation on the basis of appropriate planning conditions attending nurses, its implementation and assign specific times to continuous education is essential.</p> <p><b>Keywords:</b> nurses' viewpoints, continuing nursing education, performance, hospital</p>
 <p>Annika Hofmann GIC15104055</p>	<p style="text-align: center;"><b>The Theory Based Intercultural Sensitizer as an Intercultural Training Method</b></p> <p style="text-align: center;">Annika Hofmann German Department, Kiel University, Germany annikahofmann@t-online.de</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>In times of globalization people are more and more called upon to interact with members from different cultures. During my dissertational project I am about to develop a so-called Intercultural Sensitizer based on the cultural dimension theory of Trompenaars and Hampden-Turner (2012) as well as the theory of the three components of attitudes by Rosenberg and Hovland (1960). An Intercultural Sensitizer is a method for trainees of intercultural communication. The trainees read a situation about members of the target culture and then select the answer from a multiple-choice-system they believe best describes the behavior of the person presented in the situation. In the feedback section it will be revealed if the answer was culturally adequate and if so, what cultural standard lies behind it. If the trainees select an inadequate answer, the feedback area will provide information about why this choice might be less probable than any other and they will be asked to try again. This theoretical mix offers multiple advantages. For once, in contrast to the method of the Critical Incidents (Thomas et. al. 2000) cultural differences as well as similarities will be displayed. Plus, cognitive, affective and behavioral attitudes can be measured. With this building block for a holistic intercultural training a deeper cognitive understanding about the concept of culture can be achieved. To validate which answer in the multiple-choice-system is the culturally adequate one, students and employees from Germany were surveyed by a questionnaire. Furthermore, the analyses of Hall (1969, 1989a+b, 1990), Hofstede (2010) and Schroll-Machl (2007) will be added to paint a full picture of the cultural standards in Germany.</p>



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### The Use of Collocation: A Comparative Study

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#### ABSTRACT

The direct relation between collocation proficiency and nativeness is almost certain according to the linguistic literature. Whether associate them to “ready-made chunks (Robins, 1967, p. 21)”, or to “mutual expectancy (Zhang, 1993, p. 1)”, collocations are word combinations which are well-linked in a native speaker’s memory (Aghbar, 1990). According to Fillmore (1979), the proficiency of how to combine words in association with one another is a source of fluency. That knowledge of collocation undoubtedly brings benefits to non-native writers who desperately aspire for nativeness in target language.

It is understood that collocations are word combinations that occur in a native speaker’s mind intuitively (Sung, 2003), which is a situation occurring without restoring to vocabulary memory purposely but instinctively. The instinctive formation of word combinations in a native speaker’s mind can be attributed to its association with nativeness, because there is a strong positive correlation between nativeness and automation on a linguistic component (Nation, 2001). According to Allerton (1984), words in non-native writers’ minds do not co-occur freely; instead they lead to co-occurrence restrictions. Hill (2000) commented on the natural way of word combinations occurring in mind as: “within the mental lexicon, collocation is the most powerful force in the creation and comprehension of all naturally occurring text” (p. 49). Concerning characterization of collocation fallacies of non-native writers, Korosadowicz-Struzynska (1980) quoted that “Errors in the use of word collocations surely add to the foreign flavour in the learner’s speech and writing and along with his faulty pronunciation they are the strongest markers of ‘an accent (p. 115).’ On the other hand, Stubbs (2001) emphasized the relation between collocation and nativeness with his own words: “Native speakers’ unconscious knowledge of collocation is an essential component of their idiomatic and fluent language use and an important part of their communicative competence (p. 73).” Until now, it is blatantly apparent that it is the collocation competence which differentiates native and non-native speakers (Wouden, 1997; Nation, 2001; Ellis, 2001; Koya, 2006). Due to the fact that knowledge of collocation is an essential component of communicative competence (Partington, 1998) and a source of fluency, non-native writers should endeavour to gain the competence of collocation, which will contribute them to have nativeness as native writers do (Coxhead, 2000; Olson, Scarcella, & Matuchniak, 2013; Sonbul & Schmitt, 2013).

The relation between collocation and nativeness is well-established, but what about if a writer is not native? Is it coherent to claim that collocation competence is not possible to acquire by non-native writers because it is a skill that is intuitively used? We know that collocations are ready-made chunks just like other fixed expressions and idioms (Benson, Benson, &

Ison, 1986), and it is possible to teach ready-made chunks to all types of learners including collocations (Approach, 1993). Likewise, Wray (2002) has made the claim that learning formulaic language like collocations through conscious effort is possible. Therefore, any propositions about the relation between collocation and nativesness could be acceptable, but the claims that address to impossibility of teaching collocations must be proven, because the literature shows that although collocations are intuitive word combinations by native speakers, they can be acquired by non-native speakers.

Now that collocations are considered to play a significant role in written language (Wei & Lei, 2011), and now that it is a skill gained intuitively by native speakers, it will not be difficult to guess that a non-native writer with insufficient collocation knowledge will have difficulties and some infelicities regarding their academic position while composing a scientific writing. One important problem that could rise due to insufficient collocation knowledge is inappropriate word combinations. McArthur (1992) stated that failure to use collocation appropriately is a principal indicator of foreignness in academic texts. Therefore, any collocational inappropriacies, i.e. wrong word combinations may give rise to lack of confidence to writer's language ability no matter how the content of the writing is unique. It is difficult for a non-native writer to escape seemingly inept and unnatural expressions in their written production without appropriate knowledge of collocation, because the knowledge of collocation is critical for L2 writers to able to have full communicative mastery of English (Bahns & Eldaw, 1993). Therefore, writers who want to improve their writing fluency need to have a collocation knowledge at a certain extent (Sung, 2003).

To sum up, native speakers, different from non-native speakers, are aware of the words that could occur with other words. They can combine words together in a large number of ready-made chunks and in other various ways in a particular context. The knowledge of co-occurrence words is significant for a non-native writer in order to be native-like, and in order not to fall into collocation failures that adversely affect writer's written production due to odd expressions made.





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**Omani Students' Perceptions about the Foundation Program English Language**

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**ABSTRACT**

Sultan Qaboos University (SQU) is the only fully funded national university and one of the higher education institutions in the Sultanate of Oman. It implemented the government-mandated Foundation Program English Language (FPEL) as a strategic innovation since the academic year 2010-11. This is to help bridge the gap between school graduates' unsatisfactory English level and the level required for higher academic study. However, there have been repeated verbal and written complaints from the different SQU's college faculty members about the English language level of the majority of students exiting the FPEL and joining their respective college credit courses. This potentially jeopardizes their chances of academic and professional success and for the colleges' attempts to achieve quality outcomes and accreditation – a goal that SQU has been pursuing for the past decade or so to help improve its products and services in order to attain an overall improvement of its world university ranking. This presentation, therefore, investigates, via the use of interviews, focus groups, and an open-ended questionnaire, the perceptions of students about the implementation of the FPEL at SQU. Other sources of qualitative data such as official texts and the relevant literature are also used for credibility, validity, and trustworthiness purposes. Findings suggest that participants believe that teachers are the major contributors to the ineffective implementation of the FPEL. Findings also show that curriculum and assessment need improvement to increase their effectiveness. Implications for FPEL in similar contexts around the world are discussed.



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**The lived experiences of students from a particular minority community studying at a western university.**

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**ABSTRACT**

Globally, there is growing focus by governments and tertiary education institutions to increase the participation, retention and success rates of



	<p>students from disadvantaged communities. Concerted efforts are being made to enable students from minority communities gain tertiary qualifications and join various professions where they are under-represented. However, despite various government and university initiatives, students from disadvantaged communities are still facing numerous barriers that are impacting on their participation and completion of a university qualification. This study investigates learning and achievement barriers through the lived experiences of students from a particular minority group to help identify strategies that will enhance these students' success in completing university qualifications. Data for the study was collected via a survey questionnaire and focus group meetings and analysed using various statistical techniques. This study recognises that student perceptions through their lived experiences are beneficial in informing policy makers and educators. The research findings have the potential to influence government tertiary education policy for the benefit of the wider community. It will also make a significant contribution to the design and implementation of actionable strategies to help achieve better outcomes for students from minority groups struggling to complete a university qualification.</p>
<p>Camille Alexander GIC15104063</p>	<p>The Use of Language Learning Strategies in Teaching the Writing Skill at the Intensive Language Learning Center of Mostaganem University, Algeria</p> <p>Camille Alexander Dept. of Foreign Languages, Community College of Qatar casalexander120@gmail.com</p> <p><b>ABSTRACT</b></p> <p><b>Calypso Poet: Eintou Pearl Springer and the Politics of Poetry</b> The influence of music on poetry is well-documented. For example, the work of Harlem Renaissance poets such as James Weldon Johnson and Langston Hughes demonstrate a lyrical quality that is reminiscent of jazz and the blues. In the Caribbean, there is a similar pattern of musical genres influencing poetry. Caribbean poetry scholar Mervyn Morris has done extensive work on the impact of reggae on literature in the form of dub poetry. Denise deCaires Narain's text, <i>Contemporary Caribbean Women's Poetry: Making Style</i> (2004), has been informative but also ground-breaking in its discussion of a typically marginalized group while providing a broader examination of regional poetry than previously executed. Despite the contributions of Morris and deCaires Narain to the study of Caribbean poetry, female poets, and the influence of regional music on poetry, there remains a fissure in Caribbean poetry studies as the focus has largely been on the impact of reggae on poetry and the subsequent conception of dub. While reggae has influenced regional literature, it is not the only musical form indigenous to the Caribbean to do so. This research seeks to examine and clarify the relationship between calypso music and some forms of Caribbean poetry using the poems of Trinidadian poet Eintou Pearl Springer. Called the "mud devil mas poet," Springer's poetry demonstrates not only an irreverence for traditional Western poetic forms but a strong commitment to social change. Her pieces exhibit the griot style of call and response in which the audience is</p>

	<p>encouraged to engage with the poet, and throughout her poetry those familiar with calypso music can detect its influence whether the poems are performed for an audience or read individually. This research is concerned with identifying Caribbean poetry that could be classified as a genre that, while contemporaneous to dub within the postcolonial historical framework, differs in tone and execution. This genre is calypso poetry.</p>
<p>Ould Si Bouziane Sabria GIC15104064</p>	<p><b>The Use of Language Learning Strategies in Teaching the Writing Skill at the Intensive Language Learning Center of Mostaganem University, Algeria</b></p> <p><b>Ould Si Bouziane Sabria</b> <b>The Intensive Language Teaching Center, faculty of Foreign Languages, University of Mostaganem, Algeria</b> <b>osbsabrina88@gmail.com</b></p> <p><b>ABSTRACT</b></p> <p>Language learning strategies (LLSs) have been the focus of an enormous number of foreign language studies. However, many researches on this field have not been thoroughly examined especially in relation to the writing skill. For this reason, the current study investigates Strategy Based Instruction (SBI) implementation in the writing skill, particularly for students of English, to enable them find out which strategies that best suit them, and most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students' awareness of the strategies use, identify them and provide opportunities for practice and self-assessment. Students are, then, tested before and after applying SBI that encompasses Oxford's six kinds of LLSs, cooperative learning strategies and POWER strategy. To collect data, students' writing samples are analysed based on five checklist assessment rubrics: focus, content, organization, style and conventions. The results showed that there was a significant difference in all students' writings after integrating SBI.</p>
 <p>Abhishek Bose GIC15104065</p>	<p><b>Bio-Algal Gas Cleaning System for Blast furnace</b></p> <p><b>Abhishek Bose</b> <b>Department of Chemical Engineering, Indian Institute of Technology Kharagpur</b> <b>boseabhishek95@gmail.com</b></p> <p><b>ABSTRACT</b></p> <p>The perennial problem is of treating harmful effluents from metallurgical processes are an interesting field of environmental innovation. A number of metallurgical industries utilize a lot of water for processed slushes leaching, floatation, extraction and washing purposes. These wastewater effluents are different from other wastes as they contain salts of heavy metals, complex compounds and cyanides which have been found to be very harmful to the environment. Blast furnaces primarily use water to wash down waste materials from the ore after processing. This wastewater mainly contains dissolved salts, suspended solids, cyanides, chlorides, ammonia and trace</p>



	<p>amounts of other contaminants. A novel pathway for treatment of this blast furnace wash water is being suggested which utilizes microbial action on these compounds to break them down into harmless compounds which can be easily removed from the effluent stream. Cyanides and ammonia are the major pollutant which is being treated with microbial activity. The proposed pathway also allows harvesting biomass which can be used for the auxiliary production of biofuels from wastewater treatment</p> <p><b>Keywords:</b> Wastewater treatment, blast furnace, microbial action, biomass, biofuels.</p>
 <p>Ould Si Bouziane Sabria GIC15104066</p>	<p><b>The Use of Language Learning Strategies in Teaching the Writing Skill at the Intensive Language, Teaching Center of Mostaganem University, Algeria</b></p> <p><b>Ould Si Bouziane Sabria</b> The Intensive Language Teaching Center, Faculty of Foreign Languages and Literatures, Abdel amid Ibn Badis University, Mostaganem, Algeria osbsabrina88@gmail.com</p> <p><b>ABSTRACT</b></p> <p>Language learning strategies (LLSs) have been the focus of an enormous number of foreign language studies. However, many researches in this field have not been thoroughly examined especially in relation to the writing skill. For this reason, the current study investigates Strategy Based Instruction (SBI) implementation in the writing skill, particularly for students of English at the Intensive Language Teaching Center of Mostaganem University, Algeria, to enable them find out which strategies that best suit them, and most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students' awareness of the strategies use, identify them and provide opportunities for practice and self-assessment. Students are, then, tested before and after applying SBI that encompasses Oxford's six kinds of LLSs, cooperative learning strategies and POWER strategy. To collect data, students' writing samples are analysed based on five checklist assessment rubrics: focus, content, organization, style and conventions. The results showed that there was a significant difference in all students' writings after integrating SBI.</p> <p><b>Keywords:</b> Learning strategies, SBI, the writing skill</p>
 <p>Nurhidayah Mohd Salleh GIC15104071</p>	<p><b>Maximising Students Learning Experience through Differentiated Instructions in an ICT-Integrated Environment</b></p> <p><b>Nurhidayah Mohd Salleh</b> Ministry of Education, Singapore Nurhidayah_MOHD_SALLEH@moe.gov.sg</p> <p><b>ABSTRACT</b></p> <p>Singapore's education landscape is weaved in a collage of diverse learning profiles due to her multi-faceted society. A multitude of teaching strategies is thus imperative to cater to a classroom of diverse learners who differ not only culturally and linguistically but also in their cognitive abilities,</p>

	<p>background knowledge and learning preferences. It thus becomes mandatory, to explore different strategies to ensure and maintain high level of engagement and motivation throughout the lesson. Tomlinson (2004c) points out that the teacher is the professional in the classroom, using appropriate techniques, assisting each learner to reach his or her potential within the learning context. Thus, in an effort to maximise all students' learning experience, there are significant efforts made by teachers to implement differentiated instructions. According to Tomlinson and Strickland (2005), teachers usually differentiate instruction by adjusting one or more of the following: the content; the process; or the product. This paper explicates how this possibility has been applied in an ICT-based teaching and learning programme known as 10'M Akaka for Malay Language. This programme, which is done in collaboration with schools, is initiated by the Educational Technology Division (ETD) of the Ministry of Education (MOE), Singapore. It adopts a learner-centred approach which is well-balanced between teacher facilitated activities and web-based individual assignments. The availability of an online personalized learning space, incorporating the thoughtful blend of face-to-face and 1:1 online learning allows for multitude of possibilities for the teacher to design differentiated lessons to cater to the different abilities. From the point of content selection to the final individual online assessment, differentiated Instruction is carefully weaved in seamlessly throughout the lesson. Through such lessons, it was evident that there was a significant impact on the students final output. Students with lower learning ability were able to relate better in a non-threatening environment when the assignments were pitched at their level and thus became more confident learners. Assignments given to higher learning ability students, on the other hand, were more challenging. These provided them the opportunity to further explore and expand their learning experience.</p>
<p>Santhi Periasamy GIC15104072</p>	<p><b>Restorative Justice- A Model for Implementation in Malaysian Schools</b></p> <p><b>Santhi Periasamy</b> Research And Innovation Department Specialist Teacher Education Institute Malaysia shanthi@ewrf.org.my</p> <p><b>ABSTRACT</b></p> <p>This paper describes an alternative approach to handle and manage discipline problems in Malaysian schools. The alternative approach is based on the ideas and principles of Restorative Justice, a philosophy that has worked well in many school systems around the world. A comprehensive framework for the implementation of the Restorative Justice in school through the use of various Restorative Practices are defined and described. The suggested framework is aimed at providing schools with a guide to initiate and implement this practice strategically and systematically in order to obtain desirable results which will benefit students, schools, society and</p>

	<p>nation at large. <b>Keywords: discipline, alternative approach, Restorative Justice, Restorative Practice,</b></p>
 <p>Edmée Runtz-Christian GIC15104074</p>	<p style="text-align: center;"><b>Forming reflexive teacher trainers</b> <b>Edmée Runtz-Christian</b> <b>CERF, Department of Education, University of Fribourg, Switzerland</b> <b>edmee.runtz-christan@unifr.ch</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The professionalization of teacher training goes through the professionalization of all the actors who intervene in this training. By accompanying the teaching practices of their trainees, teacher trainers – also called practitioner teachers or terrain formers– allow the construction of a teaching expertise (Charlier and Biémar, 2012). We noticed that, if analysis exercises concerning pedagogic situations and if tasks to develop professional actions were largely used in the initial teacher training (cf. Conference of CAHR - academic committee of the French-speaking universities in charge of the teachers training-), these tasks and exercises would not belong to the professional development of teachers with trainees. The suggested trainings respond to the concern of training future reflexive teachers. They allow teacher trainers to obtain certain tools that go in that direction. A lot of courses permit to work on the explanation maintenance, on the resonance in this relationship or on the practice of new didactics. But none of them allows a direct training of high-qualified teachers who will become reflexive trainers. The suggested research is an action learning study that starts from an idea of Dewey. It consists in his belief that we understand by acting. In order to help trainers to progress thanks to a professional collective (Clot, 2010), we suggest that trainers find themselves back again in a learner situation. By doing so, they have a better understanding of how the trainees feel so that they are in a better position to help trainees improve. And so we would like to validate a program to train professionals that will accompany future teachers.</p>
<p>Ali Reza Zand GIC15104075</p>	<p style="text-align: center;"><b>Rate of Sport Club Managers of Isfahan Regarding Demographic Properties, Isfahan, Iran</b></p> <p style="text-align: center;"><b>Ali Reza Zand</b> <b>Islamic Azad University, Shahr-e-Qods Branch. Tehran. Iran.</b> <b>Rizvandi.ie@gmail.com</b></p> <p style="text-align: center;"><b>Aye Rizvandi</b> <b>Islamic Azad University, Shahr-e-Qods Branch. Tehran. Iran.</b></p> <p style="text-align: center;"><b>Arash Sarvari Mirazizi</b> <b>Islamic Azad University, Shahr-e-Qods Branch. Tehran. Iran.</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p><b>Introduction: Learning and innovation are of great importance and strategic for those organizations seeking for permanence and effectiveness so nearly all organizations are looking for innovative approaches in order to improve</b></p>

	<p>effectiveness and flexibility of their systems. Entrepreneurial is such a significant and elaborated concept which includes various types of activities</p> <p><b>Methods:</b> The present research is based on descriptive data collection and regarding to the aim is considered applied. The statistical society of this survey is the managers of Isfahan sport clubs. Collection tool is entrepreneurial questionnaires including 17 questions in the form of 5-choice. Fact and content validity of questionnaires were investigated and confirmed by using views of 8 professors of Isfahan and Azad universities. Also the reliability of test was calculated 0.795 according to Korenbach alpha coefficient. A descriptive statistics was used in order to investigate the measures of dispersion and central tendency and at inferential statistics, appropriate statistical analyses like Kalmograovesmirnove, Levin test for variance.</p> <p><b>Results and Results</b> illustrated that entrepreneurial was significantly affected by demographical properties except for the site of service, and possessed different values regarding what property was considered variable. Also the results of present research were converged with other researches findings in this area and confirmed them as well.</p> <p><b>Discussion:</b> The results of the present research are in line with the previous bodies of research and confirm. It would be essential to put this research under consideration in other managerial levels within different organizations.</p> <p><b>Key words:</b> Entrepreneurial, Sport Clubs Managers, Demographic Properties.</p>
<p>Chenn-Jung Huang GIC15104076</p>	<p><b>Application of social computing to collaborative online learning resource recommender system</b></p> <p><b>Chenn-Jung Huang</b> Department of Computer Science and Information Engineering cjhuang@mail.ndhu.edu.tw</p> <p><b>ABSTRACT</b></p> <p>Recently, e-learning has been paid much attention in the area of education. However, it is increasingly difficult for low-achievement students to remain focused when learning on the Internet owing to the vast amount of information online and the many distractions from social media. Meanwhile, these low-achievement students often lack of the related prior knowledge to determine if the website is useful. Accordingly, useful online learning resource recommender algorithms can suggest learning resources fitting the task the low-achievement learners are currently working on or trying to gain knowledge about. In this work, an intelligent collaborative online learning resource recommender system is proposed. A group grading module is presented to derive three parameters that are used to calculate the ranking of each website via the Support Vector Regression method. The effects of online learning resource ranking shortened the searching processes, and the learners can thus have more time to focus on comprehending the contents of the recommended online learning resources. The experimental results revealed that the proposed algorithm can effectively guide learners to access</p>



	<p>the appropriate online learning resources; accordingly, the target of self-learning assistance can be achieved and the learning performance of the students was enhanced. <b>Keywords:</b> collaborative online learning resource recommender, intelligent tutoring systems, information retrieval, Support Vector Regressions</p>
 <p>Willie McGuire GIC15104077</p>	<p><b>Hybridising x and c MOOCs to create a Digital CV: three perspectives</b></p> <p><b>Willie McGuire</b> University of Glasgow william.mcguire@glasgow.ac.uk</p> <p><b>ABSTRACT</b></p> <p>If massive open online courses (MOOCs) are considered as an educational revolution influencing the traditional model of HE (Waldrop, 2013) then the discourse on MOOCs is formulated in terms of polarity, and this is no better depicted than in their characterisation, as either c or x MOOCs. This labelling is based on underlying pedagogical principles: the c MOOC is designed using constructivist-connectivist theories, while the x MOOC is premised on behaviourist principles. In both conceptualisations, however, educational principles predominate, while the MOOC's purpose appears to be secondary. What is clear, though, is that very careful thought needs to be applied to their macro and micro design characteristics (Scagnoli, 2014; Richter, 2014). This paper will explore the attempts of the MOOC designers to hybridise the key strengths of both forms of MOOC architecture in order to create a construct that puts purpose first – the creation of a personalised, digital cv for real –world use. The focus, then, is on the creation of a micro -MOOC titled: 3DCV, which is a tool to support participants by combining elements from both pedagogical spectra: connectivist and behaviourist. This new form of cv is necessary because the traditional configuration of the two dimensional 'print' cv has given way to a continuum of 'digital', three dimensional cvs within which employers can exploit the potential of the digital medium to deepen and broaden their understanding of the strengths of a particular candidate. In effect, we will examine two revolutionary digital concepts at the same time: the MOOC and the digital cv and, in doing so, we will explore the challenges from the perspectives of the three course creators, two of whom were RDP interns (a PhD graduate and an undergraduate student) and the third member an experienced academic and project lead.</p>
	<p><b>Conservation Of Mangroves</b></p> <p><b>Dr. P. Suvarnaraju</b> Chirala Engineering College suvarnarajup@rediffmail.com</p> <p><b>ABSTRACT</b></p> <p>Oceanic uptake of anthropogenic carbon dioxide (CO<sub>2</sub>) is altering the seawater chemistry of the world's oceans with consequences for marine biota. Elevated partial pressure of CO<sub>2</sub> (pCO<sub>2</sub>) is causing the calcium</p>



<p>Dr.P.Suvarnaraju GIC15104078</p>	<p>carbonate saturation horizon to shoal in many regions, particularly in high latitudes and regions that intersect with pronounced hypoxic zones. The ability of marine animals, most importantly pteropod molluscs, foraminifera, and some benthic invertebrates, to produce calcareous skeletal structures is directly affected by seawater CO<sub>2</sub> chemistry. CO<sub>2</sub> influences the physiology of marine organisms as well through acid-base imbalance and reduced oxygen transport capacity. The few studies at relevant pCO<sub>2</sub> levels impede our ability to predict future impacts on foodweb dynamics and other ecosystem processes. Here we present new observations, review available data, and identify priorities for future research, based on regions, ecosystems, taxa, and physiological processes believed to be most vulnerable to ocean acidification. We conclude that ocean acidification and the synergistic impacts of other anthropogenic stressors provide great potential for widespread changes to marine ecosystems.</p>
<p>Serbanoiu Gabriela GIC15104079</p>	<p style="text-align: center;"><b>Teachable Aspects Of Transnational Corporations</b></p> <p style="text-align: center;">Serbanoiu Gabriela Police Academy, Romania gabrielaserbanoiu@yahoo.co.uk</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The paper –partly an outcome of my research work for PhD thesis- is meant to present the teachable aspects of the role and activity of transnational corporations, (even if it is not an exhaustive study) to police students as well as students of economics who have different topic-related perceptions, in the context of a rapidly changing environment, due to globalization, which seems to be an excuse for a lot of things. The perspective of humanity reduced to the ratio 20:80 is frightful or maybe we will all have to adjust to the products of a new unpredictable and dangerous society. It is a newly unconditionally accepted identity in the large habitat of the “global village”.</p>
<p>Mada Alsalem GIC15104081</p>	<p style="text-align: center;"><b>Issues in Education</b></p> <p style="text-align: center;">Mada Alsalem College of Languages and Translation, Princess Nourah University, Saudi Arabia Mada.alsalem@gmail.com</p> <p style="text-align: center;"><b>ABSTRACT</b></p>



Pinar Kayaalp  
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**Learning Islamic Fashion: Veiling Tutorials on YouTube**

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**ABSTRACT**

My paper presentation will examine the phenomenon of veiling tutorials aimed at young Muslim women. The tutorials have wide-ranged viewership and are produced both in the west and across the Muslim world. There are many reasons that young Muslim women visit these tutorial sites. Some are looking for new headscarf styles, others are recent converts to Islam, and some are Muslims who are newly adopting the headscarf. In recent years, there has been a proliferation of YouTube sites devoted to veiling tutorials. The producers of these sites are almost exclusively young Muslim women themselves. They have several opinions on styles and trends in donning the headscarf, body-image issues, consumerism, and religious observation. My paper will examine way young, Muslim women experience their veiling, their bodies, and their religious beliefs when narrating their styling tips to their viewers. I will also observe the comments section provided at the end of most YouTube videos to get a sense of what kinds of questions, experiences, and emotions the fans of these veiling tutorials convey.

Zoran Krupka  
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**The E-Learning Model for Educational Leadership**

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**ABSTRACT**

This paper presents a conceptual model for the development of educational leaders by means of e-learning, including its preliminary empirical verification, based on the case study method. The model is based on the extensive previous research of best educational and management practices in e-learning, with the special emphasis on the constructivist educational

approach and the freely available tools, such as the Model open-source learning platform. The results of preliminary empirical verification present the best practices of several case studies, in which the model was found as both useful and effective for the development of educational leadership (both in schools and the institutions of higher education). By using the qualitative research methods, some generalizations are proposed, along with the tasks to be addressed by the future inter-disciplinary research.  
**Keywords:** e-learning, educational leadership, school principals, Croatia



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### Restorative Justice and School Bullying

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#### ABSTRACT

In the recent years, there has been a growing interest into what works best when resolving school bullying. The current punitive system used on schools' in the world is focused on penalising the perpetrator, and not making them liable for their actions, which does not meet the needs of victims, families, school teachers' and the perpetrator, the current system does not help students' integrate back into the community, however the current methods used in school denies students their rights to learn by expelling them from school, which may encourage majority of students' to behaviour unacceptable towards others, furthermore expelling students from school places the responsibility of these students on the wider community. Previous studies indicated that using restorative justice instead of punitive system have more positives than negatives, with students' behaviour, learning and overall attendance at school show significant improvements. The aim of this research is to investigate does Restorative Justice address the needs for the victim, families, school teachers, and perpetrator?

**Keywords:** Restorative Justice, school bullying, needs, reparation, law.

 <p>Riswanto GIC15104085</p>	<p><b>Improving the students? Ability in writing report genre through mind mapping at smp negeri 17 west sumatera, indonesia</b></p> <p><b>Riswanto</b> <b>English Department, Faculty of Education, IAIN Bengkulu Indonesia</b> <b>riswancurup@gmail.com</b></p> <p><b>ABSTRACT</b></p> <p><b>This research was conducted to improve the IX-5 grade students' ability in writing report genre by using mind-mapping strategy. The population of this research were the IX-5 students of SMP Negeri 17 Palembang. The total samples were 43 students. In taking the data, the researcher used classical approach which was taking in three ways, observation, questionnaire and test. In doing the observation data the researcher was helped by two English teachers to know the students' improvement from cycle to cycle. The result of the research showed that there is good impact to the students' achievement and ability in writing report genre through mind-mapping technique. In conclusion, mind-mapping technique is a suitable strategy to improve the students' ability in writing report genre.</b></p> <p><b>Keywords: Mind-mapping, teaching writing, genre, report genre.</b></p>
<p>Adeleye Joseph Olusola GIC15104086</p>	<p><b>Existentialism And Its Implications On Teaching And Learning In Nigeria Schools</b></p> <p><b>Adeleye Joseph Olusola</b> <b>Department of Educational Foundations, School of Education, College of Education, Ikere Ekiti, Ekiti State</b> <b>adeleyeolu4444@yahoo.com</b></p> <p><b>ABSTRACT</b></p> <p><b>One is obliged to ask; Is man really free to choose his action? If it is true that man is free to decide for himself what to do, then can we reasonably talk of freedom most especially in education? Another question is; Are students free to choose what the teachers should teach during the teaching and learning activities? Existentialism as a school of thought focuses his attention on the questions of freedom and responsibility of man instead of asking the question of the ultimate reality. If Education is an enabling agency through which man could restore his self confidence then education should pave ways for man to be free in whatever he does. Not only that man should be free to decide for himself but he must as well be ready to accept responsibility for his action, and decision. Even inability to take any action is a choice that will attract its own consequences. It is on this note that the paper examined existentialism as a school of thought, it also looked at the notion of freedom and responsibility and finally, the tenets of existentialism on teaching and learning.</b></p> <p><b>Keywords: Existentialism, freedom, Responsibility, Teaching and learning.</b></p>



Hadi Salehi  
GIC15104088

**Teachers' Perceptions of the New English Textbook (Prospect) Used in Iranian Junior High Schools**

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**ABSTRACT**

Materials evaluation is an educational necessity because it shows how a textbook can be improved or justified. Teaching materials have a direct influence on the process of learning and teaching. This research tends to evaluate teachers' perception of the new English textbook used in Iranian junior high schools named Prospect 1 which was introduced by the Iranian Ministry of Education in 2014. To achieve this goal, a researcher-made questionnaire was used and accordingly an interview was run among teachers who teach this book in cities of Isfahan, Najafabad and Fooladshahr. Sample of this study consisted of 150 teachers for collecting the qualitative data and the qualitative data were obtained through interview with five teachers. The textbook was evaluated in terms of eight main factors including layout and physical appearance, content, objectives, language type, skills, activities and tasks, culture values and teacher's needs. Quantitative data were collected through a five-point Likert scale questionnaire consisting of 57 items for teachers. The findings revealed that Teachers were in favor of the new English text book in terms of layout and physical appearance, content, objectives, language type, skills, and activities and tasks. The results also showed that teachers had accepted the new textbook suitable and practical for teaching English.

**Keywords: Critical Analysis, Textbook evaluation, Prospect 1**



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GIC15104089

**Teaching English as a Foreign Language in the Arab World; Realities and Challenges**

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**ABSTRACT**

The main topic to be discussed in this paper pertains to the major and persistent challenges of teaching English as a foreign language in the Arab world. In order to keep a firm hand on everything related to this area, there was a need to review literature in the same field so that a firm theoretical background could be built. Semi-structured interviews were also made with qualified TEFL lectures and instructors. The data collected highlighted different perspectives with regard to this point, but the main challenges involved aspects of curricula, students' belief about English language, lack of exposure to English, cultural conflict, inappropriate language environment, lack of personal impetus, inter-lingua errors, psychological factors, and

	<p>unqualified teachers. The paper tried to unearth some fresh evidence so that such challenges could be encountered academically and scientifically. By doing so, a better future for teaching English as a foreign language in the Arab World could be ensured.</p> <p><b>Keywords: TEFL, Challenges, Arab culture</b></p>
 <p>Sally Mostafa Hammad GIC15104090</p>	<p style="text-align: center;"><b>Using Emoticons in Written Feedback</b></p> <p style="text-align: center;"><b>Sally Mostafa Hammad</b> Department of English, The German University in Cairo, Egypt sally.mostafa85@hotmail.com</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Feedback is a crucial component in the learning process. In addition, alerting students to their points of strength and weakness improves their future work and assesses their performance (Weaver, 2015). Students who are required to write academic paragraphs and essays usually need ample written feedback to help them improve their skills. Written feedback is usually corrective, informative and criterion-referenced. According to Covil (1997), Russaei and Moinzadeh (2011), and Zamel (1985) as cited in Zamia et al (2014), many students are concerned because of the lack of motivation in EFL writing courses, relating this to the method of feedback their instructors use. The aim of this paper is to investigate the effect of adding emoticons to different types of written feedback given to EFL undergraduate students, and whether using this method increases their responsiveness and interest in receiving written feedback. This study was conducted on a sample of 30 first year pharmacy and engineering students enrolled in an Egyptian private university. The data was collected using field notes and interviews. The preliminary findings indicate that students preferred receiving the written feedback with emoticons as they mentioned that it is a more interesting, memorable and motivating way to receive positive or corrective written feedback. Moreover, the results indicate that emoticons help students visualize teachers' responses and perception in their writing. The paper has practical implication for EFL teachers especially those who teach writing to increase the effectiveness of giving written feedback to their students.</p>
 <p>Rahmah Haruna Tanko GIC15104091</p>	<p style="text-align: center;"><b>Challenges In Teaching And Learning English As A Second Language</b></p> <p style="text-align: center;"><b>Rahmah Haruna Tanko</b> Department Of English Language, School Of Languages, Federal College Of Education, Pmb 3045, Kano, Nigeria. rahmeemy@gmail.com</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Teaching English as a second language is always a challenging task, especially when the actual skill development is not up to expectation. Both teachers and learners of English face challenges due to many reasons. The teachers face challenges due to their qualification, methods and strategies of teaching, problem of large class size, problem of concretizing abstract ideas</p>




	<p>and training as EFL teachers. The learners face challenges due to lack of self motivation lack of interest, lack of practice and malpractice in examination. This article focuses on the case of Federal College of Education Kano, Nigeria, where 183 students were taught communication skills for a period of four months. After examination, only 80 students passed while 103 failed. The study uses this as a sample among many cases, where problem lies, regarding the perception of English as a language of communication. At last, the article provides solutions to these challenges. Remedies like building confidence in learners, improving teaching facilities, matching content with learner's level and application of diverse methods of teaching will immensely reduce the challenges. Other remedies include redefinition of the place of English, as it scares learners away from assimilating the skills. Building communication skills and keeping in mind, the aim of teaching English will make the course easier for both teachers and learners especially in individual activity during classroom discussions.</p>
 <p>Ekta Sawhney GIC15104092</p>	<p><b>Living &amp; Learning English- Challenges before the Undergraduate Engineering Students in India</b></p> <p><b>Ekta Sawhney</b> Department of Humanities &amp; Social Sciences, Babu Banarasi Das Group of Educational Institutions, Luck now, Uttar Pradesh, INDIA ektasagi@gmail.com</p> <p><b>ABSTRACT</b></p> <p>Learning to speak &amp; write in the English Language is a big challenge for learners in India who hail from different non-English speaking backgrounds. Assimilating English is one of the toughest jobs on the part of the Learners &amp; is more difficult on the part of the teachers of English. An undergraduate Communicative English class is worst affected because of the unwillingness of the learners to speak &amp; converse in the Language. The current paper proposes ways &amp; means to tackle this difficulty &amp; to enable the speakers to shed their inhibitions, &amp; converse freely in the Language. <b>Keywords:</b> Learning, English, Assimilating, Converse, Communicative, Inhibitions</p>
 <p>Madiha Salik GIC15104093</p>	<p><b>Stakeholders' Perception and Prospects of Learning in Higher Education</b></p> <p><b>Madiha Salik</b> International and comparative Education, Beijing Normal University, China salikqau@yahoo.com</p> <p><b>ABSTRACT</b></p> <p>Perceptions of stakeholders about learning can define how student learns and whether learning approach can influence or not on their learning target. Very few studies have used stakeholders' approach. In the current study, students and professors (instructors) are the stakeholders and they are agreed on many perspective of learning including the definition of learning, which approach they use for learning and where learning should take place</p>






	<p>and had similar perceptions about learning approaches. Though these similarities were mostly encouraging, perceptions about where learning should take place and in learning approaches could undermine learning efforts. Given the emphasis placed on assessing learning in higher education through stakeholders' perspective because their perceptions can assist about assessing the learning and how their learning approach can influence on students to learn course material and how professors structure their classrooms, the aim was to capture and compare both student and faculty definitions of learning and assess the definitions' relationships of conception about learning. Understanding how professors and students define and view learning can have important implications for faculty course design and assessment, as well as on student outcomes. The implications of these perceptions are discussed and suggestions for promoting learning in the context of these findings are offered.</p> <p><b>Keywords:</b> Higher Education, Stakeholders', Classrooms, Faculty</p>
 <p>Aulia Nisa Khusnia GIC15104094</p>	<p><b>Interesting Ice Breaking Activities To Reduce Students Boredom In Class</b></p> <p><b>Aulia Nisa Khusnia</b> Department of English, Faculty of Teacher Training and Education, University of Muhammadiyah Purwokerto, Indonesia aulianisakhusnia.ma@gmail.com</p> <p><b>ABSTRACT</b></p> <p>Boredom is an emotional state experienced when an individual is left without anything in particular to do, and not interested in their surroundings. In a learning environment, a common cause of boredom is lack of understanding, for instance, if one is not following or connecting to the material in a class or lecture, the person will feel bored. This study focused on icebreakers to reduce the students' boredom in class. An icebreaker is an activity to students' to begin the process of forming themselves into a class. Icebreakers are commonly presented as a game to "warm up" the students by helping the members to get to know each other. They often focus on sharing personal information such as names, hobbies, etc. It took place in English education department subject in Teacher Training and Education Faculty at The University of Muhammadiyah Purwokerto, Indonesia. The purpose of this study provides some ways to reduce students' boredom in class.</p> <p><b>Key words:</b> Icebreakers, students' boredom in class</p>
 <p>Fahmeeda Gulnaz</p>	<p><b>An Exploration of the Demotivational Factors Affecting Teaching Learning of English as a Foreign Language of PYP Students in the Gulf Countries</b></p> <p><b>Fahmeeda Gulnaz</b> Faculty of Technology and Development, Zagazig University, Egypt fahmeedagulnaz@gmail.com</p> <p><b>ABSTRACT</b></p> <p>Motivation is instrumental in successfully carrying out any activity while demonization is a detrimental force that impedes the progress of any action</p>

<p>GIC15104095</p>	<p>or activity which has widely unveiled its diverse manifestations to EFL learners across the globe. Based on the reviewing of previous works and contexts, the present study aims at investigating the demotivational factors that significantly hamper learning poppy yearlearnersin EFL classroom sin gulf countries.The work utilized triangulation in the use of research methods, i.e. both qualitative and quantitative methods overlap each other: (i) structured interview of experienced EFL (3 male and 4 female) teachers of JUELC and QUEL Respectively, with maximum open ended questions exhibit qualitative dimension of the study; (ii) opinionative developed with closed ended questions by employing Linker’s five point scale, represents quantitative perspectives of the work. The objectives of formulating an interview has not only been to collect the data but to cross examine responses of female PYP year learners of Medical College. The data was collected to investigate teacher’s teaching style and practices in EFL classrooms; teacher’s personality, behavior and method of teaching; curriculum and the level and needs of the learners; personal, social and religious aspects that influence students learning; students’ inadequate elementary knowledge of four language skills and their lack of determination of goals and objectives to learn English language. The results indicate that PYP year learners in EFL classrooms in gulf countries are hard put by the lengthy and difficult syllabus, inappropriate teaching techniques and methods, fluency of the teacher, learners insufficient proficiency of four language skills, fear of examination, lack of scope of English in social communication and inappropriate standard of imparting English knowledge at primary and secondary stages. All these factors call attention of the ministry of education to revise and redesign the educational policies at primary and secondary level. <b>Keywords:</b> Motivation, Demonization, EFL, Teaching and Learning of English as a Foreign Language</p>
<p>Nelson Ositadimma Oranye GIC15104096</p>	<p><b>An application of the Item Response Theory to the admission selection criteria in Master of Occupational Therapy Program</b></p> <p><b>Nelson Ositadimma Oranye</b> <b>Department of Occupational Therapy. University of Manitoba, Canada</b></p> <p><b>ABSTRACT</b></p> <p><b>Introduction:</b> The admission into university programs are increasingly integrating academic and none academic criteria into students’ admission. In addition to the traditional selection process that uses GPA and academic background to assess candidates, many university programs today use structured interviews to further assess candidates’ suitability for their program. One of the commonly used interview tools in Canada is the multiple-mini-interviews (MMI). The Occupational Therapy Admissions at the University of Manitoba has in recent years adopted a structured interview system that shares some characteristics with the MMI, but is designed to capture specific applicants’ traits considered relevant for scholarship in Occupational Therapy. This process is unique to the program and has not been previously evaluated using rigorous statistical methods. <b>Objectives:</b> This study applied the Item Response Theory and Rasch</p>



	<p><b>Analysis Model to determine the reliability and validity of the MOT structured interview process, in order to determine whether the tool is invariant and fits the Rasch model.</b></p> <p><b>Method:</b> Interview scores from 258 applicants to the MOT program from 2012 to 2014 was used in this study. The data was queried to determine whether interview performance was dependent on specific person factors. Interviewers' scores were analysed to determine whether differences exist between examiners and question difficulty levels, using the Rasch Analysis Model.</p> <p><b>Results:</b> The preliminary findings point to problems of targeting, and that the majority of students were able to score high on the most difficult questions.</p> <p><b>Conclusions:</b> There was a significant evidence of reliability and validity to support the use of the tool. To some degree, the findings from the Rasch analysis support the use of structure interview as an additional tool for students' admission selection into the Master of Occupational Therapy program. The performance of the interview selection process is possibly tied to the implementation procedure.</p>
 <p>Mani Ram Sharma GIC15104098</p>	<p style="text-align: center;"><b>Developing Innovations In The Classroom</b></p> <p style="text-align: center;"><b>Mani Ram Sharma</b> Department of English ,Tribhuvan university, Kathmandu smaniram27@yahoo.com</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>English teachers are very famous for asking questions. One of the famous questions is what their teaching style brought change in the classroom. It always comes in the first that innovations used in the classroom can only bring the quality in student's learning. A classroom always welcomes newness in the classroom; it means the role of new innovations enable to teachers and students in their teaching and learning, so that learning can be effective. Hence, innovations are the willed approaches /interventions for their better learning. The role of innovations is vital for quality education .Not only this, innovations lead the holistic development of the students. This article outlines the emergence, role and the necessity of the innovations in the present context.</p>
<p>Aysha Mohd Sharif GIC15104099</p>	<p style="text-align: center;"><b>A Genre Analysis of Scientific Online Magazine Articles for Identification and Descriptions of Rhetorical and Lexical Patterns in an EST Discourse</b></p> <p style="text-align: center;"><b>Aysha Mohd Sharif</b> Kulliyah of Languages and Management, International Islamic University Malaysia aysha.sharif18@gmail.com</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The purpose of this paper is to investigate lexical patterns used in the genre of scientific online magazine articles. It highlights the usage of different</p>

	<p>connectors for different rhetorical functions used in writing articles. Five samples of the scientific online articles are selected from the magazine “Discover” which is one of the most widely read magazines in the field of science and technology both online and in printed form. It provides latest updates and articles on different topics from both fields of science and technology. A Genre analysis is conducted to explain the situational and organizational context of the genre, identify and describe the patterns of rhetorical functions and lexis in the genre and reveal the characteristics of the patterns in the genre. The findings of the genre reveals the rhetorical functions for an EST discourse, the lexical features for each function of the rhetorical process and the categories of the cohesive devices/connectors used in writing the genre. Based on the findings, recommendations are formulated to develop training modules for teaching English to professionals in the field of science and technology, which will equip them to integrate the rhetoric’s of an EST discourse with adequate and suitable connectors to improve the writing style for writing scientific articles for larger audiences.</p> <p><b>Key words:</b> <i>EST</i>, online articles, writing, genre, connectors</p>
<p>Dr. Osuafor GIC15104102</p>	<p><b>Effect of Nominal Group Technique of Brainstorming on the Achievement of Secondary School Biology Students in Anambra State Nigeria</b></p> <p><b>Dr. Osuafor</b> Department of Science Education, Nnamdi Azikiwe University, Awka, Nigeria am.osuafor@unizik.edu.ng</p> <p><b>Abigail M</b> Department of Science Education, Nnamdi Azikiwe University, Awka, Nigeria</p> <p><b>Ogbaga</b> Department of Science Education, Nnamdi Azikiwe University, Awka, Nigeria</p> <p><b>Onyinye A</b> Department of Science Education, Nnamdi Azikiwe University, Awka, Nigeria</p> <p><b>ABSTRACT</b></p> <p>Poor performance of students in examinations is most times blamed on use of inappropriate teaching methods. Consequently, the search for appropriate methods for classroom instruction has continued to engage the attention of researchers. Hence, this study was aimed at investigating the ‘Effect of Nominal Group Technique of Brainstorming on the achievement of Secondary School Biology students in Anambah state Nigeria’. Two research questions and two hypotheses guided the study. The quasi-experimental study adopted a pre-test post-test non-equivalent control group design. The sample consists of 80 Senior Secondary Two (SS 11) biology students from two intact classes randomly drawn from two co-educational schools. One</p>

	<p>class was assigned experimental group and the other control. An instrument tagged Biology Achievement Test was validated and used for data collection. Its reliability co-efficient was 0.72. Results showed that Students taught using NGT performed significantly better than those taught using Lecture method and there was no significant difference in biology achievement test scores of male and female students taught NGT. The paper therefore concluded that Nominal Group Technique enhanced achievement of biology students irrespective of gender.</p> <p><b>Keywords:</b> Brainstorming, Nominal group technique, biology, achievement.</p>
 <p>Ramazan Hassanzadeh GIC15104104</p>	<p>Study of relationship between sexual anxiety and childbearing orientations</p> <p><b>Ramazan Hassanzadeh</b> Department of Psychology, Sari Branch, Islamic Azad University, Sari, Iran rhassanzadehd@yahoo.com</p> <p><b>Razieh Rezaeekalantari</b> Department of Psychology, Sari Branch, Islamic Azad University, Sari, Iran</p> <p><b>ABSTRACT</b></p> <p><b>Background:</b> The aim of this study was to investigating the Psychometric properties of of Hassanzadeh- Rezaeekalantari Childbearing Orientations Scale (HRCOS) in general population. <b>Materials and Methods:</b> In this descriptive-survey research 215 people were selected via randomize simple method. In addition to the sociodemographic variables and Hassanzadeh-Rezaeekalantari Childbearing Orientations Scale (HRCOS), were administered. Hassanzadeh- Rezaeekalantari Childbearing Orientations Scale (HRCOS) was developed, based on a theoretically and empirically grounded definition of childbearing and motivational orientations, to assess this construct Data were analyzed by correlation coefficient. <b>Results:</b> Coefficients of Cranach's Alpha and spilt half reliability were 0.94 and 0.72 respectively. <b>Conclusion:</b> The HRCOS is a valid and reliable scale for assessing childbearing.</p> <p><b>Keywords:</b> childbearing, validity, reliability, psychometric properties.</p>
 <p>Kapil Dev Kumar Yadav GIC15104105</p>	<p>The role of IT in Language Learning</p> <p><b>Kapil Dev Kumar Yadav</b> Department Of English ,Tribhuvan University, Nepal smaniram27@yahoo.com</p> <p><b>ABSTRACT</b></p> <p>Learning never stops, it is because of the several factors like teachers, students and parent. This is the age of science and technology, learners are taught on the basis of their culture and many more .The scope of classroom remains in the presence of teaching materials .As a teacher she/he can use lot of visible/invisible material for the betterment of the students learning. Language learning is continuous process which is assumed the means of communication. At the present situation the role of Information Technology</p>

	<p>(IT) has been proved the authentic material for effective learning. With the use of IT the teacher can get enough exposure and motivated to gain the communicative competence.</p>
 <p>Inuwa Abdul Ibrahim GIC15104106</p>	<p><b>Politics, Globalization And Public Administration In Nigeria</b></p> <p><b>Inuwa Abdul Ibrahim</b> Department Public Administration, Federal Polytechnic Bauchi inuwaai@yahoo.com</p> <p><b>Aisha Ahmad Aliyu</b> Department Public Administration, Federal Polytechnic Bauchi</p> <p><b>Aminu Yakubu Abubakar</b> Department Public Administration, Federal Polytechnic Bauchi</p> <p><b>ABSTRACT</b></p> <p>Job analysis is primarily carried out for the preparation of job description as well as job specification which are pertinent in hiring the right people into an organisation. There is this general assumption especially in the public sector that the specification and quality of hired personnel do not conform to standards, thus, the need for a paper like this which looks at job analysis and its methods. This helps in selecting the appropriate quality workforce. The secondary source of information was adopted for the research. In conclusion, job analysis was stressed as a necessary concept in personnel management, such as selection, training, classification and or compensation.</p> <p><b>Keywords:</b> Job analysis, performance review, compensation, and personnel management.</p> <p><b>Concept Of Job Analysis In Personnel Management</b></p> <p><b>Inuwa Abdul Ibrahim</b> Department of Public Administration Federal Polytechnic Bauchi, Nigeria. inuwaai@yahoo.com</p> <p><b>Usman Y. Dutse</b> Department of General Studies Federal Polytechnic Bauchi, Nigeria. dutse4all@yahoo.com</p> <p><b>Oleabhiele Ernest Paul</b> Department of General Studies Federal Polytechnic, Bauchi, Nigeria. ernest.paul@hotmail.com</p> <p><b>ABSTRACT</b></p> <p>Job analysis is primarily carried out for the preparation of job description as well as job specification which are pertinent in hiring the right people into an</p>




	<p>organisation. There is this general assumption especially in the public sector that the specification and quality of hired personnel do not conform to standards, thus, the need for a paper like this which looks at job analysis and its methods. This helps in selecting the appropriate quality workforce. The secondary source of information was adopted for the research. In conclusion, job analysis was stressed as a necessary concept in personnel management, such as selection, training, classification and or compensation.</p> <p><b>Key words:</b> Job analysis, performance review, compensation, and personnel management</p>
 <p>Shri Krishna Mishra GIC15104107</p>	<p><b>Effect of Activity Based Approach on Achievement in Science of Students at Elementary Stage</b></p> <p><b>Shri Krishna Mishra</b> Shri Kanwartara Institute for Teachers Training, Shri Nagar Colony, Mandleshwar, Tehsil-Maheshwar, Dist.Khargone (M.P.), India Shreekrishnamishra@gmail.com</p> <p><b>ABSTRACT</b></p> <p>The present study on Activity Based Approach enhances achievement in sciences of class-VII students. Activity Based Approach consisted of different activities for the all round development of children at the elementary level. Activity should be prepared by low cost material which is available in the locality. Hence it is concluded that Activity Based Approach is significantly effective than the traditional approach of teaching.</p>
 <p>Sarah Bond GIC15104107</p>	<p><b>Participant Satisfaction With Professional Development In The Abu Dhabi School Model (Adsm)</b></p> <p><b>Sarah Bond</b> Abu Dhabi Education Council</p> <p><b>ABSTRACT</b></p> <p>Education in Abu Dhabi is in a period of substantial reform. A key component of the reform effort is the provision of professional development (PD) for teachers. The present study examines the results of a teacher satisfaction survey given to all Tamkeen: Empowering Educators PD program participants. Areas of examination include: differences in overall satisfaction among various demographic groups of teachers (i.e., gender, grade level taught, teacher nationality (Emirati/expatriate), and demographic region); satisfaction with various program components (i.e., use of training time, organization, comprehensibility, utility, practicality, and trainer knowledge); and the relationship between participants' satisfaction with the training time and their overall satisfaction. Findings show that there are significant differences in overall satisfaction levels among demographic groups, with male teachers, expatriate teachers, and those in the Western region having higher mean satisfaction levels than other groups. Program components with the highest satisfaction are the training venue (at school sites) and trainer knowledgeableness. Areas of lowest satisfaction are the timing for training and "overall satisfaction." A significant relationship</p>



	<p>exists between participants' satisfaction with the training time and their overall satisfaction. The study provides information for decision makers to enhance future program decision-making.</p> <p><b>Keywords</b> <b>Professional Development, Education, UAE, Abu Dhabi</b></p>
<p>Maha Mohammed Alharbi GIC15104109</p>	<p><b>Students Perceptions of Flipped Learning In Saudi Universities: An Exploratory Investigation</b></p> <p><b>Maha Mohammed Alharbi</b> <b>Sheffield University and King Saud University</b> <b>mmalharbi1@sheffield.ac.uk</b></p>
 <p>Arif Rahman Hakim GIC15104110</p>	<p><b>The Use Of Genre-Based Approach In The Context Of English Foreign Language Curriculum Development At Islamic Schools In Indonesia</b></p> <p><b>Arif Rahman Hakim</b> <b>State Institute of Islamic Studies (IAIN) Bengkulu</b> <b>arifelsirajd90@gmail.com</b></p> <p><b>Riswanto</b> <b>State Institute of Islamic Studies (IAIN) Bengkulu</b></p> <p><b>Lusi Rafiska</b> <b>State Institute of Islamic Studies (IAIN) Bengkulu</b></p> <p><b>ABSTRACT</b></p> <p>The genre-based approach has been known to characterize pedagogical practices during the implementation of the 2006 school-level curriculum. Despite its prevalent use and overwhelming support by school stakeholders, the efficacy of this approach was nonetheless questionable. This paper aims to revisit the 2006 School level curriculum, its plausibility and compatibility with individual contexts and its bearing on EFL practices. It also discusses the Genre-based approach in terms of its underlying paradigms, and possible variables and contextual factors which might have impinged on its implementation. Some research findings on the adoption of the approach in Southeast Asia context are also presented to provide insights into how the Genre-based approach could be efficiently adopted. This essay concludes with some ideas for the amendment to the 2006 school- level curriculum and how the genre-based approach might still be relevant in the context of teaching writing skills at tertiary education.</p> <p><b>Key words : Curriculum design, genre-based approach, L2 language acquisition</b></p>

**February 24, 2016**

- **Technical session: 11.30 PM to 1.30 PM**
- **Lunch : 1.30 PM to 2.30 PM**
- **Research collaboration activity: 3.00PM to 5.00PM**

<p>Olugbuyi Adejoke Olumayowa GIC15104112</p>	<p><b>Cultural And Linguistic Aspects Of Mariama Ba Une Si Longue Lettre Translated By Modupe Bode-Thomas As So Long A Letter</b></p> <p><b>Olugbuyi Adejoke Olumayowa</b> <b>Department of General Studies, Federal Polytechnic Ado Ekiti</b> <b>adejokeolumayowa@yahoo.com</b></p> <p><b>ABSTRACT</b></p> <p><b>This paper considers the cultural and linguistic aspects of the English version of <i>Si Longue Unlettered</i> written by Mariana Be. The study compares the French version (the source language) of the text with the translated version so as to analyze the cultural aspects of the translated version. The result of the analyses shows that the English translation is not a perfect equivalent of the original version.</b></p>
 <p>PanchooPreeyamvada GIC15104113</p>	<p><b>Assessing the Critical Factors of ISO QMS and Quality Education in State Secondary Schools: An Educators' Perspective</b></p> <p><b>Panchoo Preeyamvada</b> <b>Mauritius Examinations Syndicate</b> <b>preeyam16@hotmail.com</b></p> <p><b>ABSTRACT</b></p> <p><b>The actual knowledge-based society is placing an increasing demand on effective schools and for educational institutions to respond positively to this rising demand, an urge for quality education has been felt. The concept of quality is much in the limelight, in the education sector, in terms of Quality Control and Quality Assurance. The advent of inspectors at school level is an attempt to prevent faulty products (ineffective teaching) to reach the customer (student) whereas under Quality Assurance the aim is to achieve quality by organising every process to get the product 'right first time' and prevent mistakes ever happening. This study was conducted to assess the critical success factors of ISO QMS and Educational Quality and concurrently to investigate the relationship that exists between ISO QMS and Educational Quality. To address the lack of documentation in available literature and the arising research gap, surveys was carried out among educators posted in state secondary schools and thus assess their perception on ISO QMS and Educational Quality. Multi-dimensional questionnaires in relation to ISO QMS and Educational Quality were used as quantitative data gathering instrument. On basis of statistical analysis, the relationship between ISO QMS and Educational Quality was evaluated. Findings revealed that there are 5 success factors under ISO QMS and 6 success factors associated with Educational Quality. The most critical factor for both variables was Leadership as perceived by the majority of educators. The statistically significant linear relationship indicated the strongest correlation between Quality Assurance, with regard to Educational Quality and</b></p>

	<p><b>Customer Focus, as a basic principle of ISO QMS while the Regression Analysis, with ISO QMS as the dependant variable revealed that ISO QMS is highly dependent on Quality Assurance. The theoretical contribution of this study augments the existing knowledge in the domain of adapting ISO QMS in the pursuit of Educational Quality within learning organisations, with particular focus on the Mauritian secondary educational institutions.</b></p>
<p>Thuraya Abdel Wahab El-Alami GIC15104114</p>	<p><b>Students problems in Research Project Course at Taibah University from both Students and Teachers points of View</b></p> <p><b>Thuraya Abdel Wahab El-Alami</b> <b>Department of Languages and Translation Faculty of Science and Arts in Al-Ula, Taiba University, Madina District, Saudi Arabia</b> <b>thuwab@yahoo.com</b></p> <p><b>Asfia Khan</b> <b>Department of Languages and Translation Faculty of Science and Arts in Al-Ula, Taiba University, Madina District, Saudi Arabia</b></p> <p><b>ABSTRACT</b></p>
<p>Fahmeeda Akram GIC15104115</p>	<p><b>An Exploration of the Demotivational Factors Affecting Teaching Learning of English as a Foreign Language of PYP Learners in Gulf Countries</b></p> <p><b>Fahmeeda Akram</b> <b>Jazan University, Jazan, Saudi Arabia</b> <b>fahmeedagulnaz@gmail.com</b></p> <p><b>Sahar Yusuf Mandouh</b> <b>Jazan University, Jazan, Saudi Arabia</b></p> <p><b>Asif Ahmed Ali Khan</b> <b>Jazan University, Jazan, Saudi Arabia</b></p> <p><b>ABSTRACT</b></p> <p><b>Motivation is instrumental in successfully carrying out any activity while demotivation is a detrimental force that impedes the progress of any action or activity which has widely unveiled its diverse manifestations to EFL learners across the globe. Based on the reviewing of previous works and contexts, the present study aims at investigating the demotivational factors that significantly hamper learning of PYP learners in EFL classrooms in gulf countries. The work utilized triangulation in the use of research methods, i.e. both qualitative and quantitative methods overlap each other: (i) structured interview of experienced EFL (3 male and 4 female) teachers of JUELK and QUELC respectively, with maximum open ended questions exhibit qualitative dimension of the study; (ii) opinionnaire developed with closed ended questions by employing Likert's five point scale, represents quantitative perspectives of the work. The data was collected to investigate teacher's teaching style and practices in EFL classrooms; teacher's behavior</b></p>

	<p>and method of teaching; mismatches between the curriculum and the level and needs of the learners; crowded classes, use of unauthentic material; students' inadequate elementary knowledge of four language skills and their lack of determination of goals and objectives to learn English language. All these factors call attention of the ministry of education to revise and redesign the educational policies up to secondary level education.  <b>Keywords: Motivation, Demotivation, EFL, Teaching and Learning of English as a Foreign Language</b></p>
<p>Rebat Kumar Dhakal GIC15104116</p>	<p style="text-align: center;"><b>Leading at the "Edge of Chaos": School Leadership in Nepal</b></p> <p style="text-align: center;"><b>Rebat Kumar Dhakal</b>  <b>Kathmandu University School of Education</b>  <b>rebat@kusoed.edu.np</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p><b>This paper examines the challenges confronting Nepali school leaders at the "edge of chaos" and explores some strategies to address them. It is theoretically informed by chaos and complexity thought and methodologically by Interpretative Phenomenological Analysis (IPA). Drawing data through open conversations with eight school leaders based in Kathmandu valley, the study finds that the challenges facing school leaders continue to intensify with the growing political unrest, and global competitiveness in developing 21st century education skills both in teachers and learners and thus the role of school leaders are changing likewise. The study also underscores that chaos is pervasive and affects school leadership, but with different magnitude and thus addressing strategies differ accordingly. Despite all that may sound formidable, the paper concludes that leadership is the answer. However, it calls for capacity building on the part of school leaders.</b>  <b>Keywords: school leadership, edge of chaos, Nepali school leaders, leadership challenges, chaos and complexity</b></p>
<p>Potu Bhagath Kumar GIC15104117</p>	<p style="text-align: center;"><b>Student perspectives on learning of parotid gland anatomy from a paper model</b></p> <p style="text-align: center;"><b>Potu Bhagath Kumar</b>  <b>Arabian Gulf University</b>  <b>potubk@agu.edu.bh</b></p> <p style="text-align: center;"><b>Saravanan Jagadeesan</b>  <b>Arabian Gulf University</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p><b>With rapidly evolving strategies in practice of teaching and learning anatomical sciences, has laid great emphasis on understanding of the learning style of students. With less time given for anatomy in the present curricula, the students find it hard to comprehend textbook description of the complex anatomical structures like parotid gland and its neuro-vascular</b></p>

	<p>relations. To ease the complexity in understanding parotid gland, we introduced a three dimensional paper model, which was demonstrated to the students during practical sessions at UCSI School of Medicine, Malaysia. After demonstration, a feedback was obtained from a structured questionnaire, which clearly showed that the percentage of students showing interest and excitement in handling the paper model (from its preparation to their learning) is in the range of 67%-94%.The feedback also indicated that inspite of availability of sophisticated learning materials, students like simple paper models which makes their learning more enjoyable and the hand-on experience helps to correlate the clinical reasoning more easier. We also discussed the materials and methods used for making parotid gland paper model and images of the model in this article.</p> <p><b>Keywords:</b> teaching and learning anatomical sciences, learning styles, students, anatomy curricula</p>
<p>Elham Alizadeh GIC15104118</p>	<p><b>On the Relationship between Iranian EFL Teachers Computer Literacy and Their Learners Autonomy</b></p> <p><b>Elham Alizadeh</b> Islamic Azad University, Torbat-e Heydarieh Branch, Iran. elh.alizadeh@gmail.com</p> <p><b>ABSTRACT</b></p> <p>The present study aspires to examine the relationship between Iranian EFL teachers' computer literacy and their learners' autonomy. To this end, a sample of 357 teachers and 1785 learners from different provinces in Iran, mainly from Khorasan Razavi, Tehran, Semnan, Esfahan, Shiraz, Yazd, and Golestan participated in this study. As for quantitative phase of the study, data were collected through the use of two valid and reliable instruments titled "Computer Literacy Questionnaire" and "Learner Autonomy Questionnaire". For the analysis of the quantitative data, Pearson Product Moment Correlation was run to check the level of significance. The results revealed that there was a significant relationship between Iranian EFL teachers' computer literacy and their learners' autonomy. Consequently, it was recommended that all the stakeholders in education in Iran should be exposed to well-planned workshops and seminars with the purpose of making them consider the realism that computers are very significant in today's effective teaching and learning.</p> <p><b>Keywords:</b> Computer Literacy, Learner Autonomy</p>



Millicent Abrokwa  
GIC15104119

**The Challenges and prospects of Accounting Education in Nigeria**

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**ABSTRACT**

The aim of this paper is to examine the challenges in the training and education of the 21<sup>st</sup> century accountants in Nigeria and to examine the prospects despite the challenges. To achieve this aim, a combination of secondary and primary data is used and qualitative analysis is employed. The modern role of accounting is contextualized in a dynamic socio-political and economic environment and this calls for the contents of accounting curriculum to be well rounded such that accounting graduates will be well prepared to cope with the challenges of the 21<sup>st</sup> century. The paper identifies institutional problems, technical problems, structural problems, lack of balance of theory and practice, etc as some of the challenges confronting accounting education in Nigeria. Despite the challenges however, there are good prospects as accounting education has evolved over the years and is still evolving. Also, the current accounting curriculum has an interdisciplinary framework that ensures that the trained accountant has a sufficiently broad conceptual base to appreciate the social, economic, political, cultural and legal dimensions of the society. The paper recommends a dynamic development of curriculum, incorporation of moral education in the curriculum and a good synergy between accounting research and practice.



Osuafor, Abigail M  
GIC15104120

**Effect Of Prior Knowledge Of Behavioural Objectives On Mathematics Achievement Of High And Low Mental Ability Secondary School Students In Imo**

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**ABSTRACT**

The high rate of failure in external mathematics examination among secondary school students in Nigeria calls for great concern. The sole use of conventional methods by mathematics teachers in teaching could be one of the factors that lead to high rate of failure in mathematics examinations. Against this background, this study determined the effect of prior knowledge of behavioural objectives on Mathematics achievement of high and low mental ability secondary school students in Imo State, Nigeria. Two research questions and two null hypotheses provided focus to this study. Quasi experimental design specifically the pre-test, post-test non-equivalent control



	<p>group design was adopted. A sample of 94 (45 male and 49 female) mathematics students with average age of 15 years was used for the study. Two instruments: General Mental Ability Test (GMAT) and Mathematics Achievement Test (MAT) were used for data collection. The instruments were face and content validated by experts. The reliability of MAT was established using Kuder Richardson formula 21 (KR-21) for section A and Cronbach alpha for section B and were found to have internal consistency of 0.99 and 0.86 respectively. The reliability of GMAT was ascertained using Kuder Richardson formula 21 (KR-21) which yielded an internal consistency of 0.99. Mean was used to answer the research questions while Analysis of Co-variance (ANCOVA) was used to test the hypotheses at 0.05 level of significant. Results showed that: High mental ability students who had prior knowledge of behavioural objectives performed better than the high mental ability students who did not have prior knowledge of behavioural objectives; Low mental ability students who had prior knowledge of behavioural objectives performed better than the low mental ability students who did not have prior knowledge of behavioural objectives. Based on the findings, the researcher recommended that mathematics teachers should expose learners to the knowledge of behavioural objectives before the lesson's content development begins.</p> <p><b>Keywords:</b> Prior Knowledge, Behavioural Objective and Mental Ability.</p>
 <p>Usha Barahmand GIC15104121</p>	<p><b>Cries from the womb: An attempt to fight female foeticide</b></p> <p><b>Usha Barahmand</b> Department of Education usha@somaiya.edu</p> <p><b>ABSTRACT</b></p> <p>One of the contemporary issues in Indian society relates to the most weaker &amp; vulnerable sections, women and more specially the girl child. The rights relating to girl child “right to life and dignity” is still violated in some areas. Though the constitution of India guarantees equality for women and has also started so many initiatives like the Beti Bachao Abhiyan for empowering the girl child, we still see female feticide prevailing in many societies. With the introduction of ultra sonography, sex determination has spread like an epidemic in many towns and villages especially among the male child seekers who can pay hefty charges for the sex selection test. People are unaware about the legal implications of using sex determination tests. The illegal acts of crime in the form of female foeticide goes unregistered in many cases. Due to this, the statistics related to the sex ratio is skewed in different states of India like Haryana ,Bihar,Rajasthan &amp; Daman &amp; Diu. According to the recent census survey the sex ratio is lowest in Dadra &amp; Haveli.Thus there is a need to fight the social issue of female feticide in Dadra &amp; Haveli.For this there was a need to test the awareness of people towards the issue of female foeticide, causes and its implications. The pre service teachers were targeted in this research because they were the ones who would have been in marital relationship in a few years time and may have contributed to the issue of female foeticide. Apart from this the</p>

	<p>prospective teachers had a topic of Gender discrimination in the curriculum in Sociological Foundations of Education. For this purpose the researcher along with co researchers as B Ed students did a need analysis related to awareness of the issue of female foeticide .Based on the need analysis which was done through a structured questionnaire later on an awareness program to fight female foeticide was created &amp; named as Nanhi Pari Project This included a skit based on save the girl child, a self composed song as a cry of a girl child from womb, video clip based on female foeticide and an innovative board game related to the schemes &amp; legal aspects for fighting the issue. The researcher tested the perceptions of prospective teacher towards the issue through a structured questionnaire. The prospective teachers felt that to fight the issue of female foeticide, there was a need of more legal actions &amp; schemes, more awareness on health implications of female foeticide and also women empowerment. Also the program was evaluated through an interview schedule by the pre service teachers &amp; it was found that the program was an information giver, sensitizing &amp; giving future aims. Thus it was concluded that the program though had some limitations that it was done only on twenty two pre service teachers, in a particular college of education with a short program showed such positive results then there is a hope of fighting this social issue if a longitudinal study is done for the same group.</p>
 <p>Ndife Alexander Nnamdi GIC15104122</p>	<p><b>A Systematic Technique for Attenuation and Dispersion Reduction in Fiber Optics Communication using an Erbium Doped Fiber Amplifier</b></p> <p><b>Ndife Alexander Nnamdi</b> Department Of Electronics &amp; Computer Engineering NnamdiAzikiwe University, Awka, Nigeria alexndife2003@yahoo.com</p> <p><b>Anthony .U Okolibe</b> Department Of Electronics &amp; Computer Engineering NnamdiAzikiwe University, Awka, Nigeria</p> <p><b>Emmanuel .O Ifesinachi</b> Department Of Electronics &amp; Computer Engineering NnamdiAzikiwe University, Awka, Nigeria</p> <p><b>ABSTRACT</b></p> <p>Optical fiber communication system no doubt comes with various problems ranging from natural to artificial which limits its performance. In this work, those natural problems were understudied and enhancement solutions proffered using Erbium Doped Fiber Amplifier (EDFA) as a measurement tool. Experimental characterization was carried out over the period of 15months using MTN Enugu-Abakaliki road Fiber Optic backbone project as a test bed. The result obtained showed that amplification that occurred in Erbium Doped Fiber Amplifier (EDFA) at 1550nm allows for almost zero attenuation and dispersion. With this technique it was observed that optic-electro and electro-optical conversion in normal amplification process which</p>

	<p>causes data losses was totally eliminated. The percentage of improvement in the research work compared with previous works was found to be 23%. The effectiveness of EDFA scheme deployed in reducing the attenuation and dispersion was shown by MATLAB scripting and Excel plots. A simulation validation showed an effective throughput response owing to zero dispersion and attenuation. From the data analysis result, it is feasible to address attenuation/dispersion issues in communication systems to a very minimal level with high electronic amplification.</p> <p><b>Keywords:</b> attenuation, dispersion, Erbium Doped Fiber Amplifier (EDFA), fiber optics, wavelength.</p>
 <p>Dr. Asfia Khan GIC15104123</p>	<p><b>Problems And Challenges In Teaching And Learning English To Arabic Speakers</b></p> <p><b>Dr. Asfia Khan</b> Department Of English, College Of Arts and Science, Taibah University, Saudi Arabia khan.asfia26@gmail.com</p> <p><b>ABSTRACT</b></p> <p>English is taught as a foreign language and earlier little attention was rendered to its teaching and learning in Saudi education system. Resulting from the global exigency and being the language of science and technology, business and commerce, the significance and the prominence of the language grew rapidly. Unlike the past, the standpoint towards English is totally different at present. Stupendous steps have been taken at every level of education to impart proficiency among the students. The interspersion of the native language leads to common errors among the Arabic speakers. The stumbling block is excessive dependence on their knowledge of the rules and the structures of their mother tongue, which are indeed different from those of English. Each culture and language group has its own distinct intricacies while learning English. It is a hard core task and require years on the part of teachers to attain the knowledge of this ‘first language interference problem’. Having acquired this skill is a distinguished advantage for those who teach in non-english speaking countries. The present paper attempts to explore a few problems that the Arabic speaker face when he enters into an English classroom as well as the accessible remedies to overcome these challenges that come in teaching-learning process.</p>
 <p>Godwin F. Akpan</p>	<p><b>National Policy On Education, Competence In English And Counseling; Implications For Teaching English As A Foreign Language In Nigeria</b></p> <p><b>Godwin F. Akpan</b> Department Of General Studies/Department Of Educational Foundations, College Of Education Afaha Nsit, Nigeria akpangody4@yahoo.com</p> <p><b>Jude Iwok</b> Department Of General Studies/Department Of Educational Foundations, College Of Education Afaha Nsit, Nigeria</p>

GIC15104124	<p style="text-align: center;"><b>ABSTRACT</b></p> <p>The growth of any nation depends on the strength of its education and education policy. Interestingly, growth and its indices are expressed through language. Many manuals are written in language. This explains why a country like Nigeria places greater premium on the need to develop her language. The irony therefore is that in Nigeria, no local language has been made to play this role except for English language. Thus, in Nigeria, English occupies a prime place and carries an overloaded function, but it seems that policy makers in Nigeria negate this all important fact. Little and insufficient attention is given to the teaching and learning of English. Thus, this study seeks to examine the National Policy on Education, isolate and examine the inherent obstacles that affect communicative and linguistic competence on the performance of English language in Nigeria. Also, the paper hopes to offer some pragmatic approved which would aid the better mastering of the language to enable users be at ease with the international communities. Finally, the paper recommends a holistic but gradual overhaul of the policy with the view to enhancing a better teaching and learning of English language.</p>
 <p>Okafor Josephine Obiageli GIC15104125</p>	<p style="text-align: center;"><b>Re-Engineering the Teaching and Learning of French Language through E-Learning</b></p> <p style="text-align: center;"><b>Okafor Josephine Obiageli</b> Department O French, Nwa for Orizu College of Education, Nsugbe Anambra State, Nigeria obyjoe2020@gmail.com</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The teaching and learning of French Language in Nigeria has been facing a lot of challenges. The first of these challenges is the methodology employed by the teachers. The traditional methods of teaching the French language has proven inadequate as evidenced in the poor performance of these students in both internal and external examinations. The inadequacy of these methods of teaching this French language is appreciated against the backdrop of the technological revolution and breakthrough in the field of education, especially in the area of language teaching and learning. Hence, there is need for re-appraisal and re-engineering of language teaching and learning for effective and efficient impact of the language. This in essence, will take care of different learners and their needs. This paper therefore, would re-appraise the traditional methods of teaching and learning language and explore E-learning as a tool for improving of language teaching and learning. It would explicate as well the benefits of the E-learning in language teaching and learning.</p>



Jocelyn I. Bartolata  
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**From Academe to Industry: Which Academic Skills Matter?**

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**ABSTRACT**

The paper explores the baffling question on which academic skills really matter on the job. And which don't matter? The answer is derived from a survey of 86 students who underwent Language Practicum (LP) and 30 supervisors. LP is the On-the-Job Training (OJT) component of the Bachelor of Arts in English of the College of Arts and Letters, Bicol University. Because more demanding requirements and higher standards are required for the meaning of evaluation theory as a framework, the term model/approaches is preferred. This refers to "an evaluation theorist's idealized conceptualizations for conducting program evaluation" (Stufflebeam and Shinkfield, 2013). As revealed in the findings, the academic skills found by the Language Practicum trainees to be most applicable to job performance are interpersonal skills and business letter writing. At the tail end are academic skills developed mostly from literature courses, Physical Education, Foreign language and Technological Environment. Organizational communication and interpersonal skills were rated by the sponsoring agencies to be the most useful academic skills needed during the training, and therefore in the trainees' future jobs. Literature-related skills and physical education skills are least useful. To conclude: there are academic skills that are most and least useful to actual job performance. It is recommended that these be considered in the crafting of future curriculum to ensure that graduates are job-ready.

**Keywords: Academe, Industry, Academic Skills, On**



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GIC15104127

**Empowerment for Development towards Well-Being – Political Will and Life Skills in Action**

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**ABSTRACT**

Reconciling economic growth and social development are paramount for putting people at the centre of development. In 2008, Government initiated a Village Integrated Project to empower the vulnerable towards inclusive development. The purpose of this study is to investigate the worthwhileness of a VIP towards dimensions of well-being by designing and proposing a framework demonstrating the impact of political will and life skills on empowerment. This should enable replicating the project across the country. To address this pertinent issue, the study focused upon five earmarked objectives namely, to examine how dwellers at La Valette Village perceived this VIP, identify factors likely to impede upon capacity-building



and entitlements, analyse level of individual / community empowerment, assess the social, economic and environmental dimensions of well-being and ultimately, evaluate the dynamics of La Valette village model and worthwhileness of life-skills, political will and well-being as driving force for enhanced community culture and happy living. An exploratory case study from an interpretive sociological perspective has been adopted to provide inferences for applied development policy. During field visits, semi-structured interviews were conducted with 132 household-units, based on a 5% margin of error estimate. Computer-assisted software (SPSS 20.0) was used for analysing quantitative data (Descriptive and Inferential Statistics) and an analytic comparison approach was adopted to categorise qualitative information. Documentations were examined as secondary sources, with a view to triangulating results. Reporting was done in a narrative style. Results revealed that this VIP contributed towards empowering the vulnerable for social, economic and environmental well-being. However, efforts need to be made in enabling residents' full understanding of the project's implications. For the dwellers of La Valette Village, currently the project is perceived more as a housing effort rather than an integrated programme. Extended transport facilities, life-skills training, job opportunities, leisure and other essential services were still deficient due to lack of political will. Dwellers felt excluded from equality of opportunities and chances. Community culture remains an ideal and is not very developed at La Valette. Residents felt being re-ghettoized as a result of delays in social, economic and environmental sustainability. Political will and life skills stood as sine qua non elements for sustaining any village integrated programme to meet its expected outcomes. To date, this poverty initiative is not ripe to be emulated, with the village model far from being an integrated empowerment programme per se. A model – incorporating political will and life skills – in any village empowerment strategy has been proposed and has proved valid for real empowerment for development towards well-being. As a blueprint, the study stands as a trustworthy document for policy-makers to accurately satisfy the overall needs and aspirations of a vulnerable group living in a village integrated model.

**Keywords: Empowerment, The Vulnerable, Village Integrated Project, Inclusive development, Well-being, Political Will, Life skills. Happy Living.**



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**From English plus to English 1 and 2: Assessing Transfer of Grammar Skills**

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**ABSTRACT**

This paper explores the effectiveness of grammar skills transfer from English Plus to English 1 & 2. English Plus is meant to address the English Language deficiency of incoming freshmen by providing them enabling skills to cope with college. It aimed to address the lack of readiness of entrants, through the improvement of crucial language skills, particularly grammar and usage. The research used the descriptive-evaluative method. It was anchored on the Constructivist's Paradigm: "individuals construct new knowledge from their experiences, either by accommodation or assimilation"<sup>[1]</sup>. It was found out that nowhere in the evaluation did it appear that the English Plus takers even approximated the competencies of the non-takers. This means that English Plus has in fact no carry-over effect on students taking English 1 and 2. This means further that English Plus takers were NOT able to integrate or apply learning of English grammar in this college course as evidenced by the disparity in the scores of the two sets of respondents. It is therefore recommended that specific measures be undertaken to improve the implementation of the English Plus – to provide coping skills and to ensure that there is indeed assimilation of learning .  
**Keywords-English Plus, Grammar, Skills Transfer**



Amasa P. Ndofirepi  
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**An African Philosophy for Children: towards a situated paradigm**

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**ABSTRACT**

In this article, I make a theoretical argument for an African Philosophy for Children programme and make recommendations to the theory and practice of the education of children in general. My thesis is that while the notion of Philosophy for Children (P4C) has been attempted or is being practised in over a hundred countries worldwide, Africa has not considered this. Africa and children in Africa are excluded from a vital discourse that shapes thinking and reason. I make a case for teaching philosophy and generating philosophical discourse at all levels of schooling in Africa. However, do we need the Matthew Lipman-initiated model for P4C to be transmitted wholesale to Africa? I argue a case for a P4C programme based on African existential circumstances by calling for the hybridisation of the traditional African models of philosophising with the western paradigm to produce a 21<sup>st</sup> century P4C for Africa.

**Keywords: Philosophy for Children; African; child, hermeneutics, hybridisation, decolonisation, situations.**



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**Perception and Implementation of Adult learning for Clerkship of Medical Faculty in Islamic University of Indonesia**

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**ABSTRACT**

Medical students are required to become adult learner who are capable in independent learning, critical thinking, giving constructive feedback, and self-reflection which are required to pass in several stages of education ranging from preclinical to clinical phase.<sup>1,2</sup> The second phase of this study differ in some aspects. Preclinical stage in the implementation of adult learner curriculum used a Problem-Based Learning which prioritizes skills Self-Directed Learning.<sup>3</sup> In another side, the clinical phase are prioritizing to problem-solving ability, organizing information and non-cognitive side as motivation, attitude, and team-work.<sup>4</sup> Supervising doctor at the hospital complaining about problem-solving ability of students of medical faculty in Islamic University of Indonesia (MFUII) at the clinical phase which still lack. Therefore it is necessary to do an assessment of the implementation phase of adult learner in the clinical phase, especially in bogy states. Up to present, the evaluation of adult learner application has not been accomplished in clinical phase. The aim of this study is to determine the perception and implementation MFUII clerkship in bogy states the adult learner for clinical phase in the hospital network MFUII. The method of research in this study uses a descriptive qualitative deep interview towards clerkship MFUII. This research is expected to provide an overview of the student's ability of the clinical phase to be able to apply the basic principles of adult learner, particularly in clinical practice bogy states which able to improve the quality of health care and reduce the number of maternal and infant mortality in Indonesia.

**Keywords:** perception, clinical phase, adult learner.



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**Content Area Effectiveness: English vs. Filipino Medium of Instruction**

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**ABSTRACT**

The rate of students who get low grades in the content areas is alarming, particularly in the subjects of Sciences and Mathematics. Among the different factors affecting level of achievements as considered by several studies, is the Language factor (Lopez, 1995). The teaching of subjects in the content area in Philippine schools uses English as a Second Language (ESL), wherein a certain mastery of the English language has to precede, to understanding more of the subject. It is of great importance for teachers to evaluate the methods and techniques used in the process of teaching their subjects in order to raise level of performances of the students. In evaluating their methods, the first question in hand is: "Does the ability of speaking and understanding English affect the achievement of my students?" This mini research aims to see the result of an evaluation of a classroom instruction while using monolingual instruction in ESL, or L2 that is English instruction, as compared with the use of bilingual instruction, in this case Filipino (the native language in the Philippines) and English combination. It is the hope of the researcher that the information gathered from this endeavor shall provide an insight for language educators and mathematics teachers to join forces in developing students' linguistic, verbal, and logical-mathematical intelligences.

**Keywords:** Linguistics, Bilingual Instruction, Teaching strategies, Mathematics, Language choice



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**Undergraduate Admissions Management in the 21st Century: The KWASU Experience**

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**ABSTRACT**

The conventional activity of Admissions Management has long focused on undergraduate admission, enrollment, and matriculation of qualified candidates to be students into various academic programmes offered by institutions of higher learning. Interestingly, the responsibility of undergraduate admissions management has been so exciting yet tasking. It gives Admissions Managers the opportunity to forge relationships with high school providers and counselors, travel to interesting places, demonstrate their commitment to access and create programmes to enhance the diversity of their institutions and more.

**Universities have strong incentives to target candidates for higher education.**

First and foremost, a university reputation is built, and enhanced in large measure, on the strength and quality of undergraduate programmes it offers. The National Universities Commission (NUC) licenses, accredits and assesses degree-granting and research institutions on a periodic basis, and consequently gives corresponding carrying capacity or admission quotas. Placing highly in the NUC assessments and rankings brings an institution attention from stakeholders in tertiary education, even from funding agencies. By this, universities provide both the skills support and intellectual challenge that focuses on a specific industry or profession. However, the structure and execution of undergraduate admissions activities varies widely from institution to institution. Admissions exercise may directly report to the Vice-chancellor, with students' recruitment centralized or decentralized. It may be the responsibility of the Admissions Officer through the admissions management structure, or individual departments and academic units. Regardless of the structure and execution, the undergraduate admissions process is all-encompassing in large part because of the number of institutional actors involved. Admissions requirements and preconditions are typically made by the academics, and are generally implemented by non-academics. In virtually all cases, the teaching and non-teaching staff are important partners in the process. Hence, effective admissions management, procedure and exercise require a partnership between academic units, faculty, the admissions office and other senior teaching/non-teaching leadership of the institution. Nonetheless, without a service-oriented admissions management and procedure, admissions activities, rather than help, can hurt an institution's reputation both within and outside the university community. This article uses the KWASU experience as a case study for Undergraduate Admissions Management in the 21st Century.



Gemma B. Bellena  
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**Industry Need for AB English Language Practicum Trainees**

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**ABSTRACT**

This paper looks into the industry need for AB English Language Practicum trainees, which, in a way is seen to be an indicator of the need for future AB English graduates. Language Practicum (LP) refers to the On-the-Job Training (OJT) for Bachelor of Arts in English of the College of Arts and Letters, Bicol University. More practically, the study enumerates job descriptions in the market fit for trainees and lists down competency requirements of such job descriptions. It used as a checklist job descriptions/titles identified in Hermosa, et al.'s (2014) as top job descriptions available in the market for Language Practicum trainees. The study is anchored on the questions-oriented model of evaluation, or more appropriately quasi-evaluation. It began with questions to give evidence on the worth and merit of the Language Practicum and its continued place in the AB English curriculum. For its findings, the five top jobs handled by the

	<p>trainees include those of: administrative officer, information officer, customer service representative, clerk and technical/speech writer. By their ranks, these competency requirements are: collaboration and teamwork; critical thinking, problem solving; life and career; ICT literacy; communication; information literacy; personal and social responsibility; citizenship/civic literacy; creativity and innovation; and environmental awareness. It is therefore concluded that AB English students are better suited for work related to specific communication purpose, that of sharing information within a business or organization. The recommendations are, that: (a) AB English curriculum be geared more to core competencies related to the business world, particularly on corporate/organizational communication; (b) Language Practicum insists that sponsoring organizations train students to hone these competencies more, and not solely to provide extra manpower to do menial tasks which are part of the job description.</p> <p><b>Keywords:</b> Language Practicum, On-the-Job Training (OJT), Industry-academe, AB English</p>
 <p>Annabelle B. Francisco GIC15104135</p>	<p style="text-align: center;"><b>Finding the Kailians</b></p> <p style="text-align: center;">Annabelle B. Francisco Provincial Institute of Agriculture, Ilocos Sur Polytechnic State College, Sta. Maria, Ilocos Sur, Philippines Francisco.apolo@yahoo.com.ph</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Using the normative and evaluative types of survey under the descriptive-correlative design, the study traced the Kailians (a name to refer to the listeners of Radio Kailian) in the seven municipalities of Ilocos Sur, Philippines. There were four (4) sample baronages in each municipality with 10 respondents each for a total of 280 selected using the ‘right hand coverage’ technique. A self-made questionnaire, interview and observation were administered to verify the analysis. Findings reveal that the satisfied listeners are young to middle aged adult housewives who finished secondary education with low monthly income and support the radio station because it promotes the Ilokano culture and heritage. Program formats they prefer to listen to are: talk shows, youth oriented (musical and magazine style), news and commentaries. Topics they favor much are on spiritual aspect, relationships, health, wellness, and nutrition. The stiff competition on social/digital media, television and commercial radio stations are the pressing problems besetting them. To further improve, they recommended the addition of school-on-air focused on agriculture and more news and commentary programs. Gender, age and occupation have been found to have a bearing on the design of the radio’s program format and contents.</p> <p><b>Keywords.</b> mass media, radio, listeners, program formats, social media, talk show, news, commentary , school-on-air</p>



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**The Communicative Competence of the English Language Teachers and the Teaching of English as a Second Language**

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**ABSTRACT**

With the advent of various educational innovations in the Philippine educational system such as the K-12 and OBE and the impact of ASEAN 2015 in the education sector, the importance of English and the demand to teach the learners a working command of English to satisfy various communicative needs in their lives, teachers have felt an urge to acquire certain proficiency in English. Teachers of English recognize that traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence, does not meet the requirements of English learning in an era of integration and globalization. Using a descriptive-documentary/critical/exploratory research design, this study necessitated the participation of forty (40) best English language teachers from the three Department of Education (DepEd) divisions of the province of Ilocos Sur, Philippines. The study assessed the proficiency of the teacher trainees, through their scores in pre and post tests during a five-day intensive training dubbed as READ and SPELL. The Communicative Orientation of Language Teaching (COLT) observation scheme by Spada, Fröhlich and Allen (1985) and in depth interviews were also administered to verify the data. Results reveal the strong impact of READ and SPELL training to the teachers in their teaching skills and methodologies, materials development and testing and evaluation. They also admit the significance of communicative language teaching in their respective classroom context.

**Keywords:** communicative competence, contrastive analysis, communicative language teaching, teaching English as a second language



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**Comparison of emotions, motivations and learning outcomes between online and face-to-face training programs in banks**

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**ABSTRACT**

Professionals are always required to command professional English to some degree in order to improve their positional titles. Therefore, acquisition of professional English plays an important role in professional development. Failure in professional English acquisition will likely dim professional career. Compared with studies on English acquisition on campus, fewer studies have been conducted on English acquisition at workplace. This study, using several scales proved internally reliable previously and presently, compares the differences in emotions, motivations and learning outcomes



	<p>between online and face-to-face training programs in banks. Three conclusions, previously unfound in the field of professional English training, are reached: (1) Bank clerks are emotionally more favorable towards online training than face-to-face lecturing; (2) Online training is more motivating than face-to-face lecturing in banks; (3) Online training leads to better learning outcomes than face-to-face lecturing in banks. Future studies should focus on the benefits of online delivery and future practice can integrate online training into MOOCs and flipped classrooms. <b>Key words:</b> online training; face-to-face lecturing; emotions; motivations; learning outcomes.</p>
 <p>MA Celina Eladia Meneses GIC15104138</p>	<p><b>KSA Development in the AB English Language Practicum</b></p> <p><b>MA Celina Eladia Meneses</b> <b>English Department, Bicol University, Philippines</b> <b>mcgmeneses@bicol-u.edu.ph</b></p> <p><b>ABSTRACT</b></p> <p>In response to the prevailing mismatch between education and industry needs, the AB English program of Bicol University was revised to include a student internship program, the Language Practicum, which attempts to augment classroom learning with actual knowledge, skills, and attitudes (KSAs) necessary in the workplace. This study assessed the level of attainment of these learning domains towards the holistic development of the students, as reported by the trainees themselves and by their sponsoring agencies, towards determining the success of the entire program. A focus-group discussion provided a validation of results of both assessments. Applying the evaluation theory by Stufflebeam and Shin field, and using the descriptive-evaluative method involving a total enumeration of the trainees and their supervisors, the study revealed an outstanding assessment of KSA development, both in the point of view of the trainees who came up with a mean rating of 4.58, and that of the supervisors who arrived at a mean rating of 4.56. Slight inadequacy was registered by the trainees in terms of skills, which they rated as 4.50 or superior, but was refuted by their supervisors who rated them an average of 4.53 or outstanding. Findings point to the conclusions that the Language Practicum was highly successful, and that industry partnership is important in the maximum development of students' knowledge, skills, and attitudes. The program is recommended for continuance. <b>Keywords:</b> Language Practicum, KSA Evaluation, AB English</p>



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### ICT in Higher Education

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#### ABSTRACT

Since time immemorial, education has been an important instrument for social and economic transformation. Presently higher education in India is experiencing a major transformation in terms of access, equity and quality. This transition is highly influenced by the swift developments in information and communication technologies (ICTs) all over the world. The introduction of ICTs in the higher education has profound implications for the whole education process especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. At the same time the optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents a profound challenge for higher educational institutions. In this backdrop, the paper addresses the opportunities and challenges posed by integration of ICTs in various aspects of higher education in the present scenario.



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### Domain-Specific Language for designing and evaluating persuasion strategies

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#### ABSTRACT

Assisting designers throughout the Persuasive Design processes is key productivity success. Though, there are still lack of tools and models that enable better productivity management. Indeed, all persuasive system design models highlight the need for tests before implementing persuasive strategies. These tests are challenging as they are often time and resource consuming. We believe that Domain-Specific Languages can enhance productivity in Persuasive Design processes. These Languages can provide the expressiveness power needed either for designing and testing persuasion strategies. In this paper, we discuss our analysis of existing tools and models and we explore the possibilities and limitations of a Domain-Specific Languages to be applied and/or adapted to persuasive technologies. Saad Abdessettar is a PhD candidate at the École de Technologie Supérieure (ÉTS) (Montreal-Canada). He has a computer engineering diploma since

2001 from ENSIAS (Rabat-Morocco), and an MBA from HEC Montréal (Québec-Canada) in 2008. After over fourteen years in different industries and different management level positions, he is now focused in his doctoral studies and particularly interested in persuasive technologies and innovation management. Mickaël Gardoni is professor and director of the innovation management program at ÉTS (Québec - Canada) and acting director of the PhD school. He was professor at INSA de Strasbourg and INP Grenoble (France) and Co-Director of the "French-Chinese PLM Centre for Innovation" in Tsinghua University, Beijing, China. He is engineer in industrial engineering and has done his PhD in EADS (European Aeronautic Defence and Space Company). His research interests include methodologies of creativity-innovation and knowledge management. Bessam Abdulrazak is professor at the University of Sherbrooke (Québec - Canada), director of the research center on smart habitats, and active researcher at the Research center on Aging and the Interdisciplinary Institute for Technological Innovation (3IT). He received his PhD from Telecom SudParis (France). He has published more than 100 academic papers, and served as general chair for a number of conferences. His research interests include Human-Computer Interaction, context-aware computing, ubiquitous and pervasive computing, Gerontechnology and assistive technology.  
**Keywords:** Persuasive technology, CAPTOLGY, behavior engineering, DSL, Domain-Specific Language, Persuasion Strategy, Behavior Change, Behavior Design



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#### Technology-Mediated Lessons in Teaching Motion

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#### ABSTRACT

The researcher developed eight technology-mediated lessons in teaching motion. The said instructional materials were evaluated by science experts. Specifically, this study sought answers to the following sub-problems: 1. What technology-mediated lessons maybe developed in teaching motion? , 2. What are the jurors' evaluations of the developed lessons along the following aspects: a. instructional objectives; b. methodology of the teaching learning activities; c. use of technology, and d. evaluation of learning outcomes? 3. What is the outcome of the technology-mediated lessons in terms of pupils' performance and attitude towards Science? This research utilized a pre-experimental design which is the one group pre-test post-test design to determine the effect of the developed technology mediated lessons in teaching motion to the pupils' performance and attitude towards Science. The developed lessons were evaluated by five (5) science experts using the jurors' evaluation checklist. The checklist encloses the following criteria: a) Instructional Objectives, (b) Methodology of the teaching-learning activities, (c) Use of Technology, and (d) Evaluation of Learning Outcomes. The major findings of this study show the increase in the performance level of the pupils and the positive rise in the pupils' attitude towards science. The jurors'

	<b>evaluation ii of the Developed Technology-Mediated Lessons in teaching motion yielded the following results:</b>
 <p>Atsirudy Wibowo GIC15104150</p>	<p><b>Analysis of Factors Influencing Literacy Rate in the Developed, Middle Developed, and Developing Countries</b></p> <p><b>Hasrul Abdurahman</b> Department of Statistics, Faculty of Mathematic and Natural Science, Bogor Agricultural University, Dramaga Bogor 16680, Indonesia</p> <p><b>Atsirudy Wibowo</b> Department of Agroindustrial Technology, Faculty of Agricultural Technology, Bogor Agricultural University, Dramaga Bogor 16680, Indonesia</p> <p><b>Okta Nindita Priambodo</b> Department of Meteorology and Geophysics, Faculty of Mathematic and Natural Science, Bogor Agricultural University, Dramaga Bogor 16680, Indonesia</p> <p><b>ABSTRACT</b></p> <p><b>This paper analyzed the factors contributing to literacy rate in some countries with high, moderate, and low literate population percentage. The countries which become the focus of this study are almost all of the African Countries as the variation of literate population percentage level of each country is varied. The study is conducted on some major factors contributing to literacy rate. The main variables used in the study are the percentage of literate population, the percentage of rural populations, average number of pupils per reading textbook in primary education, the amount of out-of-school children of primary school age, percentage of female teachers in primary education, government expenditure per primary student as percentage of GDP per capita, expenditure of education as percentage of total government expenditure, and the amount of graduates from tertiary education. The data used in this study is taken from UIS database and World Bank database. Correlation analysis and Multiple Linear Regression model with stepwise regression procedure are applied to see what factors are mostly affecting literacy rate and to find the best model for the variables. Biplot analysis is also utilized to see what factors of each country that are still lack of. The result of this study will show one best model with several selected factors which affects literacy rate the most and identify the lack factors of each country which then should be evaluated.</b></p> <p><b>Keyword: Literacy rate factors, African countries, multiple linear regression, correlation analysis, biplot analysis.</b></p>



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**Distance education: the ideal solution for continuing education for adults in Cameroon**

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**ABSTRACT**

In recent decades with the advent of new technologies of information and communication in Africa, and particularly the opening to the internet, the world's population has adopted new habits both on consumption and trade. The education sector is one that cannot be left behind. In a country like Cameroon that is struggling with developmental politics, one must wonder what the literacy rate of a population where 80% of its population is 25 and under. According to statistics, seven out of ten adults do not complete their first year of university studies. This phenomenon is due in part to several reasons:

- A difficult life due to unemployment and poverty that force people to abandon their studies and focus on smaller manual labor to subsist.
- Expensive professional studies that are inaccessible to most budgets.
- Existing unemployment as an already discouraging factor when senior professionals and graduates are also unemployed.

The observation becomes clear: the aversion to go to school full-time comes from a systemic issue of discouraging factors. Distance education increasingly becomes a viable solution to these deep-rooted problems.

Nowadays, a worker can continue his studies online at his own pace anywhere in the world without leaving his employment nor needing to step inside a classroom.

However, this new form of learning requires more or less interesting constraints for its students. Especially in understanding the E-learning system, its resources, advantages and disadvantages, among other things.

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**Dance of the Asante: Significance and a Resource for Art Education**

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**ABSTRACT**

	<p><b>This study which is based on a qualitative research approach aimed at educating readers on the keystone of Asante’s most significant traditional dances. Within the various facets of the Asante culture, dance plays a great deal of role in all aspects of their activities. It is however, distressing to note through preliminary surveys that the meanings of these dances are misconstrued by the very people who are custodians of the culture. Wiredu (2005) states that the meanings and educational significance of one’s culture should be kept for identity despite changing culture due to migration, or the movement of people, as well as globalization and modernization. Observations and interviews were the main data collection instruments employed in this research. Results revealed among others that, the various religious dances form a preparatory experience of the curative process at the various traditional worship centers; they serve as a conduit between the gods and the people. The dances are therapeutic and also have educational component which gives them a distinctive cultural identity. In totting up, the study recommends that traditional priest together with chiefs and elders of the communities in Asante should organized durbars to display these dances in order to educate the general public on their rich culture and its contribution to education and psychotherapy</b></p> <p><b>Keywords</b> <b>Dance, Therapeutic, Psychotherapy, Art Education,</b></p>
<p>Omid Abednia GIC15104155</p>	<p><b>An Investigation into EFL Teachers' Negotiations of Identity and its Interactional Consequences</b></p> <p><b>Omid Abednia</b> <b>University of Mazandaran</b></p> <p><b>ABSTRACT</b></p> <p><b>Language teacher identity is an emerging topic of interest in research on language teacher education and teacher development. Yet relatively little attention has been paid to the ways in which language teachers' identity shapes and is shaped by the institutional and interactional practices of the L2 classrooms. This study explores how EFL teachers' identity is negotiated in the classroom interactions. The participants of this study were four English language teachers. Data were collected through classroom observations. The audio-recordings were transcribed and analyzed using Conversation Analytic techniques. Classroom interactional practices of these teachers have been investigated in terms of classroom modes (Walsh, 2006) and identity categories (Richards, 2006). The results have shown that the “classroom context mode” and “orientations to discourse and transportable identities” in which opportunities for meaningful interactions and negotiations of meaning, and accordingly, quality language learning are highest, are rarely found in these L2 classes.</b></p> <p><b>Keywords: Teacher identity; Identity categories; Classroom interaction; Language learning opportunities</b></p>





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**Feedback Practices of ESL Teachers: Examining Effects and Influences on Students**

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**ABSTRACT**

This study examines the feedback practices of the selected ESL teachers from a public high school and its effects to students' writing. Following the adapted version of feedback coding scheme of Bureaux, et al. (2007), the feedback profile and focus of the teachers was determined. Using the corrected papers of their students, the ESL teachers were profiled according to their feedback stance and focus on giving feedback. An interview with the students of the teacher respondents was conducted to determine the effects of their respective teacher's feedback to their composition writing. Findings revealed that there are significant differences in the feedback practices of teachers when viewed from the profile and focus (grammar, context). Students preferred the Provider feedback profile and have an inclination to feedback profiles that assure higher grades. ESL teachers have an inclination in focusing in the grammar aspect when correcting students written output giving little attention to the context.

**Keywords:** Feedback practices, ESL, grammar, context



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**The Effects of Learning Environment When Learning English as a Second Language: A case study based on Faculty of Visual Arts, University of the Visual and Performing Arts.**

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**ABSTRACT**

Learning environment simply defines the environment or the surrounding where learning takes place. Learning environment could take many different forms. It can be ranged from a classroom which consists of a teacher and students doing their lesson under a tree as mentioned above referring to more natural environment somewhere in the school or else in a highly sophisticated (computerized) classroom, where we see advanced technology is used for language learning process. This study seeks to identify the effects of learning environment when English is learnt as a second language at the faculty of Visual Arts of the University of the Visual and Performing Arts. The present study mainly focuses on the effects of learning environment when English is learnt as a second language with the aim of identifying the nature of the learning environment. The sample of this research is the first year students of the Faculty of Visual Arts, University of the Visual and Performing Arts. The Collection of data will be done by administering a questionnaire to the student sample. The teachers engaged in teaching

English as a second language in four national universities will be interviewed individually to collect data. In addition, the sources such as documents revealing English examination results at the university will also be investigated. Further, an examination has been carried out to find out the concept of learning environment and second language learning along with the theoretical underpinnings in order to identify the scope of the present study with a logical and a realistic background. One of the prominent targets of the present study is to find out whether the environment during students' life i.e. during their schooling and University period and also learn at home was conducive to learn English. This fact is proved with the findings of the present study where the participants were questioned with an array of queries. When the respondents were asked about the availability of the teachers in their schools 20% of them said that they didn't have teachers in their schools. Thus it can be said that the scarcity of teachers negatively influences the learning process because the teachers provide clarity and support in their Zone of Proximal Development (ZPD) as said by Lev Vygotsky's. The next interesting feature is that a majority of the respondents (80%) came under the study admitted that the lesson materials supplied by the University are interesting and relevant for them. In this sense it is clear that the majority of the lesson materials provide knowledge they needed. Since English language plays the role of lingua franca in the modern world, one gets utmost benefits by learning English. Therefore, the Undergraduates in the University cannot avoid the potential opportunities in the future and should arm oneself with the knowledge needed.

**Keywords:** Learning Environment, English as a second language, Lingua franca, Tertiary level education




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#### Daily Math : From Concepts To Habits

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#### ABSTRACT

Math expresses itself everywhere, in almost every face of life, in nature all around, and in the technologies in hands. Mathematics is the language for the universe. The purpose of this study are introducing math in concept and deliver it into application life for students. The situational problem as the starting point helps students to relate what they learn to problems in daily life, and construct that are related to real situations. It is take place in math education subject in Teacher Training and Education Faculty at The University of Muhammadiyah Purwokerto, Indonesia. Authors start with projects that have applications of math and continue with the closely related topic of concept math. Then go on to the timely topic of concepts of math (exponents, multiplying & dividing integers, multiplying decimals, and percent), the application of which are immediately felt when the students face in cooking by numbers, home decorating, populating growth, saving & credit, and playing to win. It presents four projects in home, restaurant, school or college, and bank. In the section on society it touch's upon topics

	<p>like cooking recipe, decorating a house, populating, account saving, and probability issues. <b>Keywords: Math, concepts of math, habits of math</b></p>
 <p>Mahendar Kumar YRA16014054</p>	<p><b>Importance of Population Growth in Future Economic Development of Pakistan</b></p> <p><b>Mahendar Kumar</b> <b>Siam University</b> <b>mahendarkumar580@gmail.com</b></p> <p><b>ABSTRACT</b></p> <p><b>Population growth is considered by most of the scholars an obstacle for economic development of any country as the resources are always limited. Therefore, this study is conducted to analyze the population growth in terms of old age security, cultural pressure and women empowerment in order to visualize its impact on future economic development of Pakistan. The study while quantitative in nature with complimentary qualitative features found at the end that there is a weak relationship between components of population growth and future economic development of Pakistan.</b> <b>Keywords: population, economic development, women empowerment, old age security.</b></p>

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## Conference Calendar

Summary of Locations:

- June 2015: SINGAPORE - [Successfully Concluded](#)
- July 2015: KUALA LUMPUR (MALAYSIA) - [Successfully Concluded](#)
- Aug 2015: ISTANBUL (TURKEY) - [Successfully Concluded](#)
- Sep 2015: LONDON (UK) - [Successfully Concluded](#)
- Oct 2015: MAURITIUS - [Successfully Concluded](#)
- Nov 2015: SINGAPORE - [Successfully Concluded](#)
- Dec 2015: BANGKOK (THAILAND) - [Successfully Concluded](#)
- Dec 2015: KUALA LUMPUR (MALAYSIA) - [Successfully Concluded](#)

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1. Feb 2016: DUBAI (UAE)
  2. Apr 2016: ISTANBUL (TURKEY)
  3. May 2016: KUALA LUMPUR (MALAYSIA)
  4. Jun 2016: SINGAPORE
  5. Jul 2016: KUALA LUMPUR (MALAYSIA)
  6. Aug 2016: ISTANBUL (TURKEY)
  7. Oct 2016: HONG KONG
  8. Nov 2016: SINGAPORE



DUBAI (UAE), FEBRUARY 2016

VENUE: Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai

<b>NAME OF CONFERENCE</b>	<b>DATES</b>	<b>WEBSITE</b>
14th International Conference on Green and Sustainable Technology (GSUS)	20th to 21st Feb 2016	<a href="http://www.gsusdubai.com">www.gsusdubai.com</a>
11th International Conference on Healthcare and Biological Research (ICHBR)	21st to 22nd Feb 2016	<a href="http://www.ichbrdubai.com">www.ichbrdubai.com</a>
14th International Conference on Humanities and Social Science (HUSOC)	22nd to 23rd Feb 2016	<a href="http://www.husocdubai.com">www.husocdubai.com</a>
10th International Conference on Teaching, Education and Learning (ICTEL)	23rd to 24th Feb 2016	<a href="http://www.icteldubai.com">www.icteldubai.com</a>
11th International Conference on Advances in ICT for emerging issues in Society (ICT-eis)	24th to 25th Feb 2016	<a href="http://www.ictelsdubai.com">www.ictelsdubai.com</a>

ISTANBUL (TURKEY), APRIL 2016

VENUE: YILDIZ TECHNICAL UNIVERSITY, BESIKTAS, ISTANBUL, TURKEY

NAME OF CONFERENCE	DATES	WEBSITE
15th International Conference on Green and Sustainable	11th to	<a href="http://www.gsusturkey.com">www.gsusturkey.com</a>
10th International Conference on Teaching, Education and Learning (ICTEL)	23rd to 24th Feb 2016	

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Technology (GSUS)	12th April 2016	
12th International Conference on Healthcare and Life Science Research (ICHLSR)	12th to 13th April 2016	<a href="http://www.turkeyichlsr.com">www.turkeyichlsr.com</a>
15th International Conference on Humanities and Social Science (HUSOC)	13th to 14th April 2016	<a href="http://www.husocturkey.com">www.husocturkey.com</a>
11th International Conference on Teaching, Education and Learning (ICTEL)	14th to 15th April 2016	<a href="http://www.turkeyictel.com">www.turkeyictel.com</a>
2nd International Conference on Education, Language and Psychology (ELAP)	15th to 16th April 2016	<a href="http://www.elapturkey.com">www.elapturkey.com</a>

KUALA LUMPUR (MALAYSIA), MAY 2016

VENUE: HOTEL DYNASTY, JALAN IPOH, KUALA LUMPUR, MALAYSIA

NAME OF CONFERENCE	DATES	WEBSITE
16th International Conference on Green and Sustainable Technology (GSUS)	16th to 17th May 2016	<a href="http://www.malysiagsus.com">www.malysiagsus.com</a>
13th International Conference on Healthcare and Life Science Research (ICHLSR)	17th to 18th May 2016	<a href="http://www.malaysiahlsr.com">www.malaysiahlsr.com</a>
16th International Conference on Humanities and Social Science (HUSOC)	18th to 19th May 2016	<a href="http://www.malaysiahusoc.com">www.malaysiahusoc.com</a>
12th International Conference on Teaching, Education and Learning (ICTEL)	19th to 20th May 2016	<a href="http://www.ictel-malaysia.com">www.ictel-malaysia.com</a>
3rd International Conference on Education, Language and Psychology (ELAP)	20th to 21st May 2016	<a href="http://www.klelap.com">www.klelap.com</a>

SINGAPORE, JUNE 2016

VENUE: NANYANG TECHNOLOGICAL UNIVERSITY, NANYANG EXECUTIVE CENTRE,  
SINGAPORE

NAME OF CONFERENCE	DATES	WEBSITE
17th International Conference on Green and Sustainable Technology (GSUS)	15th to 16th June 2016	<a href="http://www.singaporegsus.com">www.singaporegsus.com</a>
14th International Conference on Healthcare and Life Science Research (ICHLSR)	16th to 17th June 2016	<a href="http://www.hlsrsingapore.com">www.hlsrsingapore.com</a>
17th International Conference on Humanities and Social Science (HUSOC)	17th to 18th June 2016	<a href="http://www.singaporehusoc.com">www.singaporehusoc.com</a>
13th International Conference on Teaching, Education and Learning (ICTEL)	18th to 19th June 2016	<a href="http://www.telsingapore.com">www.telsingapore.com</a>
4th International Conference on Education, Language and Psychology (ELAP)	19th to 20th June 2016	<a href="http://www.elapsingapore.com">www.elapsingapore.com</a>

KUALA LUMPUR (MALAYSIA), JULY 2016

VENUE: HOTEL DYNASTY, JALAN IPOH, KUALA LUMPUR, MALAYSIA

NAME OF CONFERENCE	DATES	WEBSITE
18th International Conference on Green and Sustainable Technology (GSUS)	9th to 10th July 2016	<a href="http://www.gsusmalaysia.com">www.gsusmalaysia.com</a>
15th International Conference on Healthcare and Life Science Research (ICHLSR)	10th to 11th July 2016	<a href="http://www.hlsrmalaysia.com">www.hlsrmalaysia.com</a>

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10th International Conference on Teaching, Education and Learning (ICTEL) 23rd to 24th Feb 2016

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18th International Conference on Humanities and Social Science (HUSOC)	11th to 12th July 2016	<a href="http://www.husocmalaysia.com">www.husocmalaysia.com</a>
14th International Conference on Teaching, Education and Learning (ICTEL)	12th to 13th July 2016	<a href="http://www.telmalaysia.com">www.telmalaysia.com</a>
5th International Conference on Education, Language and Psychology (ELAP)	13th to 14th July 2016	<a href="http://www.elapkl.com">www.elapkl.com</a>

ISTANBUL (TURKEY), AUGUST 2016

VENUE: YILDIZ TECHNICAL UNIVERSITY, BESIKTAS, ISTANBUL, TURKEY

NAME OF CONFERENCE	DATES	WEBSITE
19th International Conference on Green and Sustainable Technology (GSUS)	15th to 16th Aug 2016	<a href="http://www.turkeygsus.com">www.turkeygsus.com</a>
16th International Conference on Healthcare and Life Science Research (ICHLSR)	16th to 17th Aug 2016	<a href="http://www.turkeyhlsr.com">www.turkeyhlsr.com</a>
19th International Conference on Humanities and Social Science (HUSOC)	17th to 18th Aug 2016	<a href="http://www.turkeyhusoc.com">www.turkeyhusoc.com</a>
15th International Conference on Teaching, Education and Learning (ICTEL)	18th to 19th Aug 2016	<a href="http://www.turkeytel.com">www.turkeytel.com</a>
6th International Conference on Education, Language and Psychology (ELAP)	19th to 20th Aug 2016	<a href="http://www.turkeyelap.com">www.turkeyelap.com</a>

HONG KONG, OCTOBER 2016

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10th International Conference on Teaching, Education and Learning (ICTEL) 23rd to 24th Feb 2016

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VENUE: REGAL ORIENTAL HOTEL, 30-38 SA PO ROAD, KOWLOON CITY, HONG KONG

NAME OF CONFERENCE	DATES	WEBSITE
20th International Conference on Green and Sustainable Technology (GSUS)	3rd to 4th October 2016	<a href="http://www.hongkonggsus.com">www.hongkonggsus.com</a>
17th International Conference on Healthcare and Life Science Research (ICHLSR)	4th to 5th October 2016	<a href="http://www.hongkongichlsr.com">www.hongkongichlsr.com</a>
20th International Conference on Humanities and Social Science (HUSOC)	5th to 6th October 2016	<a href="http://www.hongkonghusoc.com">www.hongkonghusoc.com</a>
16th International Conference on Teaching, Education and Learning (ICTEL)	6th to 7th October 2016	<a href="http://www.hongkongictel.com">www.hongkongictel.com</a>
7th International Conference on Education, Language and Psychology (ELAP)	7th to 8th October 2016	<a href="http://www.hongkongelap.com">www.hongkongelap.com</a>

SINGAPORE, NOVEMBER 2016

VENUE: NANYANG TECHNOLOGICAL UNIVERSITY, NANYANG EXECUTIVE CENTRE,  
SINGAPORE

NAME OF CONFERENCE	DATES	WEBSITE
21st International Conference on Green and Sustainable Technology (GSUS)	14th to 15th Nov 2016	<a href="http://www.gsussingapore.com">www.gsussingapore.com</a>
18th International Conference on Healthcare and Life Science Research (ICHLSR)	15th to 16th Nov 2016	<a href="http://www.singaporehlsr.com">www.singaporehlsr.com</a>

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10th International Conference on Teaching, Education and Learning (ICTEL) 23rd to 24th Feb 2016

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21st International Conference on Humanities and Social Science (HUSOCth International Conference on Humanities and Social Science (HUSOC))	16th to 17th Nov 2016	<a href="http://www.husocsingapore.com">www.husocsingapore.com</a>
17th International Conference on Teaching, Education and Learning (ICTEL)	17th to 18th Nov 2016	<a href="http://www.singaporeictel17.com">www.singaporeictel17.com</a>
8th International Conference on Education, Language and Psychology (ELAP)	18th to 19th Nov 2016	<a href="http://www.singaporeelap.com">www.singaporeelap.com</a>

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