Conference Proceedings

5th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Nov, Singapore

14-15 Nov 2018

CONFERENCE VENUE

The National University of Singapore Society (NUSS), The Kent Ridge Guild House, 9 Kent Ridge Drive, Singapore

Email: tera@eurasiaresearch.org

https://eurasiaresearch.org

https://teraweb.org/

Table of Content:

Preface:

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 95 Participants from around 13 different countries have submitted their entries for review and presentation.

TERA has now grown to 4528 followers and 2817 members from 45 countries.

Membership in our scholarly association ADTEL is completely free of cost.

List of members: https://teraweb.org/membership/list-of-members/

Membership Application form link: https://teraweb.org/membership/

Proceedings is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: https://teraweb.org/conference/proceedings/

Facebook is a very popular free social networking website that allows us to keep in touch with friends, family and colleagues.

We hope to have an everlasting and long term friendly relation with you in the future.

In this context we would like to share our social media web links:
https://www.facebook.com/adtelweb/

You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

KEYNOTE SPEAKER

Barbara Tam

(Educational Development Officer, Educational Development Centre, Hong Kong Polytechnic University, Hong Kong)

Topic: The Use of Blended Learning in Teaching Development Programmes for Teachers in Higher Education

Barbara has been an Educational Developer at the Hong Kong Polytechnic University since 2007. Having over 20 years of experience working at different levels of education, she now plays a key role in the university's offering of teaching development programmes to meet the needs of teaching staff at different ranks and career stages. As a contribution to the blended teaching and learning development at the institution, she has recently developed a fully online programme for academics who are new to teaching, introducing them to the world of university teaching. This development not only began a new chapter in the provision of teaching development programme at a university level, it has also served as an example of how the learning management system can be made use of to maximize teaching effectiveness.

Profile: http://edc.polyu.edu.hk/our-staff-Barbara_Tam

KEYNOTE SPEAKER

Seetha Sagaran

Personal Development Trainer | Motivational Speaker | Lifestyle Consultant| Dubai, UAE

Seetha Sagaran is a Motivational Speaker, Personal Development Training Professional, and Lifestyle Consultant. After having lived in Dubai for more than 30 years, she admires the fact that today Dubai is an Inspiration for not just the Middle East but for the whole world. Winner of the Global Training & Leadership Development Award – 2017, she has a degree in Psychology, a Post Graduate Degree in English, a Post Graduate Diploma in Guidance & Counselling, and is a Certified Professional Behavioral Analyst (CPBA).

A certified Hypnotherapist specialized in the Gastric Mind Band Technique and Hypnotherapy Techniques with Children and a Metaphor Therapist, she also has a Diploma in Teaching Children with Special Needs, U.K. She is a member of The National Federation of NeuroLinguistic Programming (NFNLP), U.S.A, The Institute of Counselling, U.K. and a member of Toastmasters International, U.S.A. Her unique and creative training workshops and programs have an emphasis on the development of Communication & Leadership skills, principles of Psychology, Counselling, and Hypnotherapy. Seetha has promoted awareness of quality, in behavioral and environmental contexts, with respect to human resources skills, to train personnel from Corporate, Educational and Social Service organizations in U.A.E, India, and Seychelles.

Reflective learning journals: a pathway to successful teaching professional development programmes

Sasiporn Phongploenpis
Department of English, Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand

Sasiporn Phongploenpis
ERCICRTEL1804052

Abstract
This study investigates the term 'professionalism' defined by Thai novice teachers of English (N = 10) in Thailand and the link it has to their professional development programmes. A qualitative research methodology was employed to collect the research data, through two methods: a questionnaire and reflective learning journals (RLJs). Through the answers of the open-ended questions of the questionnaire, the participants' meanings of professionalism included the intellectual, behavioural an d attitudinal function. These meanings were seen to be related to their suggestions for future teaching professional development programme which should be included content (English), pedagogical and IT knowledge. Writing reflective learning journals enabled the participants to understand, analyse their teaching problems, and come up with the solutions to the problems. Their reflections on the classroom practice through RLJs revealed the barriers and factors of becoming a professional teacher of English. Implications and suggestions for English teacher education in ASEAN context were discussed.
Key words: professionalism, professional development programmes, reflective learning journals, novice teachers, language teacher education

Understanding The Needs & Aspirations Of A Selected Adopted Community: A Grounded Theory Approach

Leonilo Capulso
Department Of Education, Division of Pampanga, San Matias National High School - Senior High School
Department University of Perpetual Help System DALTA LAs Pinas (On leave), Pampanga, Philippines Las Pinas City, Philippines

Leonilo Capulso
ERCICRTEL1804053

ABSTRACT
The purpose of the study is to determine the manner by which the residents of SMK- Samahan ng Magkakapit-Kamay Community of Talon Tres, Las Pinas City (Phil.) understand their needs and aspirations. It used a Qualitative Research Design – Grounded Theory Approach. Face-to-face interview and focused group discussion   were used to gather the data. To interpret the data, initial coding, open coding, axial coding, selective coding and memoing were employed. Three focal categories came out as a result of the process, namely: Security and Human Survival, Vision for a Better Life and the Need for External Linkages. Moreover, findings also revealed that the residents understanding of their needs and aspirations were product of their own daily encounters with each other. These sentiments are similar to other informal settlers especially those living in the critical areas like the creek side. Furthermore, the same needs and fears were also manifestations of their desire for a security of life for themselves and their loved ones.

Key Words: Grounded Theory, Needs Analysis, Samahan ng Magkakapit-Kamay Community (SMK), Community Outreach, Community Extension Services

Athena Pedro
ERCICRTEL1804055

Challenges educators face when dealing with children with symptoms of ADHD and the support currently available in the Western Cape, South

Africa.

Athena Pedro
Department of Psychology, University of the Western Cape, South Africa,
University of the Western Cape, Cape Town, South Africa

Abstract
This study aimed to explore the challenges faced by Grade 1 educators working with learners presenting with Attention Deficit Hyperactivity Disorder (ADHD) symptoms in mainstream schools in the Western Cape. A sample of grade 1 educators were selected for the study. The sample comprised of twelve grade 1 educators from four local schools in the Western Cape. All twelve educators were individually interviewed and discussed the management strategies used in the classroom when working with learner presenting with ADHD symptoms. The data was analysed qualitatively with a focus in identifying, sorting and analyse meaning according to the subjective perception, understanding and behaviour of the grade 1 educators within their context. Furthermore, the social, cultural, political and physical environment of the participants were taken into consideration to explore and interpret the link between these elements. The findings were as follows: many educators felt that they did not receive enough training on Attention Deficit Hyperactivity Disorder, therefore lacking knowledge on how to apply management strategies to address this. Managing a diverse range of learners, lack of resources, lack of parental involvement, lack of assistance in the classroom, as well as distracted and disorganised children posed as challenges for educators working with learners presenting with Attention Deficit Hyperactivity Disorder symptoms.

Keywords ADHD, bio-ecological theory, Grade 1 educators, learners, management strategies.

Rejima Briones
ERCICRTEL1804060

Interpersonal Intelligence and Resilience as Correlates in the Experience of Relational Aggression

Rejima Briones
Basic Education Department, Sto. Nino Elementary School, Magalang, Pampanga, Philippines

Abstract
Interpersonal intelligence and resilience are important to buffer one from the experience of aggression particular that of relational aggression. Interpersonal intelligence refers to the ability to excel socially while resilience refers to the ability to bounce back from difficult experiences. This research specifically investigated the relationship of interpersonal intelligence and resilience in the experience of relational aggression. A descriptive-correlational research design was used in the study. To achieve the purpose of the study, the Social Competence Scale, Child Youth Resilience Measurement-12, and the Social Experiences Scale were administered to 183 intermediate students. Results of the study revealed that the respondents had high interpersonal intelligence, low resilience, and experienced relational aggression moderately. Furthermore, it was revealed that interpersonal intelligence and the experience of relational aggression were not significantly related. In contrast, resilience and the experience of relational aggression were significantly related. Thus, an intervention program is suggested.

	Keywords: interpersonal intelligence, resilience, relational aggression
Noel C. Manarang **ERCICRTEL1804062**	**Improvised Digital Microscope in Learning Biology** **Noel C. Manarang** **College of Education/Department of Education, Pampanga State Agricultural University, Pampanga, Philippines** **Abstract** The aim of the study was to investigate the effectiveness of the improvised digital microscope (IDM) in learning Biology. The study employed a quasi-experimental approach and descriptive-quantitative method. Each group, experimental and control, comprised 45 grade 7 students of Rafael L. Lazatin Memorial High School, Angeles City, Philippines for the school year 2017-2018 who were selected through simple random sampling. In gathering data, the first two were the pretest and posttest which were adopted from the grade 7 science module, the third instrument was adopted from Russell and Hollander (2011) to determine the students' attitudes in learning Biology, and a teachers' questionnaire were adopted from Oz (2014) to determine their perceptions in using IDM. On the other hand, the IDM was used as a tool for the intervention employed in the experimental group.. The participants had undecided attitudes towards biology and performed unsatisfactorily in the pretest. The IDM was used as a tool to improve the attitudes and performance of the students. Results showed that both groups agreed that students felt a definite positive reaction and had fun in biology but the experimental group performed better than the control group. In addition, teachers' perception on the use of IDM showed that it can be a good supplement in learning biology because it increases the interaction and participation of the students thus it makes learning more enjoyable, more interesting and makes lesson more interactive. Teachers believed that the IDM was easy to manipulate and it made them efficient teachers. Findings revealed that the use of the IDM in learning biology was effective.
Jihene Sdiri **ERCICRTEL1804064**	**Multi-Objective Assembly Line Solving With Programming 0-1** **Jihene Sdiri** **Department of Mechanical Engineering, National School of Engineering in Tunisia (ENIT)., University of El Manar (Tunisia), Tunisia** **Abstract** This work addresses the assembly line balancing type I problem (SALBP-1). The aim is to minimize the number of stations given by the lower bound of the number of stations and to minimize the total cost stations under the constraints of a given the cycle time and the precedence of the tasks. On the one hand, we consider the SALBP-1 with determinist tasks times; this model is based on the method of the lower bound of the number of stations and the determination of the earliest possible workstation for task and the latest possible workstation for task. Moreover, we make a compares between this multi-criteria model to model without cost parameter. Therefore, we notice the importance of this parameter, such as minimizing the number of stations is performed. Keywords: Assembly line balancing problem determinist, earliest possible workstation for task, latest possible workstation for task, lower bound, optimization of the number of stations is performed.
Seonkyeong Kim **ERCICRTEL1804065**	**A Study on cultural hegemony in Middle school Korean language textbooks in South Korea**

Seonkyeong Kim
School of Languages and Cultures, The University of Queensland, Brisbane, Australia

Abstract
The study aims to analyse cultural literacy in middle school Korean language textbooks used in South Korea. South Korea has undergone various political and social changes over these 70 years. It is therefore likely that cultural literacy has changed in many ways, yet it is difficult to find studies on the cultural literacy in the textbooks. In particular, there is a lack of research on what cultural literacy the students have learned and are learning in school education. In Korea over 90% of people attend both primary and secondary schools, and most people consider education to be one of the most important values in the life. In the education system in South Korea, Korean language education is a major part of the school curriculum, and textbooks have a great influence in the class. In addition, language textbooks are known to have a big impact on the formation of students ' identities, and language education and the formation of identities are closely related. For this reason, the cultural literacy in the textbooks can be reflected what governments or ministers of education want students to have or what they want to be seen as 'Korean'. Therefore, this study analyses Korean language textbooks used in middle schools in 2010s, as they are the latest version of the textbooks in South Korea. The texts and images of Korean culture in these textbooks are analysed by using critical discourse anlysis(CDA) and visual image analysis(VIA).
Keywords : Korean language textbook, cultural literacy, critical discourse analysis, visual image analysis

Ahmed Brahim ERCICRTEL1804066	**Promoting Learner Autonomy; Does it really work?** **Ahmed Brahim** **Center for Preparatory Studies, Sultan Qaboos University, Muscat, Oman** **Abstract** This will be an interactive workshop where I will report on the procedures and satisfactory results of an action research that I did in 2016 with pre-intermediate EFL foundation programme students at Sohar University, Oman, using a mixed method approach. The scope of the study was to investigate teachers' and learners' beliefs and practices to account for the constraints to promote Learner Autonomy (LA) in this context (quite similar to other non-western contexts, e.g. Asian cultures) and ultimately pilot a flexible middle-way approach which enables teachers to work around these constraints to foster LA in their students, without detracting from course content or sacrificing test scores. After briefly making a case with reference to the literature for the necessity for the ELT curriculum to cater for important 21st century skills, especially LA, the audience will be given the opportunity to discuss in groups (preferably multi-cultural) and to report on their own experiences in their different contexts, namely whether or not and how frequently they train their students to be autonomous, what difficulties they faced, how they went about overcoming these and what they think would or wouldn't work well in their specific contexts. I will then share the findings of the study: the constraints (learners, teachers, educational institutions, material developers), the content and methodology of the trailed approach and an effectiveness evaluation through my own observation and students' feedback. Finally, I will present some practical classroom

recommendations on materials development and activities adaptation, as well as on methodology. Q&A to follow.

Jeffrey Yumang ERCICRTEL1804067	**Environmental Awareness and Attitude of Grade 11 Students** **Jeffrey Yumang** **College of Education, Don Honorio Ventura Technological State University, Philippines** **ABSTRACT** **This study was designed to assess the environmental awareness and attitude of the Grade 11 as inputs for environmental education enrichment curriculum. A mixed method design using sequential explanatory approach was employed. The researcher used quantitative data such as the level of environmental awareness and attitudes of the 272 Grade 11 student-respondents from five (5) public senior high schools in the Division of Mabalacat City. In the qualitative phase, themes were developed from the responses of the ten (10) participants which were purposively selected to strengthen the environmental awareness of the students. The data gathered from the questionnaires were tallied, tabulated, analyzed, and interpreted using mean, weighted mean, and Pearson r. Based on the results of the study, the level of environmental awareness of the respondents was moderate. The attitude of the respondents toward the environment was intermediate. Further, the level of environmental awareness of the respondents exerted significant influence in their attitude toward the environment. The views of the participants to further strengthen the environmental awareness were identified based on the development of themes, namely: environmental knowledge and sensitivity, vigilance and accountability, sustainable perspective, output-based instruction and learner-focused instruction, community-based experience, project-based instruction, environmental protector groups, student-led environmental symposia, and multi-disciplinary subject for environmental education. The researcher proposed an Environmental Education Enrichment Curriculum as a guide for implementation in the form of specialized school-based program.** **Keywords:** awareness, attitudes, proposed curriculum enrichment
Yin Ling Lai ERCICRTEL1804068	**Learning Style Variation of Digital Natives** **Yin Ling Lai** **Faculty of Engineering and Quantity Surveying, INTI International University, Malaysia** **Abstract** **Everyone learns, but not all learn in the same way. Understanding of an individual's natural or habitual pattern of processing information, acquiring knowledge and solving problems is beneficial in developing pedagogical process and enhancing effective learning. As students become more technologically advanced with unlimited information, entertainment, and social interactions at fingertips, it postulates that differences in learning preference exists.** **This study reviews the existing research on cultural, disciplinary and gender variations in learning styles and presents the initial findings of a research project focusing on empirical comparative analysis. With the aim to investigating the learning style variability, over 300 students from the "digital native" generation studying at various institutions of higher learning in China, Indonesian and Malaysia responded to the Kolb Learning Style**

	Inventory and a demographics questionnaire. This study also intends to provide insights on the educational expectations and needs of the current generation of students whose individuality is highly valued unlike its predecessors. Limitations of the existing studies are discussed and some suggestion for future research is proposed. **Keywords** Learning Style, Digital Natives, Cultural Variation, Disciplinary Variation, Gender Variation
Abisol Cole **ERCICRTEL1804069**	**Technological Developm and Employability in Nigeria: TVET as a First choice** **Abisol Cole** **Department of Fine and Applied Art, School of Vocational Education, Federal College Education (Technical), Akoka, Lagos, Nigeria** **Abstract** The use of inventions produced by tertiary institutions for industries in Nigeria is at a low level. The gap between the academia and industry keeps on increasing, this is due to the fact that patenting and commercialization of inventions have not translated into a financial break through for sustainable development by tertiary institutions and industries in their quest to promote knowledge, skills and productivity in the economy. The establishment of National Office for Technology Acquisition and Promotion and the Intellectual Property and Technology Transfer offices in tertiary institutions to promote inventions in technical, vocational and entrepreneurship education have not generated the desired target of technological developments through Technical and Vocational Education and Training (TVET) programs in Nigeria. This research was carried out with the use of qualitative techniques. The discussion of the findings vividly explored the inadequacies of TVET in not equipping students with the requisite knowledge and skills needed in the technological world of the industries and workplace. The gap in TVET/Academia- industry linkages is clearly seen in the high number of expatriates taking the jobs meant for Nigerian youths due to their TVET program shortcomings and low skill emplroyability. TVET still remains one of the valuable means of industrialization and job training with the limited resources available. Academia, industry, inventions, knowledge, technology, skills
Phuong Tran Hoai **ERCICRTEL1804070**	**Develop Critical Thinking When Reading literary Works of Secondary School Students in Vietnam** **Phuong Tran Hoai** **Faculty of Philology, Hanoi National University of Education, Ha Noi, Viet Nam** **Abstract** Critical thinking is a dialectical thinking process that analyzes and evaluates existing information in other ways in order to clarify and reaffirm the accuracy of the problem. Developing critical thinking skills for students as they read literary works is an important activity to help students better understand the value of the work and the artistic intent of the author. A case study was conducted on 30 students in the 6th grade in Hanoi, Vietnam to explain the importance of critical thinking to each student; how to develop critical thinking when reading literary works and evaluate the

pros and cons of the proposed method. The researcher collected data from the survey results, the test at the end of the experimental phase and direct feedback from the learners. The results show that students are more active in reading the work, reflecting on the fact that they are asking many questions, are skeptical, and give clear and thoughtful arguments. Thus, critical thinking makes students avoid receiving and maintaining information passively.

Developing critical thinking when reading literary works is one way to help students expand their understanding, enhance their sense of comprehension, and solve problems. This research will contribute to the field of teaching in a way that it empowers and enhances student's ability as well as thinking.

Key words: critical thinking, reading literary works, literature teaching

A perspective of regular teachers readiness on inclusion in education in general maximino hizon elementary school

Lea Galvez
General Maximino Hizon Elementary School Special Education Center,
Department of Education, De La Salle University, Manila, Philippines

Lea Galvez
ERCICRTEL1804072

ABSTRACT

Inclusion has been a vast discussion and in existence particularly since the late 1980s. The Department of Education in its DepEd Order 72, series of 2009 entitled "INCLUSIVE EDUCATION AS STRATEGY FOR INCREASING PARTICIPATION RATE OF CHILDREN," stipulates the components of a comprehensive inclusive program for the children with special needs. Along with, specifying the duties and responsibilities of DepEd officials. The study attempts to determine the knowledge and readiness of the regular teachers of General Maximino Hizon Elementary School on inclusion in education. The Department of Education mandated a comprehensive inclusive program in its DO 72, series of 2009. In which has the following components: (1) Child Find; (2) Assessment; (3) Program Options; (4) Curriculum Modifications; and (5) Parental Involvement (DepEd, 2009). This research confronts the issues and practices of inclusion on education in GMHES, yield data from the regular teachers themselves, about their readiness on inclusion, and appropriately address their needs in handling children with special needs in the regular class. Thus, this study can serve as a reference for the policy makers and administrators to persevere and create guidelines that will make inclusive education a reality. Not merely to increase participation rate of children, but also to make their education experience worthwhile and based on the perceived individual's participation in society and of reaching his/her full potential.

KEY WORDS: DepEd Order, Inclusion, Children with Special Needs, Regular Teachers

Amina Abubakar
ERCICRTEL1804074

The effect of Form-Focused Instruction on Teaching English Grammar to Level One Students in FCE Kano

Amina Abubakar
English Department, School of Secondary Education, Federal College Education, Kano Pmb 3045, Kano, Nigeria

Abstract

The study sets out to investigate the effects of form-focused instruction (FFI) on teaching English grammar to level 1 students in FCE Kano. The design of

the study uses a pre and posttest with 50 participants at level 1 and comprises of two experimental groups. The study administers pre-test on grammatical patterns to assess the participants' knowledge on the patterns in the passages at the beginning of the course. Then teaches them through implicit and explicit Form-focused instruction (FFI) developed by R. Ellis (2004) and Spada and Lightbown (2008). Each group comprises of 25 participants. The implicit FFI group receives grammatical pattern instruction through indirect instruction, which focus on the use of grammatical patterns in the contexts and reading passages discussion. The explicit FFI group receives instructions on how to use the structural patterns and immediate feedback coming from the peers and the teachers in the classroom. The treatment covers 10 sessions and ended in a posttest stage to evaluate the course effectiveness. The study will analyze the data through Independent Samples t-test and results will show if there was a significant difference between the two groups or not. In other words, the explicit FFI group outperformed the implicit FFI one. Implications of the study for teachers who practice English grammar could be the use of explicit instruction on forms and then put them into practice contextually.

KEYWORDS: Form-focused instruction (FFI), English grammar, implicit, explicit

Argel Hipol **ERCICRTEL1804075**	**21st Century Leadership Zones of the High School Faculty Members of Xavier School, San Juan City, SY 2016-2017** **Argel Hipol** **Educational Leadership and Management Department, De La Salle University, Manila, Philippines** **ABSTRACT** The study aimed to determine the 21st century leadership zones (Perrin et al., 2010) of the high school faculty members of Xavier School in San Juan City. The study also aimed to determine and compare 21st century leadership zones across generations, marital status, gender, work status, department, and educational attainment. The study made the "21st Century Leadership Assessment Instrument" (Perrin et al., 2010). After asking permission from the administrators of Xavier School and upon the approval to conduct the study, the researcher personally distributed and collected the instruments. Data were checked and tallied. These were encoded and analyzed via Stata. T-test and ANOVA were used to compare 21st century leadership zones across generations, marital status, gender, work status, department, and educational attainment. The study revealed that the high school faculty members of Xavier School have a very high level of 21st century leadership zones. Furthermore, the findings show that there is no difference in 21st century leadership zones across the aforementioned demographic actors except gender.
Chibuzo Nwoko **ERCICRTEL1804076**	**Breaking linguistic and communicative barriers in an Esl classroom through Nonverbal Communication** **Chibuzo Nwoko** **Department of Languages (English Unit), Faculty of Humanities, Yusuf Maitama Sule University, Kano, Nigeria** **ABSTRACT** Communication has always been a problem between interlocutors, especially in a setting where a second or foreign language is the medium of instruction.

	Consequent upon this, this work identifies the mode of nonverbal communication in an English as a Second Language (ESL) classroom as one strategy that can overcome communication barriers between the language teacher and his students. In this paper, it is observed that nonverbal mode, being multicultural hence transcends cultural and linguistic boundaries, resolves the quagmire of comprehension and clarity by reinforcing messages words are incapable of delivering successfully to the language learner, as a popular maxim has it that actions speak louder and even clearer than words. Therefore, our presentation principally examines the roles such non verbal cues as body language and paralinguistic accompaniments play in an English Language teaching and learning environment in Nigeria. To justify the use of non verbal form of communication to bridge linguistic and communication gaps in a Second Language (L2) class, this delivery is premised on the theoretical frameworks of Hargie (2011), Oster, et al (1992) and Kibrik (1992) who unanimously uphold that nonverbal communication makes the art effective. In conclusion, it is suggested to language teachers and instructors to perfect the use of gestures and extralinguistic modes as alternatives to communicate meaning to their non-English audience. **KEY WORDS: ESL, Nonverbal Communication, Paralinguistics, ESL Classroom**
Remy Chantengco **ERCICRTEL1804078**	**Science Teachers' Charisma and Its Relationship to Students' Performance and Academic Achievements** **Remy Chantengco** **Department of Education, Pulung Santol National High School, Pampanga, Philippines** **ABSTRACT** The study sought to determine the Science teachers' teaching charisma and its relationship to students' performance and academic achievement. To attain the purpose of the study, the researcher used descriptive-correlational survey and qualitative method with documentary analysis for data collection. The respondents of the study were the Senior High School Science teachers and the 260 Science, Technology, Engineering and Mathematics (STEM) students of Cluster II, Division of Pampanga for the school year 2017-2018. The main instrument of this study was a questionnaire consisting of four parts, and a rubric which underwent validation by experts. Pearson product correlation revealed that character traits and teaching techniques of the teachers are highly significant to student performance; that humor and knowledge of teachers did not affect the student performance. Moreover, there is no significant relationship between the teachers' charisma and student performance, and the student performance and academic achievement of the respondents. The results of this study are of importance in the consideration of other factors aside from the charisma of teachers and 21st-century skills of the students in the development of the academic achievement of the learner. Keywords: academic achievement, charisma, student performance
Asikhia Olubusayo **ERCICRTEL1804080**	**The Role of Guidance and Counseling in Promoting Students' Discipline in Higher Institutions in Lagos State, Southwest, Nigeria.** **Asikhia Olubusayo** **Department of Psychology, Faculty of Education, Micheal Odetola College of Education (MOCPED), Ogun, Nigeria**

ABSTRACT
This study hopes to examine the role of guidance and counseling in promoting students' discipline in higher institutions in Lagos state, Southwest, Nigeria. This study is borne out of the observed disciplinary problems of undergraduates such as examination mal-practice, alcoholism, substance abuse, indecent dressing, cultism, vandalism, bullying, persistent students' revolt and unrests among others and this has often led to breakdown of law and order, disruption of academic activities, poor academic performance, closure of institutions and the likes. The study population will comprise of all staff, students, heads of all tertiary institutions, head of department of guidance and counselling and student affairs directors in Lagos State tertiary institutions. Out of this, a sample of 6 heads of institutions, 6 heads of Guidance and Counseling and 916 students from 6 higher institutions (Universities, Polytechnics and colleges of Education) will be selected through a stratified random sampling technique. Two structured questionnaires will be used to collect data for the study. Data collected will be analysed using frequency counts, percentages, correlation analysis, t-test and Analysis of Variance (ANOVA). Appropriate recommendations will be made to the government, heads of institutions, academic and non academic staff and other stakeholders in education.

Consequences of Poor Enrolment of School Age Children in Universal Basic Education Primary Schools in Kogi State Nigeria

Jibrin Ibrahim
Educational Psychology, Guidance and Counseling Department, Kogi State College of Education, Ankpa, Kogi, Nigeria

**Jibrin Ibrahim
ERCICRTEL1804082**

Abstract
The study examined the consequences of poor enrolment of school age children in Universal Basic Education Primary Schools in Kogi State. A descriptive research survey design was used. The sample consists of 45 respondents from a population of 217 head teachers and supervisors of schools. Two research questions guided the study. The instrument used for the study is focus group discussion schedule (FGDS). Data obtained through (FGDS) interview was qualitatively analyzed and presented using descriptive illustration of the voice and understanding of the participants. The result showed that parent/guardian avail their children/wards for enrolment into the UBE primary education on the grounds that government discourages the programme allowing teachers to go on strike and that poor enrolment of school age children is a result of parental, moral, financial and incessant strike. The consequences of poor enrolment destroy academic destinies of children and increase the probability of social tension, violence and insurgence. It was recommended among others that orientation should be given to parents and their wards. This will help check the consequences of poor enrolment of school age children in universal basic education primary school in Kogi State.

Keywords: Poor Enrolment, Universal Basic Education, Parents

Adigun Eniola Olajumoke
ERCICRTEL1804083

Social Class and Mothers Support of Young Children's Education: A Qualitative Study

Adigun Eniola Olajumoke
The Dean, School Of Education, Federal College Of Education (Technical), Akoka, Lagos, Nigeria

Abstract
The impact of social class backgrounds on young children's educational experiences has attracted increasing attention in early childhood research. However, few longitudinal studies related to social class and parental involvement in young children's education are available, especially in European contexts. In this longitudinal qualitative study, middle-class and working-class mothers' beliefs were study in relation to their perception to education and processes through which they support their children's education from preschool. Sixty mothers were recruited from preschools and four in-depth interviews along with home visits were conducted over a year. Findings of this study demonstrated that both middle-class and working-class mothers hoped that their children would do well academically, but their beliefs related to parenting roles and development of the children's learning interest differed. Such distinctive maternal beliefs affected their ways of supporting their children's education in everyday contexts.

Walida Ounraun
ERCICRTEL1804085

The Results of Applying Learning Management Based on STEM Education Guidelines to Enhance Understanding of Learning Management Based on the STEM Educationfor the Students in theFaculty of Education

Walida Ounraun
Faculty of Education, Naresuan University, Tumbol Thapo, Amphor Muang, Phitsanulok Province. 65000, Thailand

Abstracts
The objectives of this research were to 1) enhance knowledge and understanding of learning management based on STEM Education guidelines to be effective according to the criterion score of 70%, 2) compare the achievements of the knowledge and understanding before and after learning, and 3) study the students' attitudes towards this learning management.
23 students in Physics Department, Faculty of Education at Uttaradit Rajabhat University formed the sample population. The research instruments included a pre-test and a post-test to examine student's knowledge and understanding of this learning management and the form to evaluate the students' satisfaction. The data were analyzed using simple percentage, mean, and the standard deviation.
The results revealed that 1) the students' knowledge and understanding was effective according to the criterion, 2) the level of the achievements after learning was higher than that of students before learning, and 3) the students' satisfaction was at a high level.
Keyword: Learning management based on STEM Education

Issa Yaqub Ajeigbe
ERCICRTEL1804086

The Sports Managers Perception of Coach-athletes Relationship in Enhancing Players of Kwara State Sports Council Performance in Competitions

Issa Yaqub Ajeigbe
Human Kinetics and Health Education, Kwara State University, Malete, Nigeria

Abstract

Sports performance is determined by many factors among which the coach-athlete relationship is very important. The coach and the athlete interaction is unique with the goal to bring about successful performance outcomes and satisfaction. The athletes' perception of the coach-athlete relationship has motivational significance. If the coach-athlete relationship is sync, successful outcomes can be accomplished. Therefore, coaches should create positive coach-athlete interaction which will allow the coach to gain insight into the thoughts and emotions of their athletes. The study was a correlational study that assessed sports managers' perception of the coach-athletes relationship in enhancing their performance in competitions. The population for the study comprised the coaches of all the 25 sports in Kwara state sports council Ilorin. Simple random sampling technique was used to select two coaches from each sport and a total of 50 coaches were selected for the study. The coach-athlete relationship questionnaire (CART-Q) was used to elicit information on closeness, commitment and complementarity from the respondents. Three hypotheses were generated for the study and inferential statistic of Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the hypotheses at 0.05 level of significance.

Keyword: Sports managers Perception, Coach-Athletes relationship, Performance in Competitions, sport council

Science Teachers' Successes and Challenges in Implementing Lesson Study in Junior High Schools in Japan

Dave Angeles

Department of Education, Bayambang National High School, Philippines

Dave Angeles
ERCICRTEL1804089

Abstract

This paper examines the advantages and disadvantages of Lesson Study among junior high school science teachers in Fukuyama City, Hiroshima, Japan. Using the descriptive-survey research design to the two groups (young teachers and veteran teachers) of all the junior high school science teachers in Fukuyama City, assessment on the successes and challenges on Lesson Study was carried out. A survey questionnaire was used to assess the five categories namely professional development, administrative support, teachers' time availability, students' attitude, and team cooperation among the teachers, in the implementation of Lesson Study and the deep views and opinions were probed using open-ended questions. Using the Average Weighted Mean, it was found out that science teachers achieved successes or advantages in terms of professional development, administrative support, and team cooperation. However, the challenge faced by teachers in the implementation of Lesson Study is the availability of time and the category on students' attitude was perceived as neutral which is neither advantageous nor disadvantageous in the implementation of Lesson Study. The t-test of independent means made on the relevant data of the two groups bears no significant difference. This implies that young teachers or those with teaching experience of less than 10 years and veteran teachers or those with teaching experience of 10 years and above are of equal variances in terms of their successes and challenges in Lesson Study. Lesson Study should be promoted and implemented regularly in all schools at all levels from Elementary to College. Further similar study on a bigger scale could be conducted to establish the reliability of the study.

Orathai Saenglun
ERCICRTEL1804091

The Effects of Kalayanamitr Supervision on English Teachers Instructional Quanlity ; A Case Study Anuban Suphanburi, Suphanburi Primary

Educational Service Area Office 1

Orathai Saenglun
Faculty of Education, Naresuan University, Phitsanulok, 65000, Thailand

Abstract
The purpose of this study to determine the effects of Kalayanamitr Supervision. The Sample of the study consist of 18 teachers who worded in Anuban Suphanburi under Suphanburi Primary Educational Service Area Office 1 in the 2017 academic year. The experiment took eight weeks three days a week, six persons a day, and twenty minutes per persons. The instrument employed in the research were developed by the researcher. They were consisted of Kalayanamitr Supervision model and the instructional quality assessment. The experiment is held under the consulting from expert, in which the value of Total Item Objective Congruence (TOC) was 0.98. and the Rate Agreement Indexes. (RAI) between 2 observers who were the researcher and the assistant, was 0.81. Statistical procedures for data analysis were mean, standard deviation, t-test for Dependent Sample and One – Way Repeated – Mesure ANOVA. The finding were as follow after Kalayanamitr Supervision is held, there was a significant difference in the everage score from the evaluation of instruction quanlity of lesson plan, teaching style, learning environment and teachers personality. The different with respect to significant level of 0.1 is shown comparatively since before the experiment, in middle of the experiment, and during the end of the experiment.

Ofelia Maningas
ERCICRTEL1804092

Gender differences in big five personality traits of participants in kasabec kabataan-Binan City: As a basis for effective implementation of extension programs

Ofelia Maningas
College of Teacher Education, Laguna State Polytechnic University, Laguna, Philippines

Abstract
This study aimed to assess the gender differences in big five personality traits as a basis for effective implementation of extension programs.
Descriptive research design was employed in this study. The respondents of the study were the 26 male and 94 female participants of extension program in Barangay Malaban and Sto.Domingo, Biñan City conducted by College of Teacher Education Extension and Training Services (CTE-ETS) of Laguna State Polytechnic University, Los Baños Campus, Los Baños, Laguna entitled "KASABEC KABATAAN IN BIÑAN CITY.
Male respondents who have taken this test, their score on this dimension (18.62) which is relatively low while female is about average (28.32).
The male respondents mean score on conscientiousness (20.19) is relatively low while female is about average (26.23). High scorers are methodical, well organized and dutiful. Low scorers are less careful, less focused. This results showed that female is much careful, focused and organized than male.
In extraversion the male mean scores (26.25) is about average while female is relatively low (21.39) wherein high in extraversion are energetic and seek out the company of others. Low scorers (introverts) tend to be more quiet and reserved.
In agreeableness, respondents mean scores on this dimension formale (26.02) and female is (26.23) about average it reflects how they tend to interact with others. People high in agreeableness tend to be trusting, friendly and

	cooperative. Low scorers tend to be more aggressive and less cooperative. In neuroticism male respondents mean score is (28.05) which is about average while female is relatively low (19.07), this trait reflects the tendency to experience negative thoughts and feelings. High scorers are prone to insecurity and emotional distress. Low scorers tend to be more relaxed, less emotional and less prone to distress. The results revealed that gender differences in big five personality traits in all aspects found significant difference except from agreeableness which did not find a significant difference. it somehow contradicted to the study of Weisberg, Y., et.al. 2011 wherein their study did not find a significant gender difference in big five personality traits and found significant difference only in terms of agreeableness. Keywords: Gender differences, Big Five Personality Traits, Kasabec-Kabataan
Shuang Li **ERCICRTEL1804094**	**A Research on Flipped-classroom Teaching Model in EAP Teaching** **Shuang Li** **College of Arts and Sciences, Shanghai Polytechnic University, Shanghai, China** **Abstract** **EAP （English for Academic Purposes） is an interdisciplinary course, based on the analysis of students' academic needs, core and center of current college English teaching reform in China. Yet traditional teaching model stands in the way of EAP development with its rigid teaching procedures. In this paper, traditional teaching method is closely examined to demonstrate how it affects EAP teaching. Flipped-classroom teaching is then brought up and its features and theoretical foundation have been thoroughly discussed so as to prove its feasibility in EAP teaching. Flipped-classroom teaching model fitting in EAP teaching is also designed so as to provide inspiration and initiative to college English reform.** **Keywords EAP；traditional teaching method；Flipped-classroom teaching model；Teaching Model Design**
Binny Rajpal **ERCICRTEL1804095**	**Personality Correlates of Machiavellianism: Machiavellianism Among University Students in Relation to Introversion, Extraversion and Ambiversion** **Binny Rajpal** **Departent of Education & Community Service, Punjabi University, Patiala, Punjab, India** **Abstract** **Machiavellianism is one of the dark triad personalities, characterized by a duplicitous interpersonal style, a cynical disregard for morality, and a focus on self-interest and personal gain. Machiavellianism is also a term that some social, forensic and personality psychologists use to describe a person's tendency to be unemotional, and therefore able to detach themselves from conventional morality and hence to deceive and manipulate others. On the other side, those who are outgoing with an interest in people and the environment are called extroverts. People whose interests are more inwardly focused are called introverts. However, very less research has been conducted on the relationship between these personality traits. So, the present study is undertaken to cover the aspects like whether there is any significant relationship between Machiavellianism and introvert, extrovert,**

ambivert type personalities. For this purpose 100 university students (50 male and 50 female) were undertaken as sample of this study. Machiavellianism Scale - Mach IV (Rai & Gupta, 1982) and Kundu Introversion-Extraversion Inventory by R. Kundu (1976) to measure personality types i.e. introversion-extraversion were used. Descriptive survey method was adapted for the research. Statistical treatment i.e. mean, S.D., Correlation, t-test and ANOVA was applied on the collected data. It was find out by the results that there is significant relationship between Machiavellianism and introvert, extrovert & ambievert university students. Male and female university students differ in Machiavellianism in relation to introvert, extrovert and ambievert personality traits.
Keywords: Machiavellianism, introvert, extrovert, ambivert, personality

**Makwalete Johanna Malatji
ERCICRTEL1804096**

Embedding Technology in the Teaching and Learning: Venturing into the Lecturers Third Space

**Makwalete Johanna Malatji
Department of Early Childhood Development, Faculty of Education,University of Pretoria, Pretoria, South Africa**

Abstract
Literature shows that the use of technology to promote teaching and learning agenda is becoming central in the institution of higher learning. The use of various technologies to enhance teaching and learning has increasingly adopted by many universities. This calls for lecturers to move from their comfort zones and infuse technology into their teaching practice. This paper examines literature on the importance of embedding technology in the teaching and learning and problems associated with the use of technology. The paper presents some definitions of E-learning; the use of ICT in higher education; advantages and disadvantages of E-learning; conveniences of E-learning; major issue when using technology and the use of social media in higher education. The study concludes by emphasizing the importance of using technology to enhance teaching and learning. Lastly, the study recommended that teaching and learning centers in the institution of higher learning be capacitated in order to give lecturer maximum support on the use of technology.
Key words: Integration, learning, teaching, technology, quality teaching

Literacy teaching in foundation phase: Contribution by NGAP lecturer

Abstract
It is well known that poor literacy in South Africa is one of the challenges that is faced by the education system. The Department of Basic Education has introduced Annual National Assessment (ANA), which was later phased out because it was not responding directly to the problem. This paper examines literature on literacy teaching and several challenges faced by literacy teachers in the foundation phase. It will also examines the experiences of a first year nGap academic responsible for literacy practices at universities. The paper will further focus on the training of literacy teachers and how it affects literacy within the foundation phase classroom. A brief description of the nGAP programme and its purpose in the higher education of South Africa will be given. This paper follows a Social Realist approach to reflect on the researcher's experiences as a foundation phase teacher and also as university literacy nGAP lecturer. Reflecting on experiences, the study will suggest possible innovative teaching philosophies that may be used when teaching literacy in the foundation phase. The study

	concludes that when universities train literacy teachers, they unintentionally distance themselves from the actual reality of South African classroom with large number of learners and shortage of resource. The study recommends a constructive alignment between university literacy teaching and foundation phase teaching. Literacy pedagogy is also recommended to be placed within Social Realist perspective where literacy teacher will consider issues of structure, culture and their agential role to improve level of literacy in South Africa.
Pac Ordu **ERCICRTEL1804099**	**Empowering 21st century students with self-employment skill competencies in an era of uncertainties of paid employment jobs** **Pac Ordu** **Department of Business Education, School of Education,Federal College of Education (Technical) Omoku, Rivers State, Omoku, Nigeria** **Abstract** **The paper was conceived bearing in mind that employment of tertiary education graduates has become an endemic problem in Nigeria. Recognizing the objective of schooling, the paper identified two basic objectives of present day education as schooling to become a successful employee, and schooling to become self-employed. While the first was identified as the focus for the older generation, the later was defined as the focus for 21st century teaching and learning. Hence, the paper condemned the inability of curriculum implementers to teach creative trends to enable students acquire practical skills and business oriented competencies. A review of some disciplines was made to show the new trend of education that would empower Nigerian students for self-employment on graduation. This was further made to draw attention of institutions and implementers to the need for our curriculum to be functional in line with demands of the innovative economic environment. The paper also noted that periods of recession, though with its attendant effects, was the best period for students of entrepreneurship to dream and create their business enterprises. It highlighted the role of FCE(T) Omoku and the national honour she has received for developing an innovative practical model of teaching entrepreneurship education in Nigeria Colleges of Education system. While the paper obviously recommended that lecturers should be creative and teach outside the curriculum box, it further recommended that students should use this period of their studentship to establish and operate their own small business enterprises. In order to equip students for survival on graduation, it opined that this can only be done if lecturers shift their focus away from the conventional emphasis on intelligent quotient to students' energy quotients.** **Key words: curriculum, entrepreneurship, graduation, recession, self-employment**
Peter Chima Godfrey **ERCICRTEL1804102**	**Functional Mathematics in Primary School Education: A Vehicle For Nigeria S Technological Advancement** **Peter Chima Godfrey** **Primary Education Department, School of Early Childhood/Primary Education, Federal College of Education (Technical), Omoku, Rives State, Nigeria** **Abstract** **This paper discusses Functional Mathematics Education in Nigeria's Primary School System: A vehicle for technological advancement. It seeks to**

discuss the strategic variables required for the provision of functional mathematics education in Nigerian primary school system that is capable of bringing about technological advancement to Nigeria. These strategic variables include: teacher recruitment and teacher specialized qualification, teacher competence and mastery of skills in mathematics concept development and adaptation, mathematics curriculum development and implementation, teacher innovative prowess, modeling and improvisation skills, teacher knowledge of appropriate teaching models and methods available for mathematics education, provision of mathematics laboratories, quality Assurance and quality Control Mechanism and evaluation tools and models availability. The paper concludes by making some relevant suggestions on how functional mathematics education can be entrenched in the primary school education system of Nigeria as to engender accelerated technological advancement in line with the vision 20:20:20 agenda of Nigeria.

Asikhia Olubusayo **ERCICRTEL1804080**	**The Role of Guidance and Counseling in Promoting Students' Discipline in Higher Institutions in Lagos State, Southwest, Nigeria.** **Asikhia Olubusayo** **Department of Psychology, Faculty of Education, Micheal Odetola College of Education(MOCPED), Ogun, Nigeria** **ABSTRACT** **This study hopes to examine the role of guidance and counseling in promoting students' discipline in higher institutions in Lagos state, Southwest, Nigeria. This study is borne out of the observed disciplinary problems of undergraduates such as examination mal-practice, alcoholism, substance abuse, indecent dressing, cultism, vandalism, bullying, persistent students' revolt and unrests among others and this has often led to breakdown of law and order, disruption of academic activities, poor academic performance, closure of institutions and the likes. The study population will comprise of all staff, students, heads of all tertiary institutions, head of department of guidance and counselling and student affairs directors in Lagos State tertiary institutions. Out of this, a sample of 6 heads of institutions, 6 heads of Guidance and Counseling and 916 students from 6 higher institutions (Universities, Polytechnics and colleges of Education) will be selected through a stratified random sampling technique. Two structured questionnaires will be used to collect data for the study. Data collected will be analysed using frequency counts, percentages, correlation analysis, t-test and Analysis of Variance (ANOVA). Appropriate recommendations will be made to the government, heads of institutions, academic and non academic staff and other stakeholders in education..**
	Accessibility and Participation of Students with Vision Impairment (VI) in Academic Activities at Tertiary Institutions in the Technology Age: A Need Analysis on Academic Activities for VI students at the University of Goroka in Eastern Highlands Province, Papua New Guinea **Joe Kuman** **Department of Special & Inclusive Education, School of Education, University of Goroka, Goroka, Papua New Guinea, Oceania** **ABSTRACT** **Pedagogical approaches of educating students with Vision Impairment (VI) at higher education institutions in developing countries in the technology age are a global phenomenon. In the context of Papua New Guinea (PNG), the University of Goroka (UoG) is one of the inclusive institutions that has**

Joe Kuman ERCICRTEL1804104	enrolled and graduated a number of students with VI besides other ordinary students. Like any other regular students studying and doing their normal academic activities, those with VI are no exception as far as the pragmatic aspects of inclusion at UoG is concerned. However, the methods of teaching and learning are different and specific to that of the regular students because of the nature of their visual condition. Hence, a need analysis was conducted to identify issues that affect teaching and learning of students with VI at UoG. Students with VI and Special Inclusive Education lecturers were involved to provide experiential information that forms the basis of this study. The study identified several academic activities with number of challenges that need to be addressed at the institution. Furthermore, workable teaching and learning pedagogies and strategies were identified that may be useful to lecturers, tutors or other educators of students with VI, considering the ever changing trend of technologies and lifestyles in the contemporary world.
Okonny Umor ERCICRTEL1804107	**The Place of Adaptive Technologies in Educating Internally Displaced Persons in Nigeria** Okonny Umor Curriculum and Instruction, Federal College of Education (Technical) Omoku, Port Harcourt, Nigeria **Abstract** This paper focuses on the 'Place of adaptive technologies in educating internally displaced persons in Nigeria '. A central and persistent issue in educational technology is the planning and provision of instructional environments and conditions required to fit and therefore support individually different educational goals and learning abilities. Virtually every child has got the right to basic education in Nigeria. But certain circumstances make most Nigerian children not to have access to quality education. Such is the situation faced by the internally displaced persons in Nigeria of which this paper tries to explicate the place of Adaptive technologies in helping to stem this tide.
Ape Sunday Okakwu ERCICRTEL1804109	**Analyzing the Usage of Irregular Verbs among Nigerian Students** Ape Sunday Okakwu Department of English, Faculty of Humanities, Nigeria Police Academy, Wudil,Kano, Nigeria **Abstract** Nigerian students, like all other users of English in Nigerian societies, are second-language users of the English language. It is a statement of fact that they are still grappling with some issues of usage in the language. One of those issues is the usage of regular and irregular verbs in English. Irregular verbs, like phrasal verbs, pose some level of difficulty to the second-language learners and/or users of English. This work is an appraisal cum analysis of the level of difficulty the Nigerian students experience with the usage of regular and irregular verbs in English. The theoretical framework adopted is that of 'Error Analysis', where Corder traces errors in English usages to factors such as Mother-Tongue (M.T) interference, over-generalization of rules and transfer of fossilized items in the first language. To do the analysis, some regular and irregular verbs in English have been pooled, used in sentence context and tested on some selected sixty students (cadets) of the Nigeria Police Academy, Wudil. A good percentage of the students, well over fifty percent (50%) could not do well in the test. The analysis has shown that

they failed the questions that have to do with the irregular verbs; they over-generalized the rule for the formation of tenses of regular verbs for those of irregular verbs. Efforts should be intensified in the teaching of the Use of English as a General Studies course; the course should prioritize the explication of regular and irregular verbs to Nigerian students as second-language learners/users of English.

English Language Components Preference of Nigerian Students: Implication for Teaching English as a Second Language

Alexander Timothy
Arts Education Department, Faculty of Education, University of Calabar, Nigeria

Alexander Timothy
ERCICRTEL1804112

Abstract
Students' performance in the English Language examinations in Nigeria has continued to be less than desirable. The examination syllabuses of the WAEC and NECO contains six main components. Since students' interest and performance in the different components vary, the study investigated the components of the English Language syllabus that secondary school students liked the most and the reasons for their attitudes. The research involved gathering mainly qualitative data by interviewing 45 final year senior secondary school students in secondary schools in Southern Nigeria. The researcher formulated two research questions. Using simple percentages, the result revealed that that whereas 38 percent of the participants liked essay writing, only 19 percent liked Oral English, and only 9 percent liked all the components. Thematic analysis revealed that the reasons for students' attitudes were mainly instrumental and perceived ease of learning the preferred component. The implication of the study on the teaching of English as a second language is highlighted.

Keywords   components, attitude, essay writing, oral English, Ease of Learning, instrumental

Conceptual Understanding and Experiences of Students in Momentum and Collision using Computer Simulation Supported Predict Observe Explain

Frank Angelo Pacala
Department of Natural Sciences, College of Arts and Sciences,Samar State University, Catbalogan City, Samar, Philippines

Frank Angelo Pacala
ERCICRTEL1804113

Abstract
     Momentum and collision are two of the most difficult topics in physics. In combination with traditional teaching, these incited negative attitude and in effect few conceptual understanding emerges in class. This study determined the effect of computer simulation supported predict-observe-explain to the conceptual understanding of the students in momentum and collision. This also explored the experiences and attitude of the participants on the said variables. This study utilized mixed method: quasi-experimental one-group pretest and posttest design for quantitative study and thematic analysis for qualitative design. Posttest results showed that students has positive conceptual changes because of lesser occurrence of alternative conceptions. There was also increase in the scores of the students from the pretest to posttest in terms of conceptual understanding. It was found out that this increase was significant using paired t-test. On the qualitative analysis, it was confirmed that using the said intervention, students manifested accommodation in learning collision, improved

confidence and study habits, positive attitude, enthusiasm and amazement, their attention is caught, and learning by doing. Therefore, this research recommends the adaptation of the said strategy in the K to 12 grade 9 momentum and collision class or even in college physics classes.

Keywords: computer simulation; momentum; collision; physics education; mixed method

Segun Jacob Ogunkunle
ERCICRTEL1804114

Moderating Effect of Future Career Interest in Science and Gender on Students' Achievement in Basic Science in Oyo State, Nigeria

Segun Jacob Ogunkunle
Department of Integrated Science, School of Secondary Education (Science Programmes), Federal College of Education (Special), Oyo State, Nigeria

ABSTRACT

The study examined the moderating effects of future career interest in science and gender on achievement in Basic Science of students taught in a simulated laboratory and enriched laboratory guide material environments. It adopted the pretest-posttest control group quasi experimental design with a 3x2x2 factorial matrix. A total of 277 (130 males, 147 females; ±17years) junior secondary three students randomly selected from six purposively selected secondary schools based on availability of functional Computer and Physics laboratories participated in the study. Data were collected using Achievement test in Basic Science (r=0.87) and Future career interest in science (r=0.99) while analysis of covariance, estimated marginal means and scheffé post-hoc analysis were used to test three hypotheses at 0.05 level of significance. The findings of the study show that treatment and future career interest in science had significant effect on students' achievement in Basic Science whereas gender did not. It is therefore recommended that prior knowledge of students' future career interest in science could be used to improve participation in Basic Science practical in order to enhance achievement in Biology, Chemistry and Physics at the post-basic education level in Nigeria.

Keywords: Future career interest in science, Basic Science, Simulated laboratory, Enriched laboratory guide materials, Achievement in science

Adaptation and Validation of Academic Self-Concept Questionnaire (ASCQ) for College Students

Abigail M. Cabaguing
Samar State University

Abigail M. Cabaguing
ERCICRTEL1804115

ABSTRACT

The primary purpose of this study was to establish the validity and reliability of Academic Self-Concept Questionnaire (ASCQ) in the context of Filipino college students. The Academic Self-Concept Questionnaire (ASCQ) has been validated in Singapore and Vietnam and considered as a valid tool to measure academic self-concept of children. Data were gathered from 500 college students of Samar State University. To investigate the factor structure of the Academic Self-Concept Questionnaire (ASCQ), an exploratory factor analysis with the Principle Component Analysis using parallel analysis factor extraction and varimax rotation method was conducted. The factor analysis produced a meaningful three factor dimension with a total of 19 items. These three factors were Academic Motivation, Academic Persistence, and Academic Ability. Reliability was supported by internal consistency values as reflected in acceptable

	Cronbach's coefficient alpha for the three factor dimensions. Hence, this instrument may be used to measure academic self-concept of college students. Thus, the researcher proposed that this adapted and validated instrument be named as Academic Self Concept Scale for College Students. Keywords: Academic Self-Concept, Academic Motivation, Academic Persistence, Academic Ability, Exploratory Factor Analysis, Parallel Analysis Factor
Kadriri, Razak Aare ERCICRTEL1804116	**Oral Aesthetics and Utilitarian Nexus of Language** **Kadriri, Razak Aare** **Department of English Language, Federal College of Education (Special), Oyo, Oyo State, Nigeria** **Abstract** Part of Western epistemic violence against the continent is to project Africa as an antithesis of the West. This informed the jaundice perception of oral aesthetics as primitive of folk literature. However scholars of orature have consistently argued that oral aesthetics epitomizes the robust critical and artistic knowledge production of African worldview. Literature reflects the cultural value of a given society at a specific period. Culture manifests itself through the use of language. If language has so much characterized the African socio-cultural space as exemplified in her profane use of it in folklores, proverbs, myths, legends, oral traditions among others then it should be acknowledged by Western ethics. This research examines the functionality of language by Africans to project their Africanness as reflected in the works of Joseph Conrad Heart of Darkness and selected poems of Tanure Ojaide via Udje (the oral poetic performance of the Urhobo people in Nigeria). The essence is to deconstruct earlier submission of Conrad that stifle words from the natives therefore denying them the use of language. Keywords: Oral aesthetics, Language, Western epistemic violence
Thommy R. Caballero ERCICRTEL1804117	**Differentiated Instruction With Interactive Multimedia: Based on Pupils' Readiness Level in Mathematics 6** **Thommy R. Caballero** **University of San Jose Recoletos** **Abstract** It's a very challenging to most of the teachers on how to increase pupils' basic academic performance in mathematics and to motivate them in achieving more. An experimental method of research employing the pretest-posttest with control group design aimed to know the effectiveness of differentiated instruction with and without interactive multimedia based on the pupils' readiness level in mathematics. Based on the findings, the use of differentiated instruction with interactive multimedia by Dr. Mayer's theory of multimedia was effective and Nuris, et al. supported Mayer that the use of multimedia with graphics and animation could gain meaningful learning outcome to pupils, but pupils who were exposed to differentiated instruction with cooperative learning or without technological engagement was also effective. Thus, technology as a tool for interactive multimedia has an equivalent effect with cooperative learning in enhancing pupils' basic mathematical skills; therefore, Lev Vygotsky's Social Developmental Theory through differentiation should be employed in the early development of pupils' basic mathematical skills based on the readiness level of the pupils. Keywords: Differentiated Instruction; Interactive Multimedia;

	Pupils' Readiness; Mathematics 6.
Livingston George **ERCICRTEL1804119**	**Teachers and Learners Perceptions of English language, English Medium and English Literature Courses** **Livingston George** **Faculty part-time, Distance Education,University of Madras,Chennai, India** **Abstract** **This paper reviews the growing literature on assessment and evaluation in higher education. We clarify what is assessment and evaluation. The paper provides reviews on assessing and evaluating English language teaching, English medium of instruction and English literature. In addition, we discuss assessment and evaluation in higher education. A series of questions are raised in order to direct future studies, in the Indian context which are more needful of the hour.** **Keywords: assessment, evaluation, language, literature and higher education**
Dr. Armando P. Delfino **ERCICRTEL1804121**	**Spiritual Leadership and Organizational Performance of Catholic Universities in Bicol Region** **Dr. Armando P. Delfino** **College of Education,Partido State University,Goa, Camarines Sur, Philippines** **ABSTRACT** **Leadership is the key to the success of every institution. The importance of the leadership cannot simply be regarded if organizational performance is to be considered. The research determined the level of spiritual leadership and organizational performance of the catholic universities. Furthermore, it tried to find out the correlations between spiritual leadership and organizational performance of the Catholic Universities in Bicol region.** **The study used the descriptive-correlational method. A standardized questionnaire was used as a data-gathering tool. The respondents of the study were one seventy-seven (177) regular college faculty members of the Catholic Universities. The data were treated using SPSS. The study revealed that the level of spiritual leadership (mean of 3.90) and organizational performance (mean of 3.80) among catholic universities in Bicol Region were high. The Two-way Analysis of Variance on the differences of spiritual leadership among catholic universities revealed that the F value (17.3675) was higher than critical values of 6.93 for 1% and 5%. Duncan Multiple Range Test further showed that catholic university 1 was significantly different from catholic universities 2 and 3 in terms of spiritual leadership. Furthermore, the r value (0.832) was higher than the probability (0.000) for 1% and 5% significance level on the correlations between spiritual leadership and organizational performance of the catholic universities. The result of the present study presents evidence on the usefulness and effectiveness of spiritual leadership in improving the performance of the organization. In this study it was clearly shown that this new leadership paradigm significantly affected the performance of the catholic universities in Bicol region. However, the author suggests that similar studies be conducted to provide more proof of its effectiveness in terms improving the organizational performance.** **Keywords: Spiritual Leadership, Bicol region, Organizational Performance, and Catholic University**
Randymax Bulaquit **ERCICRTEL1804123**	**Effects of Facebook as a Supplemental Tool in Learning English as A Second Language (ESL): Basis For The Proposed Syllabus In Purposive**

	Communication
	Randymax Bulaquit **Department of Languages, Technological University of the Philippines,** **Manila, Philippines**
	INTRODUCTION **Rationale/Background:** When Mark Zuckerberg established Facebook in 2004, the social media site became a beneficial tool among the teachers and students in an innovatively advance teaching and learning methodologies. This statement supports the study of Kayri and Cakir (2010) that teachers used Facebook as their pedagogy of constructivist approach. Most studies show that students use Facebook as a powerful tool for social interaction, popularity, social relations, and English language learning purposes. Since Facebook has high potential in providing social communication and interaction, this research aims to investigate the effects of Facebook as a communication tool in learning English as a Second Language in a technology driven university. The descriptive results of the study will be used as a basis for adopting Facebook as an alternative communication tool in learning English as a Second Language.
Dr.Sbaratnem.Kanagaratnem Kannathas **ERCICRTEL1804125**	**The Use of Multimedia in English as a Second Language Classrooms** **Dr.Sbaratnem.Kanagaratnem Kannathas** **ELTC, University of Jaffna, Sri Lanka** **Abstract** The desire for learning English as a second language (ESL) among human beings is observed in this globalized world nowadays. In teaching a new second language, teachers are compelled to search for an effective and result oriented method to be applied in classrooms to help learners to achieve their target proficiency level. In this situation, a teacher plays the role of a facilitator to evolve appropriate strategies to stimulate the learners to achieve their target proficiency level with available materials and methods. Since change is the fundamental idea for improvement in teaching, the traditional language teaching has undergone a critical change throughout the world. The success in teaching ESL depends on how best a teacher ensures the involvement of the learners in learning with real motivation and enthusiasm by catering their needs. The traditional chalk and talk teaching method is not enough to teach ESL effectively. We should change our teaching ideas and focus on the ways to make the learning activities attractive. The rapidly rising and development of information technology has paved way to explore a new teaching model. Multimedia teaching method, which is the exciting combination of video, audio and graphics on computer to develop effective presentations, holds the learners' interest in learning activities. This paper tries to investigate by employing mixed research method to expose the impact of multimedia in language teaching and also aims to suggest ESL teachers the way to use it in an effective manner by motivating the learners' interest so as to create a better communicative method for students which will bring out efficiency in ESL teaching and learning. Keywords: Facilitator, Stimulating strategy, Information technology, Multimedia teaching method

Swinder Singh Rekhi
ERCICRTEL1804126

Origin and Development of Community Colleges in India: Centres of Human Resource Development in India

Swinder Singh Rekhi
Community College,Government Mohindra College Patiala, Patiala, India

Abstract

Government of India has launched Community Colleges in India though Indira Gandhi National Open University(IGNOU) in 2009. Initially IGNOU had approved 100 Community Colleges across India to enhance the competency of the individuals.

Aims and Objectives:

1. These were aimed to impart skill based education to Indian younger generation.

1. Aimed to achieve empowerment of the downtrodden and under privileged classes through skills and meaningful employment.

2. Development of the specific skills as per the needs of the local industry and community.

3. To create the ways for the alleviation of poverty among masses.

4. To provide a gainful post retirement skill qualification for junior commissioned officers of security forces.

5. To enhance functional literacy among the general public.

6. Prepare a educated and skilled workforce as Human Resources for economic growth of the nation.

Community Colleges started by IGNOU failed to achieve desired outcome and with the recommendations of a high power committee, these Colleges were shut down by the IGNOU in 2012.

Ministry of Human Resource Development,Government of India relaunched Community College scheme in India through University Grants Commission(UGC) in 2014. Before the formal relaunch, the UGC had invited Academicians, Principals of Colleges, all stakeholders controlling higher education of Indian states to attend a two day international conference organised at New Delhi from 7-8 February 2013. The primary motive of organising the conference was to introduce the Community College models of USA, CANADA, GERMANY, UK and Australia. After the conference the UGC invited proposals to establish Community Colleges for approval from the institutes of higher education throughout India. Initially 98 Community Colleges were approved by the UGC all over India in 2014. Presently around 240 UGC controlled Community Colleges are imparting skill based learning in India.

The Community Colleges in India are offering 6 months certificate,1 year Diploma and two year advance diploma courses to the students. One has to qualify 12th standard to get admission in these skill centres.

Key features:

1. Dropouts are eligible to get admission in Community College at any age.

2. The Community College Scheme is 100 percent centre government funded scheme and liberal grants being received by the Colleges for the smooth functioning of the institutes.

3. Main focus is to develop the life skills and communication skills of the learners

4. These institutes were opened across nation to lessen the burden of other intitutes of higher education.

5. These Colleges are providing annual scholarships to every student enrolled who complete the course successfully.

6. Curriculum is developed and approved by the respective board of studies

<table>
<tr><td></td><td>

of Community Colleges in consultation with industry.

7. These institutes are under the control of local Board of Management of Community College which is answerable to UGC.

8. Nominal fee is charged from the students to attract large number of students for skill development.

9.These Colleges are providing training as per the Specific job roles prescribed by the respective Sector Skill Councils (SSC)of India

Community College program in India has been working successfully with 75% job placements. Industries were told to employ students of Community Colleges on priority basis. Community College scheme is very recent phenomenon in India We can say that it is in the stage of infancy and needs more clarity and understanding among the masses. The stakeholders are trying vert hard to popularise Community College as prestigious skill centres.According to MS Jacob, Director Centre for Research and Development of Community Colleges "Community Colleges are contributing to a gradual social change that is building the Human Resources in communities across the nation led by strong partnership of local organisations, business and industry ".

</td></tr>
</table>

**Sarmatha Snathirasegaram
ERCICRTEL1804131**

Associating appropriate Listening Comprehension strategies with classroom activities to enhance the Listening Comprehension ability – Tertiary Level

**Ms. Sarmatha Snathirasegaram
Lecturer, ELT, ELTC, University of Jaffna**

Abstract

Listening is a meaningful way of learning a language and it is supposed to build up the learner's comprehension ability. Listening Comprehension has been considered by many scholars as a significant component in the process of ESL Learning. At the tertiary level, generally, listeners reveal less interest in performing listening tasks in the ESL classrooms. The aim of this study is associating appropriate listening strategies with classroom activities in order to enhance the learners' listening comprehension ability. In this study, the researcher attempts to investigate appropriate listening strategies for the tertiary level ESL classrooms of the Faculty of Arts at the University of Jaffna by employing qualitative method. The main objective of this study is providing pedagogical suggestion based on the findings, as how to implement these listening strategies successfully to enhance listeners' comprehension ability.
Keywords: Listening Skills, Comprehension ability, strategies, tertiary level, ESL learners.

**Olubiyi Johnson Ezekiel
ERCICRTEL1804135**

Economic Recovery Through Science Education in Nigeria

**Olubiyi Johnson Ezekiel
Department of Integrated Science, Federal College of Education (Special), Oyo State, Nigeria**

Abstract

Science, technology and mathematics education (STEM) is indisputably recognized throughout the world as essential tool for sustainable development. Developed countries such as United States of America, Japan, China and Germany have always given (STEM) high priority. This paper discussed economic recovery, STEM, factors affecting economic growth, and recovering growing Nigeria economy. It was concluded that the economic growth and survival of Nigeria economy would be based on her scientific and technological commitment, discovery and innovations. It was therefore

recommended among others that efforts should be geared towards training and retraining science, technology and mathematics teachers, basic equipment in the teaching and learning of STEM should be provided and improvised where necessary.

| Regina Maria Niña M. Ruiz ERCICRTEL18040142 | Curbing Cyberbullying Among Students: A Comparative Analysis of Existing Laws Among Selected ASEAN Countries |

Regina Maria Niña M. Ruiz
De La Salle University, Manila, Philippines

Abstract
Cyberbullying has been rampant in schools as children are highly engaged with the information and communication technology in their daily lives (Faucher, Jackson, and Cassidy, 2014; Tangi, 2015; Nixon 2014). Last 2013, the Philippines approved the Anti-Bullying law, in which covered cyberbullying. However, a 2015 study revealed that 80% of teenagers aged 13 to 16 are still experiencing cyberbullying in the Philippines (Takumi,2016). Cyberbullying experts explained that "students have a blurred distinction of fun and cyber bullying." (Cruz, 2013). The fact that children spend most of their time in the hands of their teachers, the more that teachers should pay immediate attention in detecting cyberbullying cases to ward off negative outcomes in a child's development (Nierenbergy, 2015; Walton, 2013). This paper attempted to compare existing laws on cyberbullying among selected ASEAN countries such as Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam. In this context, it also aims to identify each country's anti-cyberbullying measures that might be appropriate for other ASEAN countries to adopt and implement. To achieve its purposes, it uses qualitative research with the following primary methods: discourse analysis of cyberbullying laws and alternative strategies addressing cyberbullying from the said countries; and literature review of online journals, online publications, and online news articles. The study revealed that the Philippines is the only ASEAN country with a cyberbullying law that addresses the students. On the other hand, Malaysia, Singapore, Thailand, and Vietnam have developed specific programs to prevent cyberbullying but did not mention any sanctions for offenders and schools who will not comply. Although Indonesia has adopted the Child Protection Law, educators were reported to be only partially aware on children's rights. Thus, resulting to a problem in the ground level. More than this, Facebook and Twitter were found to be the most popular online platform for bullying attacks with young victims as early as 6 years old until 30 years old. Studies suggest that aside from teachers, parents play a significant role in guiding their children to internet safety as well. In addition, the rising concern of cyberbullying recommends the formulation and implementation of an anti-cyberbullying law that will require schools to develop and implement strict and consistent school policies with corresponding sanctions. Future researchers are encouraged to conduct similar studies as an addition to the limited publications on the cyberbullying phenomenon.
Keywords: cyberbullying, cyberbullying among students, cyberbullying asean countries

THE IMPACT OF ICT ON THE PRACTICE OF SELF-DIRECTED LEARNING AMONG YOUNG ADULTS IN EGYPT

Hashad, D.
University of South Wales

ABSTRACT

Young adults in Egypt are witnessing an unprecedented progress in the tools of Information and Communication Technologies (ICT). At the same time, young adults are left to face the challenges of unemployment and the need to develop new skills after graduating from college. With the pressing need for learning and the advent of the tools of ICT, this study has been designed to explore the self-directed approaches to learning that young adults in Egypt pursue after college graduation and their motivations for learning. In addition, the study examines the influence of the tools of ICT on the practice of Self-Directed Learning (SDL). The study used the mixed method design. A total of 135 participants responded to an online questionnaire for the quantitative phase. After completion of the questionnaire, 12 participants were randomly invited to conduct face-to-face interviews for the qualitative data collection phase. The results of the study have shown a significant level of self-direction in the learning experiences that young adults in Egypt initiate after graduating college. Learners were mainly motivated by the need to learn a certain skill, the desire to enhance professional skills, the need to pursue personal interests, and for self-improvement. The tools of ICT were found to facilitate self-direction in learning, and participants have shown a higher preference for online learning platforms. The research resulted in a comprehensive description of the learning approaches that young adults in Egypt seek after college graduation and the ways in which the tools of ICT affect their SDL experiences.
Keywords: Self-Directed Learning, Adult Learning, Use of ICT, Online Learning
Themes: Self-regulated learning, Open educational resources and practices

Hashad, D.
ERCICRTEL1804144

Integratin ICT and Higher Education in India

Mathura Prasad Thapliyal
Department of Computer Science & Engineering, School of Engineering & Technology, HNB Garhwal Univeristy (A Central University), Srinagar(Garhwal), Uttarakhand- 246174, INDIA

Mathura Prasad Thapliyal
ERCICRTEL1804146

Abstract

The increasing use of information and communication technologies (ICTs) has brought changes to teaching and learning at all levels of higher education systems (HES) leading to quality enhancements. Presently higher education in India is experiencing a major transformation in terms of access, equity and quality. ICT enabled education will ultimately lead to the democratization of education. ICTs have the potential to drive innovative and effective ways of teaching-learning and research. Technology facilitated learning would result in preparation of staff regarding innovative pedagogic methods, new ways of learning and interacting, easy sharing of new practices among teaching community and result in widening the opportunities for their participation. The capabilities of competent and trained teachers/academic experts can be made available to larger audiences/students through flexible and virtual settings. The focus on ICTs to back quality research through utilization of rigorous research methodology and in-depth analysis is the call of the hour.

	Keyword: ICT, Higher Education
Dr. Armando P. Delfino **ERCICRTEL1804148**	**Student Engagement and Academic Performance of the COED Students of Partido State University** **Dr. Armando P. Delfino** **Faculty, College of Education, Partido State University, Philippines** ABSTRACT **Student engagement is one of the important constructs that is used to understand the behavior of the student towards the teaching-learning process. It has been claimed by many researchers that this concept has been directly linked to a good academic performance and fulfulling learning experiences among students. The research determined the extent of student engagement and identified and analyzed the factors it. Moreover, the research determined the correlation between engagement and academic performance.** **The study used descriptive-correlational method. A teacher made questionnaire was used to gather data from the respondents on the level of engagement and the factors affecting it. The General Weighted Average for two semesters were used to determine the academic performance of the respondents. Focused group discussion was used as a means to validate the data obtained from the questionnaire. A total of three hundred five students from the College of Education took part in the study. The statistical treatment used in the study were mean and ranking, t-test and pearson moment correlation.** **The study revealed that the level of student engagement along behavioral, emotional and cognitive engagements were high with a mean of 2.84. Teacher factor was found to be extremely influential to the student engagement with a mean of 4.42, while the school factor was rated as the second most influential factor affecting student engagement with a mean of 4.20. The test for the correlation between student engagement and academic performance showed that beahavioral and emotional engagements (r=1.00) were perfectly correlated with academic performance. On the other hand, there was very strong correlation (r=.86) between cognitive engagement and academic performance.** **The present study uncovered the significant role played by the teacher and the school in the engagement of the students and confirmed that the student engagement is positively correlated to their academic performance.** **Keywords: Student Engagement, Academic Performance, College of Education, Partido State University**
Anand Purohit **ERCICRTEL1804151**	**Involving Google in Education** **Anand Purohit** **Principal, Asst. Professor Computer Science, Duddupudi Degree College for Women,Akkamahadevi Womens University, Vijayapura,Sindhanur, Karnataka, India** Abstract **Google Classroom: Use of Google classroom, can be done to maximum extent in terms of ICT in Class Room, Interaction with student, Assignment, Assessment, provision of materials with the latest Google's online application. This would enhance the Learning experience in students and teachers. Teachers can work smart with their subjects in terms of class room teaching, Interaction with the students, Assessment and Assignments.** **This application would become a supportive document to the teachers in**

documenting the process involved in his/her teaching career, it can also be a document for assessment of the teaching & learning process, Further it can be added with another Google's online application "Google Forms", with which a Teacher can create "A paperless Teaching Environment"

Google Forms:

As Google classroom assists a teacher in classroom and students related activities, Google Forms helps a teacher in updating his day to day reports such as attendance, work dairy, preparation of conspectus, syllabus plans, feedback and other necessary reports.

This application would also be helpful in the academic administration, as it serves as a collective resource for teacher activities in and outside the class room, it can be a supportive tool for Teacher appraisals, and serves as a source for report generation of any kind as and when required such as "Feedback of a teacher can be acquired at any moment from the students and for any number of times without wasting the students time in the institution" and an analyzed report of the feedback helps in effective decisions to be carried out by the Management.

The saved records of Google Forms may further be customized into any format of reports as and when required for any documentation process.

Conclusion: These two applications can serve as "Academic Paperless Administrators" to enhance the quality of the academic performance of an institution.

Social, academic and labor impact measurement on high school graduates: a study case for the Instituto Tecnológico Metropolitano in Medellin

Gabriel Jaime González-Uribe
Full time professor, Instituto Tecnológico Metropolitano (ITM), Medellín, Colombia

Luisa Fernanda Díez-Echavarría
Full time professor, Instituto Tecnológico Metropolitano (ITM), Medellín, Colombia

Elkin Rafael Zapa-Pérez
Full time professor, Instituto Tecnológico Metropolitano (ITM), Medellín, Colombia

Laura Cristica Henao-Colorado
Full time professor, Instituto Tecnológico Metropolitano (ITM), Medellín, Colombia

Fernando Esteban Posada-Espinal
Full time professor, Instituto Tecnológico Metropolitano (ITM), Medellín, Colombia

Gabriel Gonzalez
ERCICRTEL1804153

Abstract

Social, academic and labor impact measurement it's been under the focus of study last decades, especially, due to new laws than promotes high-certification of education institutions. The main purpose of this study is to measure the social, academic and labor impact on high school graduated using an ATE (Average Treatment Effect) model. The sample concerns 985 high school graduated from technological and professional programs of the Instituto Tecnológico Metropolitano in Medellín (Colombia).

We found that respect to academic impact, old cohorts high school graduated has a bigger probability for continuing their studies, while new

cohorts graduated are more likely to domain another language.

Regarding social impact, the models show that old cohorts graduated are more likely to have a high economics status, furthermore, they have a bigger probability of receiving an academic acknowledgment and have an improved perception of their life quality.

Finally, according to labor impact, the models indicate that new cohorts graduated are more likely to own lower incomes and working in a different area from its discipline.

As general conclusions and recommendations, we suggest to improve entrepreneurship abilities, promote investigations skills and learning another language on high school graduates, which are a useful factor in their posterior labor performance. Likewise, it is important to highlight the methodological contributions of this study in the evaluation impact of high school graduate's theory, since it provides precise technical elements in the measurement of these phenomena.

Keywords: Average treatment effect, education quality, high school graduated, impact evaluation.

Dr. SSESANGA N.A.K. **ERCICRTEL1804154**	**Gender And School Management: Questioning The Nexus Between Management And Masculinity In Uganda** **Dr. SSESANGA N.A.K.** **Department of Educational Leadership and Management (DELM), School of Management Sciences, UGANDA MANAGEMENT INSTITUTE (UMI)** **ABSTRACT** **The paper examines the concept of leadership as a gendered construction, and addresses the extent to which school management in Uganda is influenced by gender and contextual realities of school management. The purpose of the paper is to question the link between management and masculinity. Furthermore, the investigation explores claims of differences in men and women's management styles as evidenced in extant literature, and assess their relevance to understanding men and women as school managers in Uganda. Questionnaire and interview data were elicited from a sample of 24 head teachers, 13 deputy head teachers, 4 MoES officials, 18 school board members, 42 teachers, 11 opinion leaders in the different schools that participated in the study. The study findings demonstrate that women's styles as identified in the literature are likely not only to be more effective than men's in managing successful schools, but are more suitable in the work culture of contemporary management in Uganda. In addition, the analysis shows that school management as masculine is a fallacy. Based on the study findings, it is concluded that instead of Ugandan women struggling to assert their leadership and managerial qualities against a norm of masculinity, they may be able to be themselves in the fullest sense, confidently bringing their sexual as well as their intellectual selves to their school leadership role. A number of recommendations are made for the Ugandan woman to break the glass ceiling.** **Keywords: Masculinity, Gender, School Leadership, Sexuality, Androcentric bias, Nexus**
Tzu-Ling Hua **ERCICRTEL1804162**	**The Effects of Strategy-based Instruction on Taiwanese College Students' Writing Performance** **Tzu-Ling Hua** **Assistant Professor, Ming Chuan University** **Shiao-Wei Chu**

Assistant Professor, National Chin-Yi University of Technology

Abstract

Writing is a complex process and is felt by most learners to be a difficult task. Previous research has not only addressed a close link between writing proficiency and writing strategy use, but also regarded writing strategies as an important factor in helping L2 learners succeed in writing. However, research also points out that L2 learners need to be explicitly instructed and trained to develop appropriate strategies for writing. Thus, this study intended to exam how strategy-based writing instruction impacted the Taiwanese college students' writing performance in an EFL context. The strategies involved five steps, which included warm-up discussions, modeling and monitoring, both group and individual practice opportunities, evaluation of assigned writing tasks and one-on-one conferences, and transfer of strategies to the new task. It was assumed that strategies use would be transferred from the teacher to the learners, and as a result students would develop and apply effective strategies and skills in their English academic writing. Twenty EFL undergraduate students participated in this case study. In order to understand the impacts of strategy-based instruction on writing, data sources including pre-and-post questionnaires, individual interviews, researcher's field notes, and students' written work were collected, and triangulation was used to analyze the emerged themes and concerns. The results revealed that these EFL college students' writing performance increased when they fully understood how to practice the strategies effectively as well as transfer the writing skills from one task to another. The findings suggest that strategy-based instruction has the potential power to assist learners to improve English writing competence, to foster their critical thinking skills through interactive discussions in the classroom, as well as to enhance their autonomy in language learning.

Keywords: Strategy-based instruction, English academic writing, language learning autonomy

Shiao-Wei Chu **ERCICRTEL1804162**	**The Effects of Strategy-based Instruction on Taiwanese College Students' Writing Performance** **Shiao-Wei Chu** **Assistant Professor, National Chin-Yi University of Technology** **Tzu-Ling Hua** **Assistant Professor, Ming Chuan University** **Abstract** Writing is a complex process and is felt by most learners to be a difficult task. Previous research has not only addressed a close link between writing proficiency and writing strategy use, but also regarded writing strategies as an important factor in helping L2 learners succeed in writing. However, research also points out that L2 learners need to be explicitly instructed and trained to develop appropriate strategies for writing. Thus, this study intended to exam how strategy-based writing instruction impacted the Taiwanese college students' writing performance in an EFL context. The strategies involved five steps, which included warm-up discussions, modeling and monitoring, both group and individual practice opportunities, evaluation of assigned writing tasks and one-on-one conferences, and transfer of strategies to the new task. It was assumed that strategies use would be transferred from the teacher to the learners, and as a result students would develop and apply effective strategies and skills in their

	English academic writing. Twenty EFL undergraduate students participated in this case study. In order to understand the impacts of strategy-based instruction on writing, data sources including pre-and-post questionnaires, individual interviews, researcher's field notes, and students' written work were collected, and triangulation was used to analyze the emerged themes and concerns. The results revealed that these EFL college students' writing performance increased when they fully understood how to practice the strategies effectively as well as transfer the writing skills from one task to another. The findings suggest that strategy-based instruction has the potential power to assist learners to improve English writing competence, to foster their critical thinking skills through interactive discussions in the classroom, as well as to enhance their autonomy in language learning. Keywords: Strategy-based instruction, English academic writing, language learning autonomy
Siti Mariam Binte Daud **ERCICRTEL1804163**	**Perspectives of students with SEN on the inclusion and inclusive education practices in their local mainstream schools** **Siti Mariam Binte Daud** **Dyslexia Association of Singapore; Registrar of Educational Therapists, Asia** **Abstract** International developments in inclusive education practices have resulted in an increase in the number of students with special educational needs (SEN) studying in mainstream schools. Advocates for inclusion have also pushed for increased support and resources to implement inclusion and inclusive education practices in these schools. Nevertheless, how these practices are perceived by local students with SEN have largely been overlooked. This research project aims to examine the perspectives of these students on the inclusion and inclusive education practices in their regular mainstream schools and classes. A qualitative approach was used to generate data through questionnaires and semi-structured interviews with these students who were attending literacy intervention lessons in a local SEN organization. Thematic analysis coding system was employed in analyzing the transcribed data. Students' perspectives were organized in results according to a framework based on three guiding questions: (1) To what extent do students with SEN feel included (or excluded) in their schools and classrooms, i.e. during both academic and social situations?; and (2) What academic or social-emotional barriers do they face that may affect their perspectives of the inclusion or inclusive education practices in their mainstream schools and classrooms; and (3) How can these barriers be overcome? The findings indicate that students had both positive and negative perspectives on the following themes that emerged: Teachers' attitudes, the school system, academic support and peer support. Barriers related to the themes were also identified with recommendations as to how these can be overcome. These recommendations include a need to develop teachers' attitudes, to explore later school start times, to regulate homework assignment and to promote a culture of respect in the classroom. Future research could look at expanding the criteria of the sample group and supplementing questionnaires and semi-structured interviews with field observations. KEYWORDS: Inclusion; Inclusive practice; SEN

An Analysis of ESL Learners' Attitude towards English Grammar: A Case of the University of Sindh Jamshoro

Nadir Ali Mugheri
Department of English, University of Sindh, Jamshoro, Pakistan

Nadir Ali Mugheri
ERCICRTEL1804165

Abstract
Integrating discourse ability or communicative competence has remained a key focus of the English language teaching in Sindh University Jamshoro since many years which greatly underscores the need on language speaking abilities than grammatical skills of English. In such standpoint, this study aims at investigating and exploring Pakistani English as second language (ESL) learners' attitude towards English grammar. As many as 300 male and 100 female students of BS programs of different disciplines were selected from the university for the purpose to probe the ESL learners' attitude towards English grammar. The students selected in this regard were studying Functional English-I and Functional English-II courses in BS programs of different disciplines. They were selected as a sample for the research. And a questionnaire containing 15 items was developed and used to get their responses in order to conduct research on their attitude towards English grammar. The analysis of the data discovered that both male & female students in majority were fully interested to learn grammar rules as they termed it as significant and inevitable for effective communication in English language. The ESL learners viewed learning of grammar as a fundamental tool to develop language skills and get command on English. In addition, the ESL learners were found more interested to learn grammar logically than by the inductive approaches. The results of the study showed that the undergraduate students of the University of Sindh possess an assenting attitude towards English grammar.
Keywords: English grammar, Attitude, Communicative competence, ESL learners, grammatical skills

Project Based Learning, Cut Out for Second Language Acquisition?

Carolina Castro Huercano
Department of Languages, College of Humanities, Arts and Social Sciences,Flinders University, Adelaide, Australia

Carolina Castro Huercano
ERCICRTEL1804166

Abstract
A Project Based Learning (PBL) approach to teaching and learning has attracted the attention of a considerable number of researchers influenced by its reported positive effect on learners' motivation, autonomy and engagement. In Higher Education, the adoption of a PBL approach to teaching and learning is scarce, particularly in the domain of second language acquisition (SLA). This research investigates the perceptions of students at an Australian university on their learning environment when engaged in language learning tasks designed according to PBL principles, including online chats and digital story telling.
The present case-study is concerned primarily with the effect that learners' affective response to PBL tasks and the learning environment have on their identity and autonomy. It involved a class of intermediate-level Spanish-language learners engaged in PBL tasks across two semesters. The analysis of the surveys and interview data suggests that university students experienced both challenges and gains during this learning experience. Specifically, participants' views indicate that the PBL experience had a positive effect on their second language (L2) Possible Selves and on their

ability to develop autonomy and self-confidence in producing linguistic output in the L2.
Sub-theme: Languages, Higher Education

Liah Siti Syarifah **ERCICRTEL1804168**	**Management of Internship for Special Schools** **Liah Siti Syarifah** **Universitas Pendidikan Indonesia, Bandung, Indonesia** **Johar Permana** **Universitas Pendidikan Indonesia, Bandung, Indonesia** **Abstract** **The purpose of this research was to develop a management model for internship for Special Schools. This type of research is Research and Development (R&D) with used the R & D cycle from Borg & Gall. Data collection was carried out through documentation studies, observations and in-depth interviews involving SLBN Subang, PT Subang Autocomp Indonesia and parents of students. The validation of this research was conducted through Focus Group Discussion by involved schools in Subang, PT Subang Autocomp Indonesia, home industry, Department of Education of Subang, Department of Employment of Subang. The trial of the feasibility of the model was applied limitedly to two schools in Subang, namely SLB Waliwais Putih and SLBN Trituna. Research results shown that the management of internship for Special Schools was arranged through: (1) The planning of internship begins with formation of an internship committee, synchronization of curriculum, organizing of the business/ industry, coordinating of internship program, socializing of internship program and debriefing of internship program. (2) The implementation of internship includes recruitment, skills assessment, and skills guidance and training. (3) The evaluation of internship includes assessment of the process and job skills test. The conclusion shown that the management of internship that are organized and synergistic between schools, related agencies or departement, and the business/ industry can improve the insight, knowledge and professional skills of students with disabilities to be ready for work. Therefore, this internship management model can be a solution in preparing students with disabilities in school to work in the business/ industry and or entrepreneurship.** **Keyword: Management Models, Internship, Disabilities, Special Schools**
 Dr. Narendra P. Parchure **ERCICRTEL1804169**	**Customer Relationship Development through Emotional Intelligence in Open and Distance Learning** **Dr. Narendra P. Parchure** **Symbiosis Centre for Distance Learning, Pune** **Abstract** **Customer Relationship Management (CRM) mainly consist of establishing, nurturing, sustaining, and enhancing client relationship which will ultimately lead to maximization of profit and market share of the organization. CRM has emerged as a way of dealing with the challenges. Customer retention is the ability of an organisation to retain its customers for specified period.** **Emotional Intelligence (EI), is the capability of individuals to recognize their own emotions and emotions of others, distinguish between feelings and name them appropriately, use information to guide thinking, behaviour, and manage emotions to adapt environment for achieving goals.**

Managing customer relationship is a great challenge in the present era of service revolution. Therefore, managing customer relationship is plays dominant role even for educational institutes. This is also applicable to Open and Distance Learning (ODL) institutes. In distance learning it is difficult to build a rapport with the students, but awareness of emotional intelligence help the institutes to retain relationship. There is a popular belief that higher the emotional intelligence of service provider better will be their ability to manage customer relationship.

The present study focuses on satisfaction of customers by fulfilling their expectations with high level of emotional intelligence and ability to manage and retain long term relationship which will contribute significantly.

The sample for study is fifty distance learners from ODL institutes. The research methodology is survey method using questionnaire as a tool. The data analysis will help to find out the relationship between the distance learners and organisation.

Keywords: Customer relationship, Emotional intelligence, Open and distance learning

Emotional Intelligence: Developing Teacher-Student Relationship in Open and Distance Learning

Dr. Pallavi Soman
Symbiosis Centre for Distance Learning, Pune

Dr. Pallavi Soman
ERCICRTEL1804170

Teachers are the pillars of education system. Education recognize the importance of the relationships that teachers develop with their students which results in positive academic outcomes. Literature provides evidence that strong relationships between students and their teachers are essential for development of students. It suggest that having a positive relationship with a teacher allows students to be able to work on their own as it gives self-confidence to them even if they are in distance mode.

Open and distance learning (ODL) in recent times is accepted as an alternative channel to democratize education. A major need in distance education is providing human communication and interaction. Rapidly developing distance learning models have connected student, teachers and students' emotions. So here we need to focus on the concept of Emotional Intelligence (EI).

The concept of emotional intelligence means persons have a self-awareness that enables to recognize feelings and manage emotions. Emotionally intelligent teachers have the ability to perceive and regulate their own emotions, which might help to increase students' engagement where distance is not a barrier.

The present study focuses developing EI for improving teacher student relation and ability to manage and retain long term relationship which will contribute significantly. The research methodology is mixed method in which survey and interview will be conducted. The tool will be questionnaire. The sample for study is forty distance learners from ODL. The data analysis will help to find the social and emotional relationship between the teachers and students in ODL.

Keywords: Teacher- student relationship, Emotional intelligence, Open and distance learning

The Role Of Literacy Culture In Enforcing Characterized Elementary School Teachers As Internalization Of Teaching Professionalism

Ari Metalin Ika Puspita
Departement of Elementary Education,STKIP PGRI Trenggalek,Trenggalek East Java, Indonesia

Yudi Basuki
Agus Budi Santosa

Ari Metalin Ika Puspita
ERCICRTEL1804171

Abstract
The purpose of this study to know the relationship between literacy culture, character and the professionalism of teacher candidates in elementary school. The research method used in this study uses quantitative correlational design. Sample selection is done using simple random sampling technique. While data collection was done using questionnaires (literacy culture questionnaire, character questionnaire, and professionalism questionnaire). Theoretically it can be accepted that literacy and character have a very close relationship while literacy and character based on the results of the study indicate there is a significant relationship with the planting of the professionalism of primary school teacher candidates. So that the culture of literacy and character will relate to professionalism in teaching. Implications in teaching that the culture of literacy and character must be owned by the teacher so that professionalism in teaching can be formed optimally.
Keywords: Character; Literacy Culture; Teaching Professionalism

Ping Zhang
ERCICRTEL1804172

Can Listening Anxiety and Efficacy Predict Interpretation Ability?

Ping Zhang
College of Foreign Languages, Nanjing University of Aeronautics and Astronautics, China

Abstract
This longitude study explores the relationship among listening anxiety, listening achievement and interpretation ability. The researcher launched a survey of listening anxiety and efficacy for 127 English major students at the beginning of their university life. After teaching the students listening comprehension for two years, the researcher got the students' fourth semester listening comprehension score. And in the students' fourth year in the university, the researcher taught them interpretation for one semester and got the students' interpretation score at the end of the students' seventh semester. Eventually, a total of 105 students' data were used in the study. SPSS 21 was used to process the data. Correlation tests and multiple regression tests show that (1) Listening achievement has a significant positive relationship with interpretation; it is a good predictor of interpretation ability. (2) Anxiety has a significant negative relationship with interpretation; it adds the weight of predictability of listening to interpretation ability. (3) Listening self-efficacy and interpretation ability are not significantly related. Self-efficacy is not a significant predictor of interpretation ability.
Keywords: listening anxiety; listening efficacy; listening achievement; interpretation ability

Aip Syaepul Uyun
ERCICRTEL1804173

Teaching English Speaking At Tunas Unggul Junior High School

Aip Syaepul Uyun

Students of Graduate Program of English Education, State Islamic University of Jakarta

Abstract

The objective of this research is to know and to describe the process of teaching English speaking. It was conducted at Tunas Unggul Junior High School Bandung and used qualitative descriptive method. The data was collected through interview, questionnaire, observation, and documentation. The research found that the school was using combination curriculum between national and institutional curriculum adapted from IB organization. The concept used in this combination curriculum is actually mostly the same with the general concept of national curriculum, and the school with its own uniqueness elaborates it based on the school needs. This combination curriculum deliberately creates English strategies for developing students speaking ability, both in class and out class. The teaching strategies used have been widely influence by communication and students-center strategies. In order to assess their teaching, teacher used both direct and indirect assessment. This measure taken has given much beneficial impact to all parties, particularly teachers and students, for their English speaking development. Therefore, in teaching speaking, it is important for everyone particularly educator to develop their curriculum and teaching strategies which meets to the students need.

Keywords: Teaching, English Speaking, Tunas Unggul

Developing Effective Interpersonal Communication Skills through Group Discussions

Dr Seema Singh

Associate Professor of English & Soft Skills Trainer, Department of Humanities & Social Sciences, IIT Kharagpur

Abstract

Employers view effective communication as critical to an individual's success in today's competitive workplace. In addition to being competent presenters, students need effective interpersonal, discussion, and conversation skills for the workplace. Those adept with these skills are more apt to be hired and are more successful once they are on the job (McShulskis, 1996; Zorn & Violanti, 1996). The present paper proposes a Classroom activity designed to provide specific help in developing Interpersonal Communication and Discussion Skills seminal to success in business and society (McPherson, 2005). The activity helps students identify and practice effective Interpersonal behaviors in a professional context while exploring relevant issues confronting managers and businesses today. Further, this classroom activity uses a "fishbowl" discussion, a term derived from the format of the Group Discussion. It provides an alternative to traditional Communication activities often assigned in Business Communication classes, focusing on verbal skills critical to students' success. Additionally, the activity gives students an opportunity to research a topic, form an opinion, present evidence, and listen actively, all within a professional context.

Keywords: Pedagogy, Group Discussions, Communication skills, Interpersonal skills, Business Communication

Dr Seema Singh
ERCICRTEL1804174

Xiaoping Li
ERCICRTEL1804175

An Analysis of Cultural Meanings of the Color "Zi" in Chinese and English and the Corresponding Methods in Translation

Xiaoping Li

College of Foreign Languages, Nanjing University of Aeronautics and

Astronautics, Nanjing, China

Abstract

To raise the efficiency of a foreign language learning and teaching, the training of cross-cultural awareness becomes indispensable, which can be clearly seen in translating one language to another.

Color terms in different cultures are attached to similar meanings in some cases, while to different or even opposite meanings in more cases due to the different modes of life, ways of thinking, and religious beliefs. Therefore, it is of great significance to comprehend connotations of color terms under different cultural backgrounds.

"Zi" is a unique color term usually referring to imperial power in Chinese, and its corresponding English term is "purple", symbolizing distinguished status or religion. Given that "Zi" has both similarities and differences in Chinese and English, certain translation strategies are needed in their inter-translation.

Based on contrastive analysis, this thesis aims to elucidate the cultural meanings of "Zi" through exemplification, and attempts to make an analysis of the methods of translating these two colors under the guidance of the equivalent-effect theory of Eugene A. Nida and the principles of "faithfulness" and "smoothness" proposed by Zhang Peiji – literal translation, liberal translation, shift, and annotation. A conclusion is then drawn through application of these four strategies: a translator should have more comprehension of cultural meanings than that of literal meanings of color terms in translation. Only under this premise can a translator build a bridge for transmitting different cultures by accurately and completely conveying the cultural information implied in the original language.

Keywords: "Zi", cultural meanings, translation

Samal Abzhanova
ERCICRTEL1804177

Task-based language learning as the effective communicative approach in Kazakh language learning

Mussabekova, S.

Abzhanova, S.
School of Humanities and Social Sciences, Kazakh Language and Turkic Studies, Nazarbayev University, Astana, Kazakhstan

Abstract

Recent years a number of people who are willing to learn Kazakh as a foreign language is dramatically decreasing. On behalf of the resolution of this problem, this research aims to provide analysis of teaching approaches which could be used to facilitate learning Kazakh as a second language. One of the contemporary approaches of the latter is recommended to be Task-Based Language Teaching method, which is mostly applied in the learning of the second or foreign language classes. This study intends to analyze the effectiveness of the Task-Based Language teaching in comparison to that of traditional. In this regard, the experiment was conducted within two Nazarbayev University Kazakh language classes, for the first class being applied a traditional way of teaching, while for the second both, traditional and Task-Based Language Teaching methods. As a result, students of the second group were more experienced with following tasks: interactive and communicative tasks, teamwork, providing real life situations, presentation, and different media applications. The results were determined by post tasks of both group students and showed significant improvements in communicative skills and elimination of language barrier of the second

	group where Task-Based Teaching method was concentrated. Keywords: Task-based learning kazakh language communicative competence teaching language
Orathai Saenglun **ERCICRTEL1804091**	**The Effects of Kalayanamitr Supervision on English Teachers Instructional Quanlity ; A Case Study Anuban Suphanburi, Suphanburi Primary Educational Service Area Office 1** **Orathai Saenglun** **Faculty of Education, Naresuan University, Phitsanulok, 65000, Thailand** **Abstract** **The purpose of this study to determine the effects of Kalayanamitr Supervision. The Sample of the study consist of 18 teachers who worded in Anuban Suphanburi under Suphanburi Primary Educational Service Area Office 1 in the 2017 academic year. The experiment took eight weeks three days a week, six persons a day, and twenty minutes per persons. The instrument employed in the research were developed by the researcher. They were consisted of Kalayanamitr Supervision model and the instructional quality assessment. The experiment is held under the consulting from expert, in which the value of Total Item Objective Congruence (TOC) was 0.98. and the Rate Agreement Indexes. (RAI) between 2 observers who were the researcher and the assistant, was 0.81. Statistical procedures for data analysis were mean, standard deviation, t-test for Dependent Sample and One – Way Repeated – Mesure ANOVA. The finding were as follow after Kalayanamitr Supervision is held, there was a significant difference in the everage score from the evaluation of instruction quanlity of lesson plan, teaching style, learning environment and teachers personality. The different with respect to significant level of 0.1 is shown comparatively since before the experiment, in middle of the experiment, and during the end of the experiment.** **Keywords: Kalayanamitr Supervision , Instructional Quanlity**
Hsiao Feng Cheng **ERCICRTEL1804182**	**Digitally native generation: College students' fear of missing out (FoMO) and interpersonal relationships** **Hsiao-Feng Cheng, Ph. D.** **Assistant Professor, Teacher Education Center, National Taiwan University of Arts** **Abstract** **College students are heavy users of social media tools relative to the general population, and use them extensively for communication with peers, including other students in their courses (Ophus & Abbitt, 2009; Subrahmanyam, Reich, Waechter, & Espinoza, 2008). Przybylski, Murayama, DeHaan, and Gladwell (2013) defined FoMO as "a pervasive apprehension that others might be having rewarding experiences from which one is absent" which is "characterized by the desire to stay continually connected with what others are doing". Research Objectives: In the current study, we aimed to understand how the use of social media and fear of missing out (FoMO) affected college students' interpersonal relationships. Participants: Our ata were gathered from 161 undergraduate students from the university in Taiwan through the self-report questionnaire. The elf-report questionnaire had five topics including characteristics, social media sites, social media engagement, situation of FoMO, and changes of their interpersonal relationships. Methodology: The study was a qualitative research and conducted with thematic analysis. Some of the data conducted**

description statistics. Findings: College students almost checked messages in social media sites when they were alone especially at night or in their lisure time. Although most of them checked messages many times in social media sites, they didn't feel anxiety if they couldn't use social media tools. Research Outcomes: These social media played important roles in keeping them connected to family and friends to obtain social support. There were not very heavy FoMO situation and social media made more positive effects than negative effects by their self-report information. Future Scope: The theoretical frameworks, methodology and practical implications are discussed.

Keywords: College students, fear of missing out (FoMO), interpersonal relationships, social media

Tribes Struggling for Basic Amenities : A Study of Korku Tribe from Maharashtra

Hari Ram Choudhary
Gandhi Fellow, Batch – 9, Kaivalya Education Foundation, New Delhi

Shalu Gupta
Gandhi Fellow, Batch – 9, Kaivalya Education Foundation, New Delhi

Hari Ram Choudhary
ERCICRTEL1804186

Abstract

The Korku are mostly found in the Khandwa, Burhanpur, Betul and Chhindwara districts of Madhya Pradesh, Chhattisgarh, and adjoining Melghat region of Maharashtra. The people of this tribe have been in the crisis of poverty for over generations now and have been unable to come out of it. The lack of unemployment hampers their life for over generations. Domestic violence is very common among these people and most important factor of violence is alcohol and other local drugs product. Their actions in this state lead to many families being destroyed and consequences that these men and women are not aware of. It is seen that there is a lack of basic amenities available in these villages, wherein lack of basic education & health facilities, sanitation, ditches, dustbins, wells, tanks etc. Many communities fail to reach the city or main markets as the availability and frequency of buses and other road transports are very few.

Keeping the above context in perspective, the present study tries to understand the current status of Korku tribe. The study was descriptive in nature focusing on building the understanding over the gender discrimination & violence among the Korku tribes specially in Chikhaldara block of Amravati district. The Findings clearly indicates discrimination faced by women and girls in getting basic rights. Besides, the conditions are also non-favourable for girls to continue their studies.

Keywords: Gender Discrimination, Korku, Tribes, Violence, Education

John Jonel Nuevas
ERCICRTEL1804189

Development and Validation of Self-Discipline in School Scale (SeSS) for Teenage Filipino Public High School Learners

John Jonel R. Nuevas & Shela Karen M. Estaco
Secondary School Teacher II, Dulag National High School, Dulag South District, Dulag, Leyte

ABSTRACT

The increasing quantity and level of tasks that a student need to accomplish and undergo upon entering high school level calls for the right amount of self-discipline which was proven to predict future success. Assessing student's level of self-discipline could provide substantial inputs for teachers

on the design of possible interventions focusing on self-discipline. However, there is a problem on the availability of an instrument to measure self-discipline of Filipino public school learners thus, paved the way to the development of the Self-discipline in School Scale (SeSS). Hence, this study aims at developing a scale to measure the level of self-discipline in school among public high school learners of ages 12-17 through conducting focused-group discussions (FGD) with selected values teachers and high school students and establishing its psychometric properties and factorial components by calculating Cronbach's Alpha and conducting Principal Component Analysis using parallel analysis factor extraction and varimax rotation. Three guidance and counselling and psychology experts checked the face and content validity of the scale. Data were gathered from 342 junior and senior high school students of Dulag National High School. Results of the analysis produced three significant components of self-discipline with a total of 38 statements. Consistent with previous studies, the components of the scale were Self-regulation, Gratification delay and Self-control. Reliability was supported by internal consistency values as reflected in acceptable Cronbach's alpha for the three factor dimensions. Thus, the researchers recommend that SeSS could be used by teachers to assess the level of self-discipline among their teenage Filipino public high school learners.

Keywords: Self-discipline in School Scale, Filipino public high school learners, Principal Component Analysis

Criselda Moresca
ERCICRTEL1804191

School Leadership Practices that Yield Tangible Result

Criselda Moresca
Curriculum Implementation Division Department of EducationSan Pablo City, Regional Association of Kindergarten Supervisors, Philippines

Abstract

In San Pablo City, 19 newly-passer teachers of the 2017 National Qualifying Examination for School Heads were installed in the schools of the division. Being neophyte they need proper guidance and orientation. To help them cope with the challenges of their new field of work, the researcher gathered the leadership practices of seasoned school heads that yield tangible result. This inquiry provides ample ideas on how leaders act and react in different situations, thus providing concrete illustration of practices that would help them decide and act on their own whenever such situation occurs.

Azam Othman
ERCICRTEL1804192

Intercultural relations at Multicultural Primary Schools: Implications for Teacher professional development

Azam Othman
Department of Social Foundations and Educational Leadership, International Islamic University Malaysia, Kuala Lumpur, Malaysia

Abstract

Malaysia is a diverse, multiracial country. To foster greater national unity among Malaysian school students of different races, the Government had introduced Vision Schools, an initiative that unites national schools and Chinese/Indian vernacular schools at one single complex. The complex offers shared amenities such as the school field and the school canteen. In this study, 15 informants (three head teachers, three teachers, and nine students) were interviewed on their views and experiences regarding intercultural interactions at a Vision School. A range of themes describing intercultural relations were developed from the analysis of the interviews. The developed

themes suggest that teachers and students had meaningful intercultural interaction in National schools. However, they did not communicate meaningfully with fellow students from other schools within the Vision School's compound. The lack of training in intercultural and multicultural education, lack of trust, and poor social skills were among the main barriers that hinder meaningful intercultural relations from taking place in the Vision School complex. These findings implicate a strong need for the Malaysian Ministry of Education to prepare teachers for the challenges of an multicultural schools, as an integral part of the nation' continuous journey towards a harmonious multiracial society.

Keywords: Vision Schools, Multicultural education, Teachers' professional development.

Khresna Bayu Sangka **ERCICRTEL1804062**	**Selection Analysis of Elective Courses with Analytic Hierarchy Process (AHP)** **Khresna Bayu Sangka, SE, MM., Ph.D.** **Department of Accounting Education, Faculty of Teacher Training and Eduaction,Universitas Sebelas Maret, Surakarta, Indonesia** **Binti Muchsini, S.Pd., M.Pd., M.Si** **Abstract** The determination of elective courses for students is one of many things that require some complex considerations. This complexity is motivated by psychological and non-psychological factors of human beings such as: learning motivation, lecturer and previous learning experience. Many students found difficulties if they have to decide in a complex options in which has the identical option. Thus, they made their decisions based on just one perceived factors alone without taking into account other factors which have great importance as well. Analytic Hierarchy Process (AHP) is one method that can be used as an appropriate decision supporting tool to reduce the complexity of decision making process. AHP provides analysis in the form of selected course recommendations that have a weight of rankings to the level of importance of each preferred alternative. This study was a preliminary study subjected to construct the real consideration from students' point of view. In which very important to create a hierarchical perspective order for decision making process in both sides, student and education provider which was Accounting Education Department, Accounting Department, Faculty of Teacher Training and Education, Universitas Sebelas Maret Surakarta. Keyword: elective courses, decision making, analytic hierarchy process
 Mahurni **ERCICRTEL1804195**	**Multiple Measures Evaluation System: Improving Teaching Performance for Indonesia's Teachers through Evidences-Based Evaluation. A Literature Review** **Mahurni** **Lembaga Pengelola Dana Pendidikan (LPDP), Indonesia** **Abstract** A teacher quality is one of the most important school related factors who directly affect students' learning and achievement. It can be assumed that an underachievement of a student is one of in consequences of the unqualified teachers that a school has wherein the student is learning. To overcome this issue, one of the significant ways that is believed to enhance a teaching performance is through undertaking a rigorous evaluation system. The

	writer in this study addresses the administration of multiple-measure evaluation system to Indonesia's teachers at the school contexts. It is a literary study. Finding asserts that a teacher becomes more productive and show considerable improvements on the teaching performances upon they have been just evaluated. Furthermore, the they - the teachers - can obtain information based-evidences from the administered evaluation, and be given constructive feedbacks for improvements to subsequently develop new teaching skills for long-run effort. Keywords: Multiple-Measures, Teaching Performance, Indonesia's Teachers and Evidences-Based Evaluation
Dr. A. Pio Albina **ERCICRTEL1804196**	**Assessment of awareness on dyscalculia among Primary school teachers** **Dr. A. Pio Albina** **Assistant Professor in Mathematics, Alagappa University College of Education, Alagappa University, Karaikudi-630 003, Tamil Nadu.** **Abstract** In this study, an attempt was made to assess the awareness on Dyscalculia among Primary School Teachers in Ramanathapuram District. The survey method has been used for the study and random sampling technique has been adopted to select a sample of 100 Primary School Teachers and self-made tool was used to collect data and for measuring the Awareness level towards Dyscalculia. The result revealed that there is no significant difference in their Awareness level towards Dyscalculia with respect to gender and years of experience of the Primary School Teachers. The vital fact to be recorded is the Dyscalculia Awareness level of Government School Primary Teachers is revealed to be more than that of Private School Primary Teachers. Keywords: Dyscalculia, Awareness, Primary School Teachers.
Hao-His, Tseng **ERCICRTEL1804199**	**Use Of E-Learning And Course Assignments To Improve Learning Effectiveness In Construction Project Planning** **Hao-His, Tseng** **National I-Lan University (TAIWAN)** **Abstract** Construction project planning integrates various types of theoretical knowledge and practical skills in civil engineering, and learning effectiveness among students is often diminished by a lack of real construction work experience. This research describes the design of a series of course assignments for construction project planning instruction, integrated with the use of e-learning tools to improve learning effectiveness. Following the semester-long course, a questionnaire is combined with the learners' semester grades to assess learning outcomes. The research findings show that the course assignments significantly improve learning outcomes and the e-learning tool is seen as convenient and helpful in developing autonomous learning abilities through solving course assignment problems. In addition, as smart phones have emerged as a mainstream e-learning device, the user interface of instructional content must be modified for optimal effectiveness on smart phones. Finally, the research findings are integrated and enumerated as an instructional framework reference for the subject of Construction Project Planning. Keywords: Learning effectiveness, e-learning, course assignment, construction project planning

Dr. Ucharan Deka **ERCICRTEL1804200**	**An empirical model of instructional design of e-learning -- constructivist approach** **Dr. Ucharan Deka** **Chief Consultant, ODL, SCERT, Assam** **Dr. Nabamallika Baruah** **Department Mathematics, AEC Jalukbari, Assam** **Abstract** **Effective e-learning requirement calls for a paradigm shift for instructional design. Constructivist learning theory offers a sound underpinning of implementation of the concepts of learning objects supported by e learning guidelines adapted by the industry. Based on the best practice industrial requirement and our empirical research, an instructional design model has been presented in this paper with guidelines for constructivist learning. This paper has been designed to gain understanding of the theories and concepts of constructivism and their potential impact on instructional system design for e learning. The presented ID model has been developed to achieve the learning targets of technical and higher education. The theoretical aspect of the model is presented with few examples of designed material.** **Keywords: E learning, instructional design, Constructivism.**
Azam Samadipour **ERCICRTEL1804202**	**The Effect of Organizational Factors Affecting the Growth of Professional Ethics of Employees at Shahid Beheshti University** **Azam Samadipour** **Department Faculty of Humanities, Islamic Azad University of Tehran North Branch, Iran** **Zahra Sabaghian** **Department Faculty of Humanities, Islamic Azad University of Tehran North Branch, Iran** **Abstract** **Methods: Four factor, organizational structure and organizational culture, education, and information system have been defined in order to investigate the organizational factors affecting the growth of employees' professional ethics at Shahid Beheshti University.** **This descriptive study - survey, the total population education experts , 25 Instituteand and College (77 patients) was performed. A questionnaire was used to collect data. Descriptive and inferential statistics were used to analyze the data.** **The results confirm hypothesis,The organizational structure, organizational culture, staff training and information system is effective on the growth of professional ethics of employees.** **Keywords: Professional Ethic, Organization structure, Organization culture, Informative system.**
A Adaikala Jeya **ERCICRTEL1804203**	**A Study On Dyscalculic Primary School Students In Karaikudi** **A Adaikala Jeya** **Alagappa University College of Education, Alagappa University, Karaikudi , India** **Abstract** **Education is considered to be a key factor for the growth and process of any**

	society. Mathematics education is an important component of school education. Learning difficulties is a major contributing factor to poor learning of the children in schools, which demands immediate concern. Dyscalculia refers to a persistent difficulty in learning and understanding Mathematics. For Students in primary find these difficulties are manifested as slow learning of number concepts and basic arithmetic. The study under investigation is to find out how many children are affected by Dyscalculia in and around the schools in karaikudi. The investigator proposes to use Survey Method for this study. Population for the study is primary school students in karaikudi. The random sampling technique was used for the study. The sample is 100 primary school students in karaikudi. The tool for the study is self made questionnaire for identifying the dyscalculic students. The findings of the study revealed that 9% of the primary school students in karaikudi were found to be Dyscalculia. Hence identifying the dyscalculic students and giving them the necessary intervention programmes to improve their learning difficulties in mathematics are very much needed and it is the need of the hour.
Ellada Hajiyeva **ERCICRTEL1804204**	**The Impotance of Listening in Language Learning** **Ellada Hajiyeva** **Department of English, Azerbaijan Technical University, Baku, Azerbaijan** **Abstract** Listening is a significant language skill to develop in second language learning. Despite its importance, language learners consider listening as the most difficult language skill to learn. Since the role of listening comprehension in language teaching has been repeatedly emphasized, many teachers do not pay enough attention to its importance in their classes. In this paper, the researchers review some important issues concerning listening comprehension to provide a basis for developing listening skill in English language teaching. It starts with a definition of listening and listening comprehension, a brief discussion of reasons for listening, followed by reviewing listening comprehension process, the importance of listening, teachers' roles in listening comprehension, and discuss strategies, techniques, and goals of listening. The review of literature indicated that learners can improve their listening comprehension through the help of teachers, using suitable materials and activities, and practicing a lot. Keywords: listening comprehension; reason; process; importance; role; strategies; techniques; goals
Thommy R. Caballero **ERCICRTEL1804206**	**A Phenomenological Study on the Practical Self-Help Skills** **Mr. Thommy R. Caballero** **Grade School, University of San Jose Recoletos, Philippines** **Dr. Junrel P. Zarco** **Mrs. Lumelle A. Villarta** **Mrs. Ma. Ruth A.Wagas** **Mrs. Marie Joy B. Robles** **Mrs. Rosalia D. Sumalinog** **Ms. Charlene C. Guiral** **Abstract** Having considered the home as the first school, most parents feel the need of educating their children of the basic skills at home. At a young age, the parents feel that their children must learn to do things on their own at home

and even in school which is considered their second home. Thus, this study aimed to investigate and understand the views and thoughts of parents regarding the acquisition of practical self-help skills. A purposive sampling method was used to select the participants of this study. Using the qualitative method of research, the data were colleted through a survey questionnier and interview methods. Supported with graphs, it reveals that parents claimed they were one of the factors why their kids acquired the skills but to those kids with delayed the acquisition, parents blamed the difficulty and complex nature of the skills as the reason. Guided with the phenomenological approach, the results showed that acquiring the skills will develop children's sense of independence, safety, security and responsibility.

Keywords : Practical, Self-help, Phenomenological Study

Junrel Zarco **ERCICRTEL1804207**	**The Effects of Kindergarten Pupils' Penmanship Skills To Their Academic Performance** **Dr. Junrel P. Zarco** **Grade School, University of San Jose Recoletos, Philippines** **Mr. Thommy R. Caballero** **Mrs. Cheeryl A. Yana** **Mrs. Mary Grace H. Pinote** **Ms. Marie Roselle M. Lumain** **Ms. Claire D. Tura** **Ms Analiza Unabia** **Jenny Grace J. Cabangca** **Abstract** This study aims to determine the effects of Kindergarten pupils' penmanship skills (Speed & Fluency) to their academic performance. Quantitative research method was used in this study. The mastery test scores in Mathematics, Language and Reading were the data collected. A one-way ANOVA statistic was used to compare the mastery test scores of the pupils in the three categories of performance: Speed (slow, moderate & fast) and Fluency (poor, average & excellent). On the other hand, the independent t-test was administered to compare the performance levels of the pupils' speed and fluency in writing. Based on the results, both the speed and fluency in writing affect the pupils' academic performance. It shows further that the faster and the more excellent they write, the higher or better is their academic performance. Both speed and fluency in writing have the same effect as regards to the academic performance of the three categories of performers. Based on the findings of the study, it is recommended that at young age, pupils must be trained to develop their fine motor abilities through penmanship activities or programs as these skills strongly impact their academic performance. Keywords: kindergarten, Penmanship skills, academic performance, fluency in writing, speed in writing

Prof. Rajani Jairam
ERCICRTEL1804209

Stakeholder participation in Quality initiatives – A student perspective In Indian Higher Education System

Prof. Rajani Jairam
Prof in Sanskrit and Dean (SW), Bangalore

Abstract
Education reforms the individual and moulds him to become good citizens capable of joining hands in "NATION BUILDING'. India is gradually emerging as a reckoning force in the higher education sector in the global economy. As such progressive reforms need to be implemented to become more and more relevant in the global market. A thorough revamping of the entire system is the need of the hour. The first and the foremost step towards bringing about a sea change in the higher education sector will be to thoroughly examine the stakeholder perspectives. Students are the primary stakeholders who have to be taken care of very well. They have to be transformed into responsible citizens who represent the ethos and values of our country. They will become more and more responsible and involved in the quality initiatives of the institution.
 The paper examines the ways and means of involving the students in quality initiatives. Sources and references are drawn from edited books, research journals, newsletters and chronicles.
Keywords: Quality initiatives stakeholders, student participation, global economy, higher education, student involvement.

Marham Jupri Hadi
ERCICRTEL1804210

Teacher Professional Development Practice for beginning EFL teachers: insight from Pesantren

Marham Jupri Hadi
University of Nahdlatul Wathan Mataram

Mohammad Rudiyanto
Madura University

Abstract
A large body of research revealed that students learning outcomes were greatly affected by how teachers' performed their task particularly in classrooms. Their teaching performances are highly dependent on a number of aspects and of which is whether they keep improving their teaching knowledge and skills or not. This study investigated the practice professional learning as experienced by Novice English Foreign Language (EFL) Teachers especially those teaching Islamic Boarding Schools or Pesantren which conducted English and Arabic language program. Case study is employed by involving four English Teachers and a School. This study revealed EFL teachers teaching difficulties which included classroom management which was mainly caused by the class size and they lack of experiences and authority to manage class; intimidating lesson plans preparation; and motivating students to learning English, resulting in teachers' stress. It also revealed that 4) this Pesantren has yet to set TPD program for its teachers and novice EFL teachers were unlikely to get necessary support from school and senior teachers despite the presence of informal supervision from senior teachers. Feedbacks from senior teachers and participation in training organized by the ministry of religion attending regular English teacher association meetings were used to improve their professionalism. Finally, the barriers of EFL teachers' professional learning were associated with their attitude toward continuous learning needs and

	limited programs to improve teachers' competency. Keywords: Novice Teachers, EFL, Professional Learning, Pesantren
Alberto Yazon **ERCICRTEL1804054**	**Adversity Quotient®, Emotional Quotient and Academic Performance of Filipino Student-Parents** **Alberto D. Yazon, PHD** **College of Teacher Education, Laguna State Polytechnic University** **Karen A. Manaig** **College of Teacher Education, Laguna State Polytechnic University** **Abstract** **This study is a descriptive-correlational research aimed to determine the significant relationship between Emotional Quotient, Adversity Quotient® and the Academic Performance of Student-Parents. Chi Square Test was utilized to test the significant relationship among variables. A purposive sampling was employed since there are only thirty (30) identified student-parents enrolled in the university. The research instruments utilized were the Assessing the Emotions Scale that was developed by Prof. Nicola Schutte (2009) to assess the emotional quotient/intelligence while, to test the Paul Stoltz's Adversity Quotient® of the respondents, the Adversity Response Profile® online version 9.0 was used. Further, the General Weighted Average (GWA) during the second semester of AY 2016-2017 of the respondents was used to determine their academic performance. Based on the findings of the study, majority of the student-parents is at their late 20's and early 30's, female, Education students, in their lower year, and has 1 – 2 children. These results suggest that the student-parents are in their matured ages since almost all of them are returnees. The respondents reported that they have a high level of emotional quotient. As Schutte (2009) asserts, these student-parents know how to overcome problems, see new possibilities, aware of their emotions and how to control it, have a good temper, and present themselves in a way that makes a good impression on others. Those with higher AQs® perceived that they have significantly more control and influence in adverse situations than do those with lower AQs®. Even in situations that appear overwhelming or out of their hands, those with higher AQs® find some facet of the situation they can influence. Further, those with lower AQs respond as if they have little or no control and often give up. In this study, majority of the respondents possess an average level of AQ®. As student-parents, they tend to balance situations as the need arises. When tested using Chi-square test, the level of student-parents' emotional quotient and adversity quotient are not significantly correlated to their academic performance. Therefore, the study revealed that there is no significant relationship among student-parents' emotional quotient, adversity quotient, and academic performance. Hence, researchers fail to reject the null hypothesis. The researchers strongly recommended that the university should devise a program for student-parents dealing with life adversities. Similar studies may be conducted to explore more studies concerning adversity quotient® using other variables not included in this study. The findings and recommendations of the study will serve as basis for student development program of universities.** **Keywords: Adversity Quotient®, Emotional Intelligence/Quotient, Student-Parents, Academic Performance**
Ajda Osifo **ERCICRTEL1804071**	**Exploring the integration of Mobile-Assisted Language Learning (MALL) Applications and Web 2.0 Tools in Differentiated Lessons in English for Academic Purposes (EAP) Classes in United Arab Emirates Higher**

Education

Ajda Osifo
Zayed University, United Arab Emirates

Abstract
There is an increasing need to adopt digital and mobile technologies to enhance pedagogies in order to allow for flexibility; foster environments that accelerate learning, and cater for activities that reflect the contemporary workplace. Therefore, this paper will explore the integration of MALL and Web 2.0 tools in differentiated EAP classes and how they can assist EAP students, their English language learning and their classroom experience in higher education. Differentiation or academically responsive instruction is a continuous reflective practice of teaching and learning which concentrates on teaching strategies that provide students with numerous possibilities to meet their needs. Mobile-assisted language learning (MALL) favours social-constructivist and connectivist theories to learning and adaptive approaches to teaching. Effective implementation of differentiated instruction and MALL give diverse learners multiple options for building knowledge through problem solving, inquiry, collaboration and project based learning.
The aim of this paper is twofold. First, it will provide an overview of implementing differentiation using MALL applications and Web 2.0 tools in academic English classes in UAE higher education as well as stating the results of the study and student feedback. Second, differentiated lessons, possible challenges for teachers and students, and future implications will be discussed.
Keywords: Mobile assisted language learning, differentiation, mobile learning, Web 2.0 tools

Karen Ang-Manaig
ERCICRTEL1804073

Knowledge, Skills and Attitudes of Teachers Towards Inclusive Education and Academic Performance of Special Children

Leonila R. Baguisa
Special Eduation Teacher – Braille Literacy, Bay Central Elementary School, Bay Laguna, Philippines

Karen Ang-Manaig
Assistant Professor I, College of Teacher Education, Laguna State Polytechnic University, Los Banos, Laguna, Philippines

Abstract
The study aimed to determine the knowledge, skills and attitudes of teachers towards inclusive education and academic performance of special children in public elementary schools in the District of Bay. It utilized the descriptive-correlational and descriptive survey method to test significant relationship among teachers' knowledge, attitude, and skills in inclusive education and pupils formative and periodical test performance. The respondents of the study are the selected inclusive education teachers or the SPED teachers of the Bay District and Division of Laguna. The statistical treatment applied are r- value, p-value, mean percentage and frequency. It sought to identify and answer the mean level of the demographic profile of the respondents and knowledge, skills and attitude towards inclusive education and academic performance of pupils with special needs in terms of formative and periodical test.
The study has proven that there is significant relationship among knowledge and attitude of the respondents and inclusive education. Therefore, the

	hypothesis is rejected. Based on the findings and conclusions of the study it is highly recommended that the schools practicing inclusive education must prioritize teacher applicants with experience in dealing with students with special needs. The Department of Education may provide more trainings in inclusive education to general educators who are teaching students with special needs. There must be more evident collaboration among the local community education committee, parents, teachers and the school in addressing the concerns of inclusive education in the school level. Keywords: knowledge, skills, attitude, teachers, pupils, performance, inclusive education
Anchunda Henry Y **ERCICRTEL1804077**	**The Effects of Activity-based Approach on Vocational Students' English speaking ability and attitude towards learning English language** **Anchunda Henry Y.** **Department of Curriculum and Instruction, Faculty of Education, Naresuan University, Phitsanulok, Thailand** **Abstract** **This study aimed at investigating the effects of activity-based approach on vocational students' English speaking ability and attitude towards learning English language. The sample population consisted of 40 students from the department of electrical power. A pre-test was administered prior to the implementation of the activity based approach. After the pretest, they were randomly assigned to two groups of control and experimental (N=20). Participants in experimental group were taught using the activity based approach while those in control group were taught with the normal traditional approach. The teaching and learning process was carried out for two months. Data were analyzed using the t-test to determine performance by comparing the mean of the post-test for treatment and control group. The results of the independent-sample t-test analysis for oral interview revealed that the participants in experimental group outperformed the control group in terms of speaking ability. The results of this study therefore showed that activity-based approach had a positive effect on students' speaking ability and attitude towards learning English language. The researcher concluded that activity based approach is an effective approach, which English teachers need to incorporate in their teaching in order to enhance students speaking ability and attitudes towards learning English language.** **Keywords: Activity-based approach, speaking ability, attitudes**
Thitiporn Khaisaeng **ERCICRTEL1804081**	**Effects of using SQ4R model to enhance Reading Literacy of Mathayom 3 students** **Mrs. Thitiporn Khaisaeng** **Faculty of Education, Naresuan University, Thailand** **Abstract** **The purpose of this research was to; 1) study the learning achievement of Mathayom Suksa 3 students using SQ4R and 2) to study the reading literacy of Mathayom Suksa 3 students using SQ4R. The sample population consisted of 23 Thai-language teachers drawn from 6 schools in the Doi Inthanon Region, Secondary Education Office Area 34 in Chiangmai Province. These six selected schools had a population of 1019 students. The instruments used in this research included; reading literacy lesson plans taking into consideration the SQ4R, assessment form, a reading literacy test form the Office of Basic Education Commission. Data was analysed by the use of mean (X) and standard deviation (S.D). this research was conducted for one**

full academic year.

The result of this research revealed that 1) the learning Achievements of Mathayom 3 students of Doi Inthanon region after learning with the SQ4R was higher than before with difference of .05. 2) Mathayom Suksa 3 students of Doi Inthanon had a continuous increase from the four evaluations 78.51, 88.33, 90.88 and 91.37 respectively

Keywords: Teaching methods, SQ4R, Reading Literacy

Nattawat Anantasuk **ERCICRTEL1804084**	**Effects Of Problem-Based Learning Approach On Problem-Solving Kills And Cooperative Working Ability Of Eighth-Grade Students** **Nattawat Anantasuk** **Navamindarajudit Matchim School, Nakhon Sawan, Thailand.** **Abstract** **The purposes of this research were 1) to study the problem-solving skills of students who were taught using problem-based learning approach between pre-study and post-study and 2) to compare the cooperative working ability of the students who were taught using problem-based learning approach and 3) to compare students' problem-solving skills with gain at 70%. The sample comprised 36 students of Navamindarajudit Matchim School, Muang District, Nakhon Sawan. The instruments used consisted of 4 teaching plans, a problem-solving skill test, and a cooperative working assessment form. The research was conducted for four weeks. The research design used was One-Group Pretest Posttest Design. The data were analyzed using t-test dependent.** **The research findings:** **1. There was a significant increase in the problem-solving skills of the students at .05 after being taught using problem-based learning approach.** **2. There was a significant increase in the cooperative working ability of the students at .05 after being taught by using problem-based learning approach.** **3. There was a significant increase in students' problem-solving skills at 86.11% which was more than the gain of 70%.** **Keywords : Problem-based learning, Problem solving skills, cooperative working ability**
Wunwisa Muangthong **ERCICRTEL1804087**	**Effects of Outdoor Activity Games on Ability to Use Small Muscles for Early Childhood** **Wunwisa Muangthong** **Anubanphrae School of Thailand, Thailand** **Abstract** **The ability to use small muscles is important and useful to the lives of early childhood. Because the small muscles are used as the daily activities such as to button up, to eat, to do are works and also to prepare the muscles of arms, hands and fingers for writing in the next step. The purpose of this research was to study and compare the use of small muscles in the early childhood before and after the outdoor activity games. The study was conducted in one sample group to compare pre-test and post-test results. The experiment was carried out by the researcher in 8 weeks period, 30 minutes per day and 4 day per week. The activity games are focused on fingers movement using the device outside the classroom. The tool of this experiment is the early childhood muscle development evaluation form and analyzed data by means of statistics to determine mean and standard deviation. The t-test for dependent sample is also adopted to analyze.**

The results showed mean 18.60 and standard deviation 3.05 before having outdoor activity games while after having outdoor activity games showed mean 22.80 and standard deviation 2.09. The early childhood has the ability to use small muscles more than before implementing experiment at a significant level of 0.05 (t=17.00, p<.05).

Keyword: Outdoor activity games ; Ability to use small muscles ; early Childhood

---

Lerma P. Buenvinida
ERCICRTEL1804088

Transformational Leadership Practices Of School Heads And Performance Of City Schools In The Division Of First District Of Laguna, Philippines

Lerma P. Buenvinida
College of Teacher Education, Laguna State Polytechnic University
Los Banos Campus, Los Banos, Laguna

Ma. Theresa S. Ramos
Butong Elementary School, City of Cabuyao, Laguna

ABSTRACT

A study was conducted to determine the transformational practices of school leaders in the city schools division of the first district of Laguna, Philippines. Further, the research aimed also to determine the extent of the school heads and teachers assessment of the transformational leadership practices among public elementary schools in terms of: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration; assess the performance of public elementary schools in terms of: Drop Out Rate , Cohort Survival Rate, Completion Rate, and Achievement rate and determine the significant relationship between transformational leadership practices and the performance of public elementary schools. The descriptive - correlational research design was employed and involved 44 school heads and 591 public elementary teachers. The school heads assessed their transformational Leadership according to Idealized Influence as highly observed, while Intellectual Stimulation, Inspirational Motivation and Individual Consideration were assessed as extremely observed. Further, all the practices are assessed by the teacher respondents as highly observed. In terms of Drop-out rate, schools average mean of 2.49; Cohort Survival Rate, 84.82% were interpreted as Very Satisfactory and Completion rate of 94.5% was interpreted as Outstanding. In terms of NAT Performance, the schools obtained the average weighted mean of 54.67 which falls under Average Proficiency Level.

Based from the findings, the teachers and school heads are encouraged to pursue graduate and post graduate studies to develop their personal and professional competencies; further study can be conducted in other districts of Laguna and the region as well to verify the results of the study and develop a comprehensive training program for teachers as part of the School Improvement Plan.

Keywords: transformational leadership, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration

---

Khanarot Apinyalungkon
ERCICRTEL1804090

The Effects of Evidence-based Practice (EBP) and Reflective Teaching on the EBP ability of Nursing Students

Khanarot Apinyalungkon M.N.S. (PediatricNursing)
Professional Nursing, Boromarajonani College of Nursing Phare

Sutthida Ornlaor M.N.S. (PediatricNursing)
Operating Instructor, Boromarajonani College of Nursing Phare

Abstract

Ability in nursing practice using evidence based practice (EBP). It is one of the key competencies that identify nursing profession in patient care. Need to start developing from nursing students.This study was a quasi-experimental one group pretest-posttest design. The aim of this study was to study the effects of evidence based practice and reflective teaching on EBP ability of nursing students. The six steps of the study were conducted as follows: 1) identify uncertainty situations and reflection, 2) ask answerable questions, 3) search for the best research evidence, 4) critically appraise the research evidence, 5) implement the evidence, and 5) audit the EBNP results. Sample were 44 of the second year nursing students. Research instrument was the nursing practice ability using evidence based practice's test. The teaching and learning process was carried out for 8 weeks for experimental group. Data were analyzed using mean, standard deviation and dependent t-test. The post-test of evidence based practiceability of students nursing through the experiment were higher than those of their Pre-test at the .01 level of significance.

Keywords: evidence based practice; nursing students; reflective teaching

Assessment of Extension and Community Involvement of State Universities in Calabarzon: An Input to Institutional Sustainability Assessment (Isa)

Victoria Tamban
College of Teacher Education, Laguna State Polytechnic University, Laguna, Philippines

Dr. Rosalina V. Bunal
Dean of College of Fisheries, Laguna State Polytechnic University, Los Baños, Laguna Philippines

Victoria Tamban
ERCICRTEL1804093

Abstract

The study is primarily concern on the evaluation of the extension and community involvement in three common programs namely; Bachelor of Secondary Education (BSEd), Bachelor of Science in Hotel and Restaurant Management (BSHRM) and Bachelor of Science in Information and Technology (BSIT) in 18 campuses of State Universities in CaLaBarZon Region. The respondents of the study consist of 140 deans/associate deans, directors, chairpersons, and coordinators of extension and training services

The study made use of a descriptive-evaluative research design and utilized questionnaire-checklist as the main tool to gather the needed data of the study. Frequency Count, Mean rating, and Pearson r were the statistical tools used in this study.

Findings of this study revealed that most of state universities have 11-20 extension programs. All of the listed extension activities on the instrument are conducted by all of state universities except from inmate welfares, development services, person with disability, and forest conservation wherein 40-60% of them conducted the said activities. Most of the curriculum programs of the state universities were in level II in terms of accreditation, in SUC levelling most of them got the maximum rating of 14.0 in terms of service to the community.

Based on the findings here are the conclusions and recommendation of the researcher.

The hypothesis stating that there is no significant relationship between the universities extent of extension program strategies, implementation of extension programs, and extension management system assessment to

	accreditation level is partly upheld; and the hypothesis stating that there is no significant relationship between the state universities' extent of extension program strategies, implementation of extension programs, and extension management assessment to the SUC levelling is partly upheld. Each state university may strengthen their extension program strategies in terms of objectives, goals, and thrust of the university, training needs assessment, faculty involvement, and administrative support for all of these are great contributors on the extension and community involvement performance in accreditation level, SUC levelling, and Institutional Sustainability Assessment (ISA); each SUC may consistently enhanced the extent of the implementation of extension programs especially in terms of gender advocacy, and environment conservation for it is considered as one of the thrust and priorities mandated to the state universities and colleges; and the management system assessment in terms of planning, monitoring and evaluation should always take into consideration for planning is an important part before the implementation of any extension programs/projects/activities while monitoring and evaluation is an important part in measuring the effectiveness of any programs/projects/activities. Keywords: Assessment, Extension and Community Involvement, Accreditation
Khashane Stephen Malatji **ERCICRTEL1804097**	**Exploring student's voices in lecturers' teaching and learning developmental trajectory** **Khashane Stephen Malatji** **Tshwane University of Technology, Department of Primary Education,** **Soshanguve North Campus** **ABSTRACT** **Students' evaluation of teaching (SET) is the common way of assessing quality of teaching at universities and also to trace the professional growth of lecturers. The aim of the study was to investigate the role played by student evaluation to inform teaching and learning agenda in one South African university. The researcher used qualitative approach with case study research design. With regard to data collection, 6 students were interviewed using focus group interviews, while 4 lecturers from 2 faculties were interviewed on individual interviews. Evaluation reports were also reviewed to monitor the growth of lecturers whom were evaluated during the academic year 2016 and 2017. Data from both interviews and evaluation reports were presented and analysed in a qualitative approach in a form of thematic analysis. The results of the study have revealed that students' evaluation is the most relevant tool to inform teaching and learning agenda at the universities. Lecturers whom were evaluated were found to grow academically. The study therefore, recommends that lecturers conduct student evaluation for each module they teach every semester. Furthermore, the study has recommended that lecturers should attend to all areas that are negatively commented by students during evaluations in order to improve.** **KEYWORDS: Student's voice, teaching agenda, evaluation, feedback, responses.**

Research Knowledge And Skills Of Graduate Students Of Laguna State Polytechnic University Los Banos Campus

Consorcia S. Tan
College of Teacher Education,Laguna State Polytechnic University,Los Banos Campus, Philippines

Consorcia S. Tan
ERCICRTEL1804100

Abstract
This study aimed to measure and assess students' research knowledge and skills in the graduate program; enrich the graduate program curriculum in both master's and doctoral degrees base on the findings of the study; and conduct programs and activities that will enhance graduate students' research capacity. The study is a descriptive evaluative research utilizing a valid questionnaire in assessing students' knowledge and skills in research. Percentage, mean, standard deviation were employed to analyze the data collected. The results reveal that they have good level of ability in doing research such as gathering relevant data and information, apply methods of synthesis, critical thinking and understand patterns or connections in that information. They also claim to have good skills in carrying out data collection procedures. They are also able to determine the limitations of analysis techniques, draw and interpret appropriate conclusion from results of analysis. Reflection skills of graduate students were assessed as very good. There is a need to emphasize the presentation of research outputs to varied audiences. This redounds to a concrete utilization of research results by concerned stakeholders of curriculum implementation and its effectiveness. Contributing to a person's success in life is having a higher level of problem solving skills. The level of problem solving skills is assessed as good. Reflection is assessed as very good. They are really adept with reflecting on experiences which encourages insight and research process. The students have good knowledge and skills on data analysis and research procedure. As graduate students, so much is expected of them when it comes to doing research since they are in a much higher level of the education ladder. These findings strongly support the need for revisiting the implementation of the curriculum in the graduate program since these are anchored on the premise that subjects are research-based.
Keywords: research, knowledge, skills, curriculum

Marcia Håkansson Lindqvist
ERCICRTEL1804101

Conditions for Technology Enhanced Learning and Educational Change. A case study of a 1:1 initiative

Marcia Håkansson Lindqvist
Department of Education, Mid Sweden University, Sundsvall, Sweden
Address: Mid Sweden University, Holmgatan 10, S-851 70 Sundsvall, Sweden

Abstract
The uptake and use of digital technologies continues to increase in schools throughout the world. In this thesis, the uptake and use of digital technologies was studied from the student, teacher and school leader perspectives in order to gain knowledge regarding the conditions for Technology Enhanced Learning (TEL) and educational change in K-12 schools. Two schools participating in a One-to-One (1:1) initiative in which teachers and students had their own laptops, were studied. To explore, identify and describe conditions for TEL and educational change, surveys, interviews and classroom observations were used to follow the development of teaching and learning activities over a period of two years. The Ecology of

Resources Model was used as a theoretical framework. Regarding the conditions for TEL, the results showed that the uptake and use of digital technologies provided possibilities for new forms of teaching and learning in the 1:1 classroom. Students reported increased motivation, engagement and variation in schoolwork. Teachers described new forms of teaching as well as possibilities for collaboration, sharing of materials and continued professional development. For school leaders possibilities were found in collaboration, administrative support, collaboration and follow-up of students and teachers. The challenges seen from all perspectives were related to use, technical support and optionality. If the possibilities for TEL are to be achieved, there is a need for continued professional development for teachers and school leaders as well as clear directives through policy. If sustainable conditions for TEL and educational change in the 1:1 classroom can be created and maintained, the practical implications may comprise teachers' improved skills to integrate a thought-through student use of laptops in their teaching practices, thus increasing equality of digital competence between students, between schools and between classrooms in the same school.

Key words: Digital technologies, students, teachers, school leaders

Profiling the information seeking behaviour of nursing students

Dr Peter Stokes
University Library,Anglia Ruskin University,Peterborough, United Kingdom

Dr Peter Stokes
ERCICRTEL1804120

Background/Objectives
Finding information is a necessary requirement for students studying at university. Qualified nursing students, in particular, are expected to know how to best locate up-to-date evidence in order to administer evidence-based practice. Information seeking is a vital skill for these students and as the body of nursing literature grows, so does the need for students to attain and develop their skills to search in an effective manner. Individual characteristics have been found to impact on the way users seek information, with personality, self-efficacy, and learning styles three of these attributes. Few studies have investigated all three factors in relation to information seeking behaviour. One such study (Stokes and Urquhart, 2011; 2015) investigated the information seeking behaviour of nursing students with the aim of creating a profile of these students to enable information skills training to be tailored to their preference to create a better learning experience. The research used Foster's (2005) non-linear model of information seeking along with self-report scales on personality (Saucier, 1994), self-efficacy with information literacy (Kurbanoglu, Akkoyunlu and Umay, 2006), and learning styles (Entwistle, 1997) to form a questionnaire. Data generated seven distinct profiles. These profiles however, were created from a single study and it is prudent to replicate the research to determine their validity and generate more robust findings.

Riophilla Alfred
ERCICRTEL1804124

Exploring Learners' Autonomy in ESL Classrooms at the Tertiary level

Miss Riophilla Alfred
Lecturer in ELT, ELTC, University of Jaffna, Jaffna, Sri Lanka

Abstract
The idea of learner autonomy is not new, but it has been widely referred to in the field of ELT only over the last decade. Previously, terms referring more directly to practical interventions or situations of learning were more favoured within ELT as 'individualization' thereafter 'learner

independence'. Providing appropriate scaffolding for the ESL learners to become autonomous in classrooms is one of the fundamental and the universal responsibilities of all of the second language educators have. Learners various learning styles are necessary to enhance the learning methods and approaches relevant to ESL context. Learners can also provide appropriate fuel to their teachers in shaping their teaching methods and techniques.

This paper, employing a qualitative methodology, tries to explore the advantages of learner autonomy during learning and teaching processes at the tertiary level.

Keywords: Autonomy, Individualization, Learner independence, scaffolding, Learning styles

Ethnomathematics: The Indigenous Knowledge of Negrense Sugarcane Laborers

Denmark Yonson
Faculty of Teacher Development,Philippine Normal University, Cadiz City, Philippines

Denmark Yonson
ERCICRTEL1804127

ABSTRACT

Negros Occidental is a leading producer of sugarcane in the Philippines which also speaks of the great number of sugarcane laborers in the province. As a distinct group working together in the field of sugarcane, their shared experiences as sugarcane laborers had somehow developed their own culture and indigenous knowledge in mathematics. This study aimed at describing this culture and exploring this indigenous knowledge in mathematics and make it one of the best sources of local knowledge that would make education more locally-responsive. The study was participated by twenty participants who had worked as sugarcane laborers for not less than fifteen years in Cadiz City. The study utilized qualitative method employing ethnography under the social constructivism paradigm of research. It utilized semi-structured interviews, informal focused-group discussions, and observations as the corpus of the study. Results revealed that sugarcane laborers have developed their community-based knowledge which is influenced by their culture. They developed mental solutions, counting techniques and creative use of their environment in dealing with mathematics-related concepts. Further, it was deduced from this study that the sugarcane laborer learned the skills through observation of a model and mentoring of an expert in the field. Finally, the findings of the study were found relevant in the development of contextualized learning materials and pedagogies that will make education more locally relevant and responsive.

Perceptions of teachers and learners in implementing sophisticated technology in ESL classroom at tertiary level.

Arivarasy Muthulingam
ERCICRTEL1804129

Arivarasy Muthulingam
Lecturer, ELTC, University of Jaffna, Sri Lanka

Abstract

The use of technology in language learning and teaching has been the focus of a number of recent researches including developments in ESL teaching and learning technology. Learning through technology can be an effective tool in second language acquisition to provide productive materials to second-language learners. The objective of this research is to investigate the perception of both teachers and students of ESL about the use of technology at the tertiary level ESL classrooms. The success of integrating technology in

teaching and learning heavily relies on the attitude and scaffoldings of the teachers involved. Therefore, a questionnaire, a focus group interview technique and observation are used to collect the data from teachers and learners. Descriptive statistics and t-tests are employed to analyse the questionnaire data, while the focus group data are thematically analysed. Both qualitative and quantitative data revealed teachers' perceptions about integrating technology in their ESL classes, obstacles to technology use, encouragements for teachers who use technology, types of technology used and their own and students' use of technology. This research is based on the tertiary level students in the University of Jaffna. This paper concludes with the recommendations to facilitate the use of technology in teaching ESL at the tertiary level.

Keywords: integration, perception, use of technology, attitude, teachers' support

Anithra Sivalingam **ERCICRTEL1804132**	**Teachers' roles in ESL learner-centred classrooms - at the tertiary level** **Ms Anithra Sivalingam lecturer in ELT** **English Language Teaching Centre, Faculty of Arts, University of Jaffna, Jaffna, Sri Lanka** **Abstract** **In the present era, the trends in English as Second Language (ESL) teaching and learning have been drastically changing around world. Particularly, there have been remarkable changes in teachers' roles in the modern ESL classrooms compared to the traditional classrooms. Previously the teachers' roles were merely to teach the students and request them to perform the exercise; thereafter teachers correct the exercises; learners were the passive participants and obeyed teachers' instructions; no measures were taken by the teachers to encourage them to be the active participants.** **In the modern ESL classrooms it is suggested by the language scholars that teachers are supposed to maximize learning opportunities and minimize perceptual mismatches in learning context; the best way to maximize learning opportunities in ESL classrooms is through meaningful appropriate learner involvements during learning activities. This paper employing qualitative research methodology, tries to explore the effective teachers' roles in modern ESL classrooms in details and with the help of findings provide valuable suggestions to the ESL teachers.** **Keywords: English as a Second Language, Modern ESL classroom, Teachers' roles, Traditional teacher and traditional exercises, Passive and active participants, Maximizing learning opportunities**
Luxika Raguram **ERCICRTEL1804133**	**Specific Teaching Issues in English as a Second Language Classrooms at the Tertiary Level - University of Jaffna, Sri Lanka** **Ms. Luxika Raguram** **Lecturer, ELTC, University of Jaffna, Sri Lanka** **Abstract** **Teaching English as a Second Language has always been a challenging task, specifically while dealing with the tertiary level learners who come from different cultures and backgrounds. The researcher has tentatively identified some factors that have impacted on adults' linguistic learning experience such as lack of learners' exposure to the target language, psychological factors and socio-cultural background in the post conflict era in the Northern Province of Sri Lanka. Thus the purpose of this study is to investigate the real classroom issues relevant to learning in order to**

	overcome those challenges related to learning processes. For this research, informal interviews, questionnaires and observation have been used to collect data from facilitators and learners. Qualitative and descriptive methodologies have been employed. At the end, this study helps to recognize very important classroom issues in our context; based on these findings, appropriate suggestions are provided to the teachers to enhance and optimize successful learning in ESL classrooms. Keywords: facilitator, tertiary level, challenges, classroom, linguistic experience
Shyinthavy Janarththan **ERCICRTEL1804134**	**Impact of Task Based Language Teaching (TBLT) Activities in English as a second language writing skill classrooms** **Ms Shyinthavy Janarththan** **English Language Teaching Centre, Faculty of Arts, University of Jaffna, Jaffna, Sri Lanka** **Abstract** **Presently in the field of English Language Teaching (ELT) there are many second language teaching approaches applied by the language practitioners in order to enhance the proficiency level (in all the basic four skills) of the learners of English. In this manner, one of the important currently accepted approach is Communicative Language Teaching (CLT) Approach; the CLT consists of many sub approaches such as Task Based Language Teaching (TBLT), Content Based Language Teaching (CBLT), integrated skill teaching, problem-based learning, out-come based learning, and collaborative learning. Among these approaches, TBLT is considered as one of the effective English as a second language teaching approaches by language scholars around the world.** **The principal purpose of this study is finding out the impact of TBLT activities in the English as a second language classroom in order to enhance writing skill. Basically, the TBLT approach focuses on the performance part of tasks in classrooms. The TBLT activities also provide ample opportunities to the learners to perform meaningful tasks employing the target language (in this context English) to improve in a particular skill.** **The current investigation intends to examine the impact of TBLT activities in ESL writing skill; in order to evaluate the effectiveness, a classroom exploration was conducted at the University of Jaffna, Sri Lanka for a duration of three months. Having employed qualitative methodology with classroom observation, informal interviews and researcher intervention the present study confirms that employing TBLT activities to enhance writing skill is more effective and successful. Further, this approach confirms that learners' motivation level is also improved.** **Key words: Communicative Language Teaching, Task Based Language Teaching Approach, Writing skills, Task Based Activities, Motivation**
Mariyam Shareefa **ERCICRTEL1804140**	**Possibilities for Successful Implementation of Differentiated Instruction in a Small School** **Mariyam Shareefa** **University Brunei Darussalam, Brunei Darussalam** **Visal Moosa** **University Brunei Darussalam, Brunei Darussalam** **Rohani binti Hj Awg Mat Zin** **University Brunei Darussalam, Brunei Darussalam**

Hjh Nor Zaiham Midawati Hj Abdullah
University Brunei Darussalam, Brunei Darussalam

Hjh Rosmawijah binti Hj Jawawi
University Brunei Darussalam, Brunei Darussalam

Abstract
Differentiated Instruction (DI) is a teaching a strategy that enables teachers to address the wide-ranging differences of students. Literature indicates that implementation of DI in larger class is more challenging compared to small classes. On the other hand, in small sized classes, because of the less number of students, it is not easy for teachers to employ group works and other cooperative learning strategies in their teaching. The purpose of this case study is to investigate the existing challenges and possibilities that can affect teachers' implementation of DI in a small school. The research samples were selected from a small school with student population less than 100 students. The research sample consists of the principal and three teachers, and to collect data, the method of semi-structured interviews, classroom observations, and teachers' lesson plan documents were used. The qualitative analysis of these data revealed that possitive perception, teachers' knolwedge, the support and advocacy of school management, and multi-grade teaching practiced in the school as the major possibilities for implementation of DI. Likewise, lack of time and teachers' high workload were considered as the only difficulty hindering their DI implementation. These findings have several implications for practice and research on DI which are discussed in the paper.
Keywords: Challenges, Differentiated Instruction, Implementation, Possibilities, Small School

Ruel T. Bonganciso ERCICRTEL1804141	**Community-Based Eco Activity: An Out-of-School Youth Environmental Education Program**

Ruel T. Bonganciso, PhD
Assistant Professor III, Faculty of Teacher Development, Philippine Normal University –Visayas, Cadiz City, Negros Occidental

Abstract
This study explored the awareness, comprehension, and views on the environmental education (EE) program of the 15 purposively selected out-of-school youths (OSYs). It used the exploratory sequential method, which employed the EE Toolkit, questionnaires, and interview guide as data gathering tools. Results showed that the participants' levels of awareness and comprehension on the seven environmental principles, EE concepts, and skills have significantly increased after the program. The OSYs viewed the EE activities to be beneficial and relevant, which positively changed their attitude toward the environment. Thus, OSYs' knowledge on environmental issues has been heightened through the EE program. However, though the participants' understanding on EE has increased, quality and the sustainable program may be established to encourage the involvement of the OSYs to participate in environment-related activities and training that will put concepts into practice to see the practicality of the EE program in the community.
Keywords: Community, Eco activity, Environment education (EE), Out-of-school youth (OSY), Sustainability

Marnick Sebastian Gutierrez	**Differentiated Instruction In English Language Teaching**

ERCICRTEL1804143	**(The Case of Grade 7 Students of Parada National High School)**
	Marnick Sebastian Gutierrez **Parada National High School, Parada Santa Maria, Bulacan, Philippines** **Abstract** Students come to school not only have unique academic needs, but also with unique background experiences, talents, personality, interests and attitude toward learning. An effective teachers recognize that all of these factors affect how students learn in the classroom, and they adjust and differentiate their instruction to meet students' needs. This paper aims to explore the importance of Differentiated Instruction (DI) in Language Teaching. The paper also offers review on the differentiated instruction strategies that can be used in delivering language lessons. Every student is unique, thus learning styles and needs are different. Students with a learning style preference will learn more effectively if the learning process and instruction is guided accordingly to their preferred activity. Despite the variety of terms used for naming Differentiated Instruction as identified during the research work, it is crucial that teachers, instructors and even learners value this DI as one of the tools that affect successful teaching-learning process. The study is carried out through a detailed study of the existing theoretical literature on the topic and on the actual teaching and classroom observation conducted using the DI. The paper comes to the conclusion that DI provides positive and important avenues in language teaching.
Yutaka Tsutsumi ERCICRTEL1804145	**Developing MS Word Add-in Tools for Japanese As a Second Language Education** **Yutaka Tsutsumi** **Kumamoto Gakuen University, Japan** **Kanako Matsuo** **Kumamoto National College of Technology, Japan** **Ryoji Matsuno** **Prefectural University of Kumamoto, Japan** **Abstract** In general, a foreign language teacher creates reading materials using several discrete application software (application) such as authentic text collection application and text analysis application. The operation of multiple discrete application software is stressful for teachers, as they need to switch between these applications involving data exchange constantly. To solve the problems above, we are developing many MS Word add-in tools which allow teachers to prepare reading materials without leaving MS Word. We categorized the tools into four groups- materials collecting tools, text analysis tools, quiz test creation tools (in progress) and result data management tools (in development). The most significant feature is that we integrated the tools into the MS Word menu; teachers are not compelled to learn the operation method of multiple discrete applications and also do not need to exchange data between applications. In this paper, we will focus the similar syntax search tool using MeCab (Yet Another Part-of-Speech and Morphological Analyzer). When teaching the syntax of a language, it is necessary to present various usage examples of the syntax. To find the instances is frequently time-consuming for teachers. The

	similar syntax search tool allows teachers to search and present similar syntax sentences from the authentic articles of the news site on the Internet and the Aozora Bunko (Open Air Library, Japan). For instance, teachers can search syntax similar to "the more(pronoun)(verb), the more(pronoun)(verb)" (here, we show an example of English, however, in fact, it is a Japanese). Also, teachers can create their mini corpora since the searched sentences can be stored in the database. We believe our tools can help teachers to save their time for preparing teaching materials. Keywords: Japanese As a Second Language, JSL/JFL, MeCab, Similar Syntax, MS Word Add-in tools
Ferdie Lubis **ERCICRTEL1804147**	**The Bachelor of Physical Education Program in Higher Education Institutions Towards the Development of an Enhanced Curriculum** **Ferdie Lubis** **Humanities, Social, Sciences and Communication,Far Eastern University Institute of Technology, Manila, Philippines** **Abstract** **This research study has two main foci: the analysis of the Bachelor of Physical Education curriculum of five selected Higher Education Institutions and analysis of the responses of the interviews that spelled out the Bachelor of Physical Education Program in Higher Education Institutions towards its enhancement.** **As it can be gleaned from the data gathered, the five curricula were in accordance with the school's vision and mission. The five curricula that were reviewed were designed in their unique way because they were based on the vision, mission, goals and objectives of the school. Similarities and differences were analyzed to find out the status of the curricula. The five curricula have no major differences because all are focused in the specialization of sports.** **Based on the interviews conducted, all five schools agreed to increase the number of Professional Education subjects. They all agreed also to include sports, dance, sports coaching and officiating subject to strengthen their program and to prepare their students to become competent Physical Education educators in the future.** **It was found out that the five curricula for Bachelor of Physical Education offered by the five schools provided a wide and clear understanding of Physical Education needed by the students. It was also found out that the best practices in the said Higher Education Institutions could be derived from a thorough analysis of their similarities and differences in their curricular offerings to develop an enhanced curriculum for Bachelor of Physical Education for Teachers.**
Mark Jayson G. Espinosa **ERCICRTEL1804155**	**Enhanced Core Competencies of the Major Courses of Educational Management Master's Program** **Mark Jayson G. Espinosa** **College of Education Graduate Studies, De La Salle University - Dasmariñas, City of Dasmariñas, Cavite** **School Governance and Operations Division, City Schools Division of Dasmariñas, Department of Education, City of Dasmariñas, Cavite** **Abstract** **At present, the faculty of the COEdGS are empowered to construct and revise their own learning objectives of the course based on the course**

description and on the general competencies which were formulated through the special meeting held by the COEdGS faculty on June 23, 2012. Thus, This study enhanced the core competencies of the major courses under educational management master's program through a mixed exploratory method which involved the interview of the practicing principals, and the ratings of graduates of the program who were currently practicing administrators in the time of the study and the faculty who have taught the program. The existing general competencies, the competencies of the CMO No. 53 series of 2007 known as the Policy and Standards for Graduate Programs in Education for Teachers and other Education Professionals, and the National Competency-Based Standards for School Heads (NCBSSH) were used as the bases of the content in developing competencies for enhancement. Considering only the competencies gathered from the interview which was rated high and found to have no difference in the ratings by the faculty and graduates the study enhanced the core competencies under Systems Analysis in Education, Educational Planning, Curriculum Organization & Development, Educational Management and Supervision, Human Resource Management, Financial and Materials ManagementHence, the developed list of enhanced core competencies is recommended for consideration of the COEdGS and administrators of institutions offering the same graduate program through a deliberation and other processes pertinent to adaptation.

Keywords: Graduate Program; Knowledge; Principal; School Administrators; Skills

Impact of Royal Society of Chemistry-Yusuf Hamied Inspirational Chemistry Programme in the Development of Innovative and Eco-friendly Micro-scale Experiments for Secondary School Education in India

P. S. Kandagal
Department of Chemistry, S.V.M. Arts, Science and Commerce College
Ilkal, Rani Channamma University, Karnataka, India

P. S. Kandagal
ERCICRTEL1804160

Abstract
Science education in India faces many challenges today. Teaching practical sessions through demonstrations is one of the biggest challenges in secondary school education. Practical work in chemistry is a vital component of teaching and learning process. It is an effective way to enhance students' understanding of science concepts and the process of scientific investigation. But most of the secondary schools in India don't have the advantage of well equipped labs. Specific science activities like chemistry practical may take more time than the teacher would like to spend on them. To overcome these challenges, eco-friendly micro-scale chemistry experimental kits have been developed to effectively perform the practical in secondary schools based on the existing curriculum. This paper explores the way in which the practical activities can be carried out at micro level and how the chemistry activities mentioned in secondary school NCERT textbooks can be modified using low cost and no cost materials for effective class room demonstrations. These innovative and eco-friendly micro-scale chemistry experimental kits developed through RSC-YHIC programme have been proven to be more effective in handling practical sessions, developing practical skills and empowering secondary school science teachers in India.

Keywords: RSC- YHIC, Micro-scale, Eco-friendly, Chemistry Kits, NCERT, Secondary School, Practical Skills, Science Education in India.

Taufik Rizki Sista
ERCICRTEL1804167

The Implementation of Islamic Education in Students Moral Guidance on Traditional and Modern Pesantren Institution

Taufik Rizki Sista
Islamic Education Departement, Faculty of Tarbiyah, University of Darussalam Gontor, Ponorogo, Indonesia

Safiruddin Al-baqi
Universitas Darusslam Gontor

Abstract
The Islamic education cannot be separated from moral guidance or moral education. Islamic boarding school institutions are the origin of Islamic education institution in Indonesia, the pesantren institution is famous for its moral guidance for students. In the present day, there are two types of pesantren institutions depending on their education model, both are the traditional pesantren and modern pesantren, which both of them has its own characteristics in practice of moral development for its students.
This research is a qualitative research with a case study model. The object of this research is Pondok Modern Darussalam Gontor campus 2 and Pondok Pesantren Darul Huda Mayak Ponorogo.
The purpose of this study was to (1) find out how the Islamic Education model in Pondok Modern Darussalam Gontor and Darul Huda Mayak Islamic Boarding School. (2) To find out how the moral guidance process in each pesantren institution.
The results of this study are (1) the model of religious education carried out at Pondok Modern Darussalam campus 2 refers to the curriculum of Kulliyatul Muallimin Al-Islamiyah where the coverage of knowledge is 100% religion and 100% scientific knowledge, while the implementation of religious education in the Darul Huda Mayak Islamic boarding school refers to the principle of Salafiyah Hadistah, which is the education with traditional salaf curriculum and contemporary education methods. (2) The implementation of moral guidance activities at Pondok Moden Darussalam Gontor Campus 2 is to optimize the 24-hour education process based on daily discipline and the pesantren curriculum, while the implementation of moral guidance in the Darul Huda Mayak Islamic Boarding School is carried out with (1) internalization of the value of the Kitab Kuning in daily life and (2) habituation of religious activities in pesantren

Chia-Cheng Chen
ERCICRTEL1804181

Some Underachievement Issues and Findings on Math about Junior High School Students in Taiwan

Chia-Cheng Chen
Center for Teacher Education, National Taiwan University of Arts

Abstract
We call people underachievers if they were born with gifts, but performed below expectations. An underachiever has been described as "one of the greatest social wastes" in the world. Even though serval international surveys show that the students' average math performance in junior high school was excellent (e.g. TIMSS), the students' math achievement was approaching the twin peak distribution. Moreover, the examination on the issues of underachievement was clueless.
According to my recent investigation, researchers have proposed some issues. Findings from them are mentioned below.
A. Some methodology issues about underachievement.

	(A) The confusion between low achiever and underachiever. **(B)** The lack of the report of underachievers' incidence rate in studies. **(C)** The uninformed typology: treating every underachiever the same. **B. Findings from my underachievement studies** **(A)** The incidence rate of the Anxiety students prevailed in 7th grade. **(B)** The incidence rate of the Helplessness students on math increased by semesters. **(C)** As students progressed into higher grades, the gap of perceived competence on math and use of self-regulation strategy became larger between achievers and underachievers. Finally, this paper proposes suggestions for teaching practice and future research in this field. Keywords: underachievement, types of underachievers, incidence rate of underachiever,
Ming-yen Lee **ERCICRTEL1804184**	**Uniquely Singapore: Nanyang-Styled Compositions of the Singapore Chinese Orchestra** **Ming-yen Lee** **National Taiwan University of Arts** **Abstract** Founded in 1997, the Singapore Chinese Orchestra (Xinjiapo huayue tuan 新加坡華樂團) is the youngest professional modern Chinese orchestra in the Greater China region. Unlike the modern Chinese Orchestras of mainland China, Hong Kong, and Taiwan that seek to celebrate "Chineseness" and collaborate with one another across the straits, the Singapore Chinese Orchestra attempts to highlight the "Southeast Asianness" of the Chinese diaspora in their musical performances. This paper examines the Nanyang-Styled (Nanyang feng 南洋風) Compositions of the Singapore Chinese Orchestra, focusing on their commissioned compositions as well as music pieces composed for composition competitions. Drawing Tu Wei-Ming's (1991) concept of "Cultural China," which he argues that the "periphery" displaced China as the cultural center for the articulation of "Chineseness," this study demonstrates how Chinese musicians in the Southeast Asian "periphery" emerged as musicians of a "Cultural China." It argues that the Singapore Chinese Orchestra produces the Nanyang-Styled Compositions to present the hybridized identity of the Chinese in Southeast Asia. By mixing elements of modern Chinese orchestra with Southeast Asian musical styles, the Singapore Chinese Orchestra produces an uniquely Singaporean Chinese music—modern Chinese orchestra music with Southeast Asian characteristics. Keywords: Cultural China, Modern Chinese Orchestra, Nanyang-Styled Compositions, Singapore Chinese Orchestra
Tiffany Shuang-Ching Lee **ERCICRTEL1804187**	**Interpretative Exhibition Design and Transfer of Learning for Art Museum Family Visitors** **Tiffany Shuang-Ching Lee** **The Graduate School of Arts and Humanities Instruction,The National Taiwan University of Arts,Taiwan** **Abstract** At the turn of the century, art museums are seeking new ways to engage its visitors. Establishing interactive exhibitions for children and their families is

	among the various approaches that art museums are currently experimenting with. Using the Family Room at the Getty Center, Los Angles as a case study, this research seeks to examine the educational principles considered and the designing strategies implemented when realizing an interactive art exhibition for family visitors. The research findings showed that the most challenging issue that the exhibition design team encounters when designing the Family Room galleries is to find appropriate interpretations of ancient objects for contemporary children to understand. The findings also indicated that the transfer of learning that the design team strives to help visitors to achieve might not occur as easily as expected. For future research, art museum education design team may consider how parents' role as adult educators may be better supported through the design and how children's "play" with artistic concepts may be more explicitly incorporated through the interactives. Keyword: Family learning, art museum, interactive exhibition design
Parichart Toomnan **ERCICRTEL1804188**	**USE OF LANGUAGE LEARNING STRATEGIES BY UNIVERSITY STUDENTS; A CASE IN THE NORTHEAST OF THAILAND** **Parichart Toomnan** **Khon Kaen University, Nong Khai Campus, Thailand** **Abstract** **The main objectives of this present study were to investigate the frequency of language learning strategy use employed by students studying at public universities in the Northeast of Thailand and to examine whether the choices of language learning strategies (LLSs) vary significantly according to students' type of study program and the patterns of significant variations, if they exist at all. Subjects for the present investigation were five hundred and seventy-nine university students. They were divided into 2 groups: 329 English-Education and 250 non-English-Education students. The data were obtained through LLS Questionnaires. The obtained data were analyzed by descriptive statistics, ANOVA, and Chi-Square Tests. The results showed that the students' reported moderate frequency of LLS use at the overall. The frequency of students' overall strategy use varied significantly according to their type of study program. Non-English Education students reported employing strategies significantly more frequently than did their English Education counterparts. For category level, it was found that significant variations were found in Prep and Under categories. Pedagogical implications of the study are presented and discussed.** **Keywords: language learning strategies, type of study program**
Mari A. DeWees **ERCICRTEL1804190**	**Challenges to Global Learning and Teaching Pedagogy in the College Classroom: Moving Toward a Learner-Centered Approach** **Mari A. DeWees, Ph.D.** **Department of Social Sciences/Sociology Program, Florida Gulf Coast University, 10501 FGCU Blvd S, Fort Myers, Florida USA 33965-6565** **Abstract** **Global learning skills are becoming increasingly valued in contemporary institutions of higher education and in the labor market. Graduates engaging in global learning are able to understand and conscientiously consider diverse populations and perspectives, relate individual actions to larger global phenomena, and address increasingly urgent challenges surrounding topics such as the environment, politics, the economy, poverty, development, exploitation, and inequality. The pedagogical challenges of teaching U.S.**

students about social issues in Southeast Asia are elucidated in this work. Based on both formal and informal student feedback from sociology courses, the complexities of moving from teacher-centered to learner-centered approaches and the emotional and personal responses which arise for students when considering alternative cultural perspectives are highlighted. Considerations specifically in terms of cross-cultural faculty collaborations and the utilization of technology and digital mediums to make global connections which enhance student learning in the internationalized classroom are discussed.

Key terms: pedagogy, global learning, international, learning, higher education

COMPREHENSIVE ASSESSMENT OF FAMILY INVOLVEMENT IN NON- GRADED PROGRAMS OF RECOGNIZED PUBLIC SPECIAL EDUCATION CENTERS

Royce Salva
Professional Education Department, College of Education,De La Salle University-Dasmariñas,Cavite, Philippines

**Royce Salva
ERCICRTEL1804197**

Abstract

This study aimed to assess the expected and actual levels of family involvement of children with disabilities. Also, this research gathered data on the following aspects: the significant difference between the expected and actual level of engagement of the respondents; the top three most and least areas of involvement; and the recommended family involvement programs based on areas of enrichment and improvement. The study was quantitative in nature and had congregated 167 families from different recognized public special education centers in the chosen locale. Findings from the study have shown that the expected level of family involvement in six areas revealed a weighted mean of 4.22 while the actual level has only shown 3.38. Thus, there is a significant difference between the expected and actual levels of family involvement in non- graded programs, which also made the researcher concluded that families of children with disabilities have exhibited lower level of involvement compared to the degree expected to demonstrate in non-graded programs. Hence, in order to fully intensify the level of participation among families, a recommended set of activities was suggested to build stronger collaboration and partnership for the utmost advancement of every child with exceptional needs.

Keywords: family involvement, non- graded, special education, children with disabilities

THE CLASSROOM PHYSICAL ENVIRONMENT AS A "THIRD TEACHER" FOR AN EARLY CHILDHOOD EDUCATION PROVISION IN THE GA-WEST MUNICIPALITY OF GHANA

SAMUEL, OPPONG FRIMPONG (PhD)
University of Education, Winneba, Central Region - Ghana

**Samuel Oppong Frimpong
ERCICRTEL1804198**

Abstract

In spite of what literature has said about the relevance of the classroom environment and the fact that it can serve as the "Third teacher" in ECE provision, available data shows a lack of infrastructure in most Early Childhood Education (ECE) centres in sub-Saharan Africa, including Ghana. The purpose of this study therefore, was to ascertain a first-hand information about the state of the classroom environment of the ECE centres in the Ga-West Municipality of Ghana and how it was serving as a third

teacher for quality ECE provision. Using the convergent design (previously referred to as concurrent triangulation) mixed methods approach, data in the form of questionnaire, interview and observation were collected from 142 participants comprising four ECE circuit coordinators, 130 ECE teachers and four headteachers drawn from 20 schools within the Ga-West Municipality in Greater Accra Region of Ghana. The findings showed some general infrastructural problems in the form of inappropriate furniture, unresourced learning centres and overcrowding classroom space. This possibly limited the ability of some of the teachers to translate their training into classroom practice. It also hindered the role the infrastructure (the classroom environment) could play as a third teacher and how the children could benefit from their classroom environment to aid their learning. Thus, it is recommended that provision should be made to improve on the infrastructure to make it more developmentally appropriate. Additionally, the ECE classroom environment should be carefully arranged to create space to allow for children's free movement. Tables and chairs used by learners should also be sized to their height and in an appropriate shape (e.g. semi-circle) for their activities and the learning centres should be well resourced and used.

Index terms: infrastructure, classroom environment, developmentally appropriate, third teacher

---

Walida Ounraun
ERCICRTEL1804201

The Results of Applying Learning Management Based on STEM Education Guidelines to Enhance Understanding of Learning Management Based on the STEM Education for the Students in the Faculty of Education, Uttaradit Rajabhat University

Miss. Walida Ounraun
Department/ Faculty, Curriculum and Instruction, Faculty of Education, Naresuan University

Abstracts
The objectives of this research were to 1) compare the achievements of the knowledge and understanding before and after learning, and 2) study the students' attitudes towards this learning management.

23 students in Physics Department, Faculty of Education at Uttaradit Rajabhat University formed the sample population. The research instruments included a pre-test and a post-test to examine student's knowledge and understanding of this learning management and the form to evaluate the students' satisfaction. The data were analyzed using simple percentage, mean, and the standard deviation.

The results revealed that 1) the level of the achievements after learning was higher than that of students before learning, and 2) the students' satisfaction was at a high level.

Keyword: Learning management based on STEM Education

Li-Chun Wang
ERCICRTEL1804208

A Study on the children of new immigrants in Taiwan and their social network

Li-Chun Wang
PhD student, Institute of Education, National Sun Yat-sen University

Yu-Kang Lee
Professor, Department of Political Economy, National Sun Yat-sen University

ABSTRACT

Transnational marriage has existed in Taiwan for many years. Bride immigrants' language limitation, life custom and less formal education may influence them to support children's school assignment and encounter difficulties educating their children. Therefore, it is important to explore "who" and "where" may support the New Taiwanese Children when they meet trouble. The purposes of this study are to understand different institutions (home, school, after-class school and other institutions) and different roles (parents, relatives, teachers, classmates, friends, netizen) which relationship between social support and social network of new immigrant children. This article adopt semi-structured interviews and social network analysis to explore the network structure of social supports among them from elementary, junior high and senior high schools in Taiwan. Results indicated that:

1. Most children have stronger ties with home than other institutions.

2. When they meet trouble, they get emotional support, tangible support, companionship support from their mother. On the contrary, they get less companionship support from their father.

3.When they meet trouble, they get more informational support from their teacher.

4.When they meet trouble, they get more companionship support from their friends.

Based on the results, researcher hopes can provide a basis for future research on the topic of New Taiwanese Children social networking.

Keywords: social network, social support, new immigrant children

Students' Performance on Inquiry-Based Instruction through Virtual Simulation in Physics

John Salazar Eviota
Department of Education, Pampanga State Agricultural University, Magalang, Pampanga, Philippines

John Salazar Eviota
YRSICRTEL1804051

Introduction

Majority of high school students often perceive Science as a subject to be irrelevant, boring and difficult one. This is the primary factor why in most cases, students achieve a low performance in this subject (Bautista, 2012). One of its current indications is the recent Global Competitiveness Report for the year 2016. The Philippines ranked 79th out of 138 countries regarding the quality of Math and Science Education ("World Economic Forum", 2016). Over the years, the Philippines has been struggling in improving the quality of Mathematics and Science Education as seen in its performance in the international education evaluation. In the 1999 Trends in International Mathematics and Science Study (TIMSS), the Philippines ranked 36th in grade 8 science out of 38 countries and in 2003, the country yielded in the same devastating result ranking 42nd out of 45 countries in science education (Large Scale Assessments for Use in the Philippines, 2015). Several factors are attributed to this low performance and achievement in Science. One of which is the use of conventional teaching strategies rather than learner-centered pedagogy that emphasizes on employing inquiry-based oriented strategies. To improve its performance in science education, the Philippines initiated a major curriculum reform leading to the implementation of the Enhanced Basic Education Curriculum (K to 12).

In 2013 by virtue of the Republic Act 10533, section 5 of the Curriculum Development state that the curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative (DepEd, 2013). To achieve the goal in improving the students' performance

in science, Philippine education system greatly emphasizes the use of inquiry-based instruction to nurture the next generation of scientists, engineers, and medical professionals to contribute to the country's growth and development (Montebon, 2014). Aside from the utilization of inquiry-based instructions, the Department of Education envisions an ICT-supported system of quality basic education which includes the use of virtual simulations in teaching science concepts (Bonifacio, 2013).

Chester Alexis C. Buama **ERCICRTEL1804217**	**Managers Personality Preferences, Managerial Styles and Employee Satisfaction of Multi-National Companies: An Input To Human Resource Strategic Plan**

Chester Alexis C. Buama
Faculty of Arts and Sciences, Laguna State Polytechnic University-Los Banos, Phillipines

Abstract
This study determined the relationships that exist among managers' personality preferences, management styles, and employees' job satisfaction level. The study employed the descriptive-correlational method of research specifically the survey. The data were gathered through the questionnaires. It served as a survey tool to draw facts about managers' personality preferences, management styles and employee's level of job satisfaction. The respondents of the study were the managers from multi-national companies in the Province of Laguna. The researcher utilized the total enumeration of the respondents. They were composed of 65 managers and employees respectively. The study utilized two standardized test to measure the variables of the study. The null hypothesis stating that there is no significant relationship between the managers' personality preferences and employee's job satisfaction is rejected. Similarly, the null hypothesis stating that there is no significant relationship between the managers' management styles and employee's job satisfaction is also rejected.

Keywords: job satisfaction, management styles, personality, managers, employees

Feedback, Individual differences and EFL Learners Productive Skill: An Analysis on High and Low-Achieving Students

Nasmilah Nasmilah
Department of English, Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia

Nasmilah Nasmilah
ERCICRTEL1804218

Abstract
This study investigates how feedback is responded by learners of English as a Foreign Language (EFL) having distinctive individual differences, and how these two relate to their achievement in their Speaking ability as productive skill. A group of English Department students at Hasanuddin University comprising high achievers and low achievers is observed in an attempt to collect as much information as possible to get clearer picture of the role of feedback as the second source of input after the teaching materials presented earlier in class. Using descriptive qualitative method in analyzing the data, the study reveals that teachers' feedback as source of input plays important roles in helping learners gain better performance in speaking skills. However, in some cases, negative effect of feedback is suffered by low achieving students which lead to the conclusion that individual differences are detrimental in the achievement of EFL learners. Three main points are

drawn from the findings of the research. (1) The learners' belief in the strong influence of the teachers' feedback on their success in learning, (2) Learners' individual differences, i.e., self-confidence, motivation, learning strategies and attitude play crucial role in responding to and interpreting the teachers' feedback, and (3) Attitude toward English had specifically been affected by the teachers' feedback which had significantly influenced the success and failure of the students in learning this foreign language.
Keywords: feedback, input, individual differences, learners' achievement and productive skill

Cong Duan Truong **ERCICRTEL1804222**	**Web-Based Innovation Lab for Programming Training Courses** **Cong Duan Truong** **Development Division for Higher Education Program, FPT University, Hanoi, Vietnam** **Abstract** In the field of software development, how can students get the most practical experience right after their graduation to meet the requirements of employers? We have designed a web-based system, called Innovation Lab, where students experience real-world business programming problems, and work on project-based business models. Programming problems were made by invited experts from education and IT industry fields through several round table and also online discussions. These labs are guided by experts from the IT enterprises and are evaluated based on standards of the software industry. The system consists of four levels from low to high, in which students are required to use C or Java programming language, two of the most popular ones, to solve given problems. Students freely choose problems to solve in order to enrich at least the minimum LOC (Line Of Code) number required for each level. The assessment is implemented partially automatic and by experts. Through these courses, students not only improve their programming skills, practical work experience, and career orientation but also have the opportunities to participate in professional networks, having more chances to be employable when they graduate. We are currently implementing the system at all four FPT University campuses in Vietnam (Ha Noi, Ho Chi Minh City, Da Nang and Can Tho) as well as at the Universiti Brunei Darussalam (UBD). The Innovation Lab is getting good feedback from students and mentors and employers.** **Keywords: Blended Education, Engineering Education, Higher Education, Curriculum**
Huang Ling **ERCICRTEL1804223**	**New Thinking of Empowering Students to Study and Propagandize Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era Under the Internet Thinking** **Huang Ling** **School of Foreign Languages, University of Electronic Science and Technology of China, Sichuan Chengdu, China** **Abstract** In the age of the Internet, since the cyberspace has been one of the most important platform for students' ideological education, daily management work and publicity work, the Internet thinking stands out the mainstream thinking way. Based on the its characteristics, the paper, following the Internet thinking, discusses the innovative method and advantages to empower students to study and propagandize Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era by virtue of the

Internet. Meanwhile, it is significant for colleges and universities to make forward students' ideological and political education and theoretical learning.

Keywords: Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era；Internet Thinking；college students

Mei Seung Cheng ERCICRTEL1804225	**The Effectiveness of Summative, Feedforward and Dialogic Approach To Feedback: Students Perspective** **Mei Seung Cheng** Language and communication, Hong Kong Community College, Hong Kong **Abstract** Students' preferred learning approach, and their perception on three approaches to feedback: (summative, feedforward and scaffolding) were collected by a post-study survey questionnaire after they have experienced these approaches in a language course at sub-degree level in Hong Kong. There are total 118 out of 155 students responded to the survey. The findings of this study were: (1) most participants chose individual learning as their preferred learning method, rather than group learning; (2) individual-based assessment has a highest perception score among different assessment tasks, indicating that students are comparatively satisfied with their learning experience in this task; (3) perception on the end-of-term test has the strongest association with the perception on the overall course assessment. Results are reported, followed by discussion, recommendations and limitation. The last part is concluded the study. Keywords: Feedforward feedback, summative feedback, dialogic feedback, students' perception, corrective feedback
Siti Soraya Lin binti Abdullah Kamal ERCICRTEL1804213	**Research paradigm and the philosophical foundations of a qualitative study** **Siti Soraya Lin binti Abdullah Kamal** School of Education, The University of Sheffield, Sheffield, The United Kingdom **Abstract** This paper principally describes the link between the research paradigm (constructivism) and the philosophical basis (ontology, epistemology and methodology) of a qualitative study. This article begins with an overview of qualitative study features followed by the definition of research paradigm. Constructivist paradigm is explained alongside with the example of my own qualitative research project next. This paper then discusses how constructivist paradigm relates to the ontology, epistemology and methodology of a qualitative study. It is hoped that this article would facilitate novice researchers particularly, to understand the meaning of each philosophical basis term and how research paradigm is interwoven within the philosophical basis of a qualitative research. Keywords: Constructivist paradigm, Qualitative research, Ontology, Epistemology, Methodology
Amri Tanduklangi ERCICRTEL1804215	**Classroom Action Research in Teaching English for Senior High School Students through Blended Learning in Kendari of Indonesia** **Amri Tanduklangi** Department of English, Faculty of Education, University of Halu Oleo, Kendari, Indonesia

ABSTRACT

This paper focuses on the problem of class teaching and solutions through classroom action research. The main problem in teaching, namely students are less motivated to learn and therefore their English language skills are still lacking. From these two problems, we carried out several activities ranging from observation, interviews, to teaching in the classroom with the blended learning model, then discussing what had been done to find out the root of the problem. This action research uses the design of "action research spiral structure" advocated by Stringer (2007) which consists of three levels, look, think and act. The results show progress in teaching where students' summative grades are higher than the minimum requirement of completeness scores. This progress is obtained through transformation in teaching techniques by creating student-centered classes by involving them in class discussions, interacting, and integrating LMS Edmodo into the learning so that it becomes more interesting, interactive, and resourceful.

Keywords: Classroom action research, English learning, LMS Edmodo, Blended learning

LISTENERS

Shujing Shen
School of Foreign Languages, Kaili University, Kaili, China
ERCICRTEL1804051

Tumbul Touray
Department of Basic Education, Dingiri Basic Cycle school, Gambia
ERCICRTEL1804056

John Eviota
Students Performance On Inquiry-Based Instruction Through Virtual Simulation In Physics
ERCICRTEL1804058

Wah Kaffey
English, University of Liberia, Monrovia, Liberia
ERCICRTEL1804079

Zarah Kamara
Education, Glory Baptist School, Banjul, Gambia
ERCICRTEL1804098

Sandeep Dawadi
Department of Science Eduction, Tribhuvan University of Nepal, Kathmandu, Nepal
ERCICRTEL1804108

Onuora Samuel C
Registry,Chukwuemeka Odumegwu Ojukwu University, Awka, Anambra, Nigeria
ERCICRTEL1804110

Okpala Chinedu Kanayochukwu
Registry, Chukwuemeka Odumegwu Ojukwu University, Awka, Anambra, Nigeria
ERCICRTEL1804111

Gambo Kwara
Library and information services, Jigawa state college of education, Gumel, Nigeria
ERCICRTEL1804118

Victor Akabueze
Fashion, Dee C Fashion Nig Ltd, Lagos, Nigeria
ERCICRTEL1804122

Oktovianus Nau Lalian **Educational Technology, State University of Jakarta, Jakarta, Indonesia** **ERCICRTEL1804130**
Wahyu Oktaviani **Department Indonesian language and literature education, Faculty of Language and Arts,Yogyakarta State University,Yogyakarta, Indonesia** **ERCICRTEL1804136**
Dewi Fairuz Zulaikha **Physics Education Department, Faculty of Mathematics and Natural Science,Universitas Negeri, Yogyakarta,Yogyakarta, Indonesia** **ERCICRTEL1804137**
Yohana Putri Safitri **Physics Education Department, Faculty of Mathematics and Natural Science,Universitas Negeri, Yogyakarta,Yogyakarta, Indonesia** **ERCICRTEL1804138**
Dedi Nurohman **Department of Indonesian Language Education,Faculty of Language and Art, Yogyakarta State University,Yogyakarta** **ERCICRTEL1804139**
Bernard Morais Joosa **Department of Second Languages, St. Joseph's Higher Seconday school, Trivandrum, India** **ERCICRTEL1804152**
Linggar Aji **Yogyakarta State University, Yogyakarta, Indonesia** **ERCICRTEL1804156**
Hong Zhai **Deusto International Research School, University of Deusto, Spain** **ERCICRTEL1804157**
A. Nurul Paratiwi Ramadhani **Department of Economics and Business, Universitas Hasanuddin, Indonesia** **ERCICRTEL1804158**
Sri Wahyuningsih Ahmad **Department of Economics and Business, Universitas Hasanuddin, Indonesia** **ERCICRTEL1804159**
Yuni Antika Zahroh **Department of Indonesian, Faculty of Languages and Arts, University of Yogyakarta, Yogyakarta, Indonesia** **ERCICRTEL1804161**
Yohanna Egiri **Department of Industrial Design, Abubakar Tafawa Balewa University, Bauchi, Nigeria** **ERCICRTEL1804183**
Diana Mandar **Educational Measurement, Jakarta State University, Jakarta, Indonesia** **ERCICRTEL1804205**
Haimeng Zhang **Foreign Languages, Tianjin University of Finance and Economics, Tianjin, China** **ERCICRTEL1804105**
Yu Wang **Department of Foreign Languages, School of Humanities,Tianjin University of Finance and Economics, Tianjin, China** **ERCICRTEL1804106**
Miss Suthasinee Yantarawatthana **Curriculum and Instruction, Faculty of Education,Lampang Rajabhat University, Lampang, Thailand** **ERCICRTEL1804179**
Angkana Onthanee

Department of Education, Faculty of Education, Naresuan University, Thailand **ERCICRTEL1804180**
Aumporn Lincharoen **Education, Naresuan University, Phitsanulok, Thailand** **ERCICRTEL1804185**
J. Delord Mulbah **Caretaker, Logical Solution Int'l, Liberia** **ERCICRTEL1804211**
Yosef Kasa **Science and Mathematics Education, Addis Ababa University, Addis Ababa, Ethopia** **ERCICRTEL1804212**
Idham Idira **Senior High School 6, Kendari Southeast Sulawesi Indonesia, Haluoleo University, Kendari Southeast, Sulawesi, Indonesia** **ERCICRTEL1804214**
John Kisseih Newman **Education and Learning, University of Education,Winniba, Ghana** **ERCICRTEL1804216**
Carlina Amri **Department of English, Faculty of Teacher Training and Education, Universitas Sulawesi Tenggara, Kendari, Indonesia** **ERCICRTEL1804219**
Abdu Samad **Department of English, University of calicut, Kerala, India** **ERCICRTEL1804220**
Wa Ita Rahim **Senior High School 6, Senior High School 6, Kendari, Indonesia** **ERCICRTEL1804221**
Nusrat Shoaib **Department of Education, University of Ripha International, Phalia, Pakistan** **ERCICRTEL1804224**

Upcoming Conferences

https://eurasiaresearch.org/tera

- ➢ 3rd ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 01-02 Oct, Dubai

- ➢ 4th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 10-11 Oct, Malaysia

- ➢ 5th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Nov, Singapore

➢ 6th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 21-22 Nov, Jakarta

➢ 7th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 14-15 Dec, Mauritius

➢ 8th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 19-20 Dec, Bangkok

➢ 9th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 24-25 Dec, Dubai

➢ 10th ICRTEL 2018 – International Conference on Research in Teaching, Education & Learning, 27-28 Dec, Bali

➢ ICRTEL 2019 – International Conference on Research in Teaching, Education & Learning, 24-25 Feb, Dubai