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KEYNOTE SPEAKER



Hélio Vogas

Brazilian Peak Performance Institute (IBAP), Brazil

KEYNOTE SPEAKER



Professor Ezendu Ariwa

Chair, IEEE Technology and Engineering Management Society Chapter, UK
& Ireland



Ahmet Dikbayir
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**Curriculum Alignment Between The High School Mathematics Curriculum
And Transition To Higher Education Examination In Turkey**

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Abstract

Central exams are very critical for passing the higher education levels in Turkey. One of these central exams is the Transition to Higher Education Examination (THEE) for high school students in Turkey. With regard to THEE results, high school students make a choice among the university programs. There are a total of 120 questions on the exam. This exam consists of 4 tests which including Turkish, Social Science, life science and mathematics. In mathematics test have 40 questions. There are algebra and geometry questions in this sections. In this study we aimed to investigate the alignment between high school mathematics curriculum (K9-K11) objectives and THEE mathematics test. High school mathematics curriculum has 88 objectives related to THEE. All of K12 mathematics curriculum objectives and some K10 and K11 objectives which are not related to THEE content coverage, are excluded. On the other hand, geometry questions in THEE mathematics test were excluded the analysis because of the students take a different exam for geometry. Also when the geometry questions were included in the analysis, it would be wrong results. Because of this reason 33 of the 40 questions were included in the analysis. To achieve this aim high school mathematics curriculum and THEE questions were analysed by three coders. Two of these coders are high school math teachers and have master of curriculum and instruction degree. The other coder who is the one of the researcher, has undergraduate degree in high school math teaching and Ph.D. students in curriculum and instruction. Coders used Survey of Enacted Curriculum (SEC) Model procedure, to analyse high school curriculum and THEE questions. In the end of the analyse alignment index will calculate between the high school curriculum and THEE. Also THEE and high school curriculum topics will compare coarse and fine grain level. And if there was misalignment between THEE and high school curriculum, its possible causes will discuss. Also results will discuss with previous studies in the literature. And what will make recommendations about what to do to get better alignment.

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English Medium Instruction in Vietnamese universities: Trend or triumph?

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Abstract

	<p>The dominance of English as a lingua franca has made it the most preferred foreign language internationally. English has traditionally been taught as a subject in itself. However, there is a growing trend to use English as the medium of instruction (EMI) for non-language subjects such as Business, Engineering, and Law. This trend has gained popularity in countries classified as the 'Expanding Circle' where English is preferred for economic and cultural reasons (Denham, 1992). In Vietnam, English Medium Instruction has gradually been introduced into a number of university courses/programs. Despite its initial appeal, the effectiveness of EMI remains in question. Since many students and lecturers are unlikely to have an adequate command of English, the implementation of EMI courses/programs may not be producing the desired results. The paper reports on the current state of EMI implementation in Vietnamese universities with a focus on student experiences. It discusses findings based on the surveys with 1,415 students enrolled in EMI courses at four universities in Vietnam. The surveys explore student attitudes towards EMI and identify challenges facing them in EMI courses.</p>
 <p>Dr. Pintu Kumar Maji GICLEAP1611054</p>	<p>An Exploratory Factor Analysis of the Organisational Citizenship Behaviour Scale</p> <p>Dr. Pintu Kumar Maji Department of Education, Sarsuna College (Affiliated to University of Calcutta) Kolkata, India pkm.edu@rediffmail.com</p> <p>Abstract</p> <p>Organisational citizenship behaviours are not the part of formal job requirements of the employees rather being discretionary in nature. These behaviours are extra- role behaviour as against in- role behaviour. In recent times OCB has been extensively studied, albeit mostly in industrial management. However, OCB of the teachers have also drawn the attention of the researchers. The OCB as a construct has been analysed and a few underlying factors like altruism (helping behaviour), conscientiousness, organizational compliance, individual initiative, civic virtue (Podsakoff et. al., 2000) have been identified. The two types of OCB, one directed at individual (OCBI) and another directed towards the organization as a whole (OCBO) have also been proposed (Williams and Anderson 1991). Since OCB have been found to be associated with improved functioning of the organization, there is a strong case for studying it in the context school organization in general and teachers in particular. However, studying OCB of the teachers is not so straight forward as unlike industrial employees, the distinction between in-role and extra-role behaviour of the teachers is quite blurred, The present study is an endeavour in this respect, which adapted an OCB scale constructed by Podsakoff et. al.. The scale was applied on the teachers of three schools in Kolkata and the psychometric properties of it were studied and reported.</p> <p>Key words: Organizational behavior, Extra role behaviour, Organizational commitment.</p>

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The effectiveness of Web-based Learning and Teaching in today's World: A
Critical Study

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Abstract

E-Learning or in other words, Web –based learning has revolutionised and transformed the sphere of Education; it has not only aggrandized the standard of education but has also taken it to the highest level one can ever imagine. Now a person sitting anywhere in the world gets to know about everything happening in the world. Internet works as a gateway to the vast and unfathomable oceans of knowledge. Professor Seymour Papert, Mathematician and an educationist in MIT rightly said once, “You can't teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it.” This is exactly what E-learning does. The internet technology has become so effective and helpful for students that at present one among every five students are getting him/her enrolled in various online courses and online classes. A number of surveys have been conducted in order to realize how much effective e-learning really is. In this paper, I endeavour to study and critically evaluate the effectiveness of E-learning in the developed as well as the developing countries, in this era of globalisation and digitalization.

Keywords: Education, E-learning, Technology, Effectiveness



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Exploring Factors Affecting Student Academic Performance in A Rural South
African University

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Abstract

The improvement of throughput, graduation and retention rates in South

African higher education is a national priority. Student academic performance data in one School at a historically disadvantaged South African university has shown that the pass rates have been declining over the past few years. The study aimed at establishing factors affecting student academic performance against the backdrop of low pass rates in the School. The concerns of the University in regard to low student completion rates in the School are taken within the context of low national completion rates and high dropout rates. The study adopted a qualitative approach in which a descriptive survey design was used. A random sample of 50 students and 19 lecturers in the School participated in the study. Data were collected through focus group interviews with students and individual interviews with lecturers. Data were analysed through content analysis. The study found that there were numerous factors that either promoted or hindered students' academic performance and these were found to be about module content, teaching approaches, lecturer attributes, assessment techniques, students' academic and non-academic issues as well as degree choices and career aspirations. The study concluded that the complete interplay of these factors resulted in challenges in students' academic performance. The study recommends a holistic approach to academic monitoring and support in the School in an attempt to turn around students' academic performance. Academic monitoring and support programmes were proposed to ensure support mechanisms and systemic changes that may be required to support academically under-prepared and disadvantaged students to succeed in undergraduate degree programmes.



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Optimizing Viewer Comprehension and Shaping Impressions and Attention, Through the Formatting of Content in Tools like Microsoft Powerpoint

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Abstract

Presentation tools like PowerPoint are used extensively in education (Brown, 2007; Coleman, 2009; James, Burke, & Hutchins, 2006; Parette, Blum, Boeckmann, & Watts, 2009), but they are regularly criticised because of their poor utilisation (Schoeneborn, 2013). The project discussed in this abstract focussed on developing an integrated set of research-based design guidelines, which would help educators overcome identified weaknesses in the application of these important presentation aids. Additionally, these guidelines have important implications for enhancing other forms of computer-based visualisation, including web page and eLearning design.

The following steps were taken to develop these guidelines:

- Firstly, a detailed investigation of neuroscience, biopsychology, and cognitive science research was undertaken. The aggregated information gained from this analysis was applied to develop an integrated understanding of the way the human brain processes information, and particularly visual content.

- This knowledge was then integrated with guidance and results from more than 1600 psychophysics and design related sources. As a result of this assimilation, a set of tentative design principles was developed within a Unified Design Model (UDM). This UDM addresses attributes that include content design,

	<p>complexity, colour, background, layout, array, typography, graphics and animation. In other words, the UDM addresses the key aspects of design within a holistic framework. Focussing on these aspects together meant that complex attribute relationships were assessable, so their interactions can be controlled more effectively.</p> <p>•The validity of the tentative principles was then tested through an experimental program. These experiments assessed a range of educational presentations, and collected viewer comprehension and impressions data to determine the effects of differing visualisation techniques. Additionally, a subset of these presentations was tested through eye tracking experiments, to explore the effects of different visual treatments on viewer attention.</p> <p>The collected data demonstrated that the unified tentative principles generally facilitated good viewer comprehension and impressions. This outcome is important, because it showed that most of the previous narrowly focussed research on this topic could be integrated successfully within a UDM. However, some suboptimal principles were identified from the experiments. These aspects were consequently addressed through the development of updated design guidelines. These guidelines give an empirically validated basis for optimizing visual and content design, to enhance comprehension, attention and viewer impressions. The outcomes of this multidiscipline research therefore have substantial implications for education, presenting, and most fields that utilize visual material to communicate information. Additionally, these guidelines supply a unified design framework that will help to facilitate future integrated research on visual design in education.</p>
<p>Mohamad Rasyidi GICLEAP1611060</p>	<p>The Implementation of UlulAlbab Program at Mara Juniour Science Collage , Malaysia :An Innovation in Mara Secondary Education Program</p> <p>Mohamad Rasyidi MR Mohamad Rasyidi bin Ghazali, Malaysia rasyidi@mrsmbkts.edu.my rasyidi@mara.gov.my</p> <p>Abstract</p> <p>MaktabRendahSains Mara or MARA Junior Science college is one of the best secondary educational institutions in Malaysia. This institution were formally know as science school and give more attention to science education among it students. However in 2008, MARA chairman on that time; Datuk Sri Idris bin Jusuh announced that, the first UlulAlbab MRSM will introduced and this program are slightly different from existing program. Finally in 2009, MRSM Kota Putra, Terengganu was assign as the first UlulAlbab MRSM in Malaysia. It was followed by MRSM Gemencheh in 2010 and MRSM Kepala Batas in 2011. UlulAlbab is an innovation in MARA’s education system. UlulAlbab program is combination between the element of religious study and science stream in its curriculum. There are three domain that centralised this program: Quranic, Ijtihadic and Enselopedic. The main objectives of this program is to produce an UlulAlbab generations which is strong in term of spiritual, physical and mental. Realising a big challenges that will be faced by our next generation in future, this is our responsibility to form it started from the seed.InUlulAlbab program, every student is compulsory to learn and memorising al-Quran. The most special side of this program is, student are require to finish memorising al-Quran within three years study period. A very systematic study structured was formulated by MARA Educational Secondary Devision before run it as their educational program. Even MARA had</p>

	<p>experienced for seven years in UlulAlbab program, the study and research conducted in this areas is too limited. In this paper, it may elaborate the implementations UlulAlbab program at MRSM in Malaysia. Hopefully it may help other researcher in future to get the ideas and information from this paper.</p>
 <p>SapanSleman Aziz GICLEAP1611063</p>	<p>Assessing EFL Students' Performance in Translating Idiomatic Expressions into Kurdish</p> <p>SapanSleman Aziz Department of Kurdish, College of Education, Salahaddin University, Iraq, Erbil</p> <p>Abstract</p> <p>Translating idiomatic expressions is one of the most problematic areas in language studies, since the meaning of an idiom is not the sum of its parts; but the outcome of linguistic and extra-linguistic knowledge the language user should have. The present study investigates students' translation performance in translating idiomatic expressions into Kurdish in accordance with two models: Cowei et al.'s model of idiom division (linguistic model) and Newmark's semantic and communicative methods of translation (translation model). The researcher hypothesizes that 3rd year Kurdish EFL university students' failure in translating idiomatic expressions is tight to grammar, style, lexical peculiarities and most importantly, the culture-specific nature of the expressions. This entails low translation performance in general, and difficulties at both levels of the translation process: recognition and production in particular. To investigate the hypothesis, the researcher used three valid and reliable tools to assess the students' performance: students' test, students' questionnaire, and lecturers' questionnaire. The results are then analyzed statistically, using SPSS and Microsoft Excel 2010. The study comes up with some findings that let the researcher suggest and recommend some points to be reconsidered by lecturers, syllabus designers, and EFL learners to overcome this problematic area. Some of the main conclusions of the study are: the students' inadequate translation performance could be attributed to their lack of knowledge about English culture, translation strategies, and familiarity with idiomatic use of language, as well as little or no contact with native speakers. Therefore, for reinforcing EFL university students' translation performance, it is recommended that only two translation courses at university are not enough, moreover, a course in translating culture-bound expressions should be added to the translation courses and more attention must be given to the figurative use of language.</p>
 <p>Erhan Sur GICLEAP1611064</p>	<p>Design, Practice and Research the Effects of Mobile and Web-Based Learning Systems and Defining the Learners Attitude</p> <p>Erhan Sur Department of Computer Programing, Gerze Vocational School, Sinop University, Turkey erhansur@msn.com erhansur@gmail.com</p> <p>Abstract</p> <p>In this study it was aimed to investigate the effect of web based and mobile learning systems on learning. With this aim it was designed and practiced a sample of both web-based and mobile learning environments. The sample</p>

group consisted of the students of Sinop University Gerze Vocational School who enrolled in "Introduction to Computer" course. The 89 students were selected via simple random sample method. Independent two groups were formed among the chosen 89 students using simple random method. The students were to use the designed system for one month. The exam paper of 16 items which was developed as a measurement scale was applied to 42 students who were succeed in the lesson beforehand. As a result of the Kurder-Richardson (KR 20) analysis to increase the reliability of the test the 16 items were decreased to 9 items and the Cronbach Alpha value was found 0,67. In order to define the web-based learning attitude of the students; web-based learning attitude scale which was developed (Cronbach Alpha=0,917) by Erdogan et al. (2007) was applied. In order to define the mobile learning attitude of the group, the scale of Erdogan et al. was adapted by the researchers. The Cronbach Alpha value of mobile learning was found as 0,748 before the practice and it was found as 0,808 after the practice. Both of the scales consist of 26 items in five Likert type. The minimum score of the scales was 26 and the maximum score was 130. In this study; mobile and web-based learning effect on the subject of computer hardware unit was analyzed. It was also analyzed the difference between success points of mobile and web-based learning groups. Furthermore it was also aimed to define the change in students` attitude before and after practice. To define the learning success and the attitudes of the students pre-post paired t-tests were applied to both of the groups and for comparing the groups with each other (pre-pre, post-post) independent t tests were applied. These tests were done using SPSS 18.0 program. The data was statistically analyzed and interpreted. The findings gathered from the data indicated that; while the mean value of mobile learning group was increasing, the pre-post scores were not statistically meaningful ($p=0,084$). On the other hand the mean value of web-based learning group was increased and the pre-post scores were statistically meaningful ($p= 0,009$). The difference between post-tests of the mobile learning and web-based learning group were not statistically meaningful ($p=0,899$) and it was found that designed system have positive effect on learning. At the end of the research; the mean scores of the mobile learning group`s attitude before using the designed system was 92,90, and the mean score after using was defined as 93,37. Although the increasing mean scores of the group, there wasn't any significant difference between pre-post attitude scores of the students ($p=0,466$). In the Web-based learning attitude scores, the scores of pre-practice was 88,43 and the scores of post-practice was found 88,0. The decrease in the scores could be stemmed from coincidence ($p=0,806$). The mean values of pre-attitude test scores of both groups ($p=0,267$) and the post attitude tests of both groups ($p=0,379$) were compared and the results were found statistically insignificant.

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**The Impact of Portfolio and Technology Enhanced Teaching in Writing skills
in ESP Classes: A Comparison of Methods**

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Abstract

It is aimed to investigate the effect of portfolios on developing writing skills and their success among 52 Turkish undergraduate learners in ESP classes. This study was carried out on two groups – experimental and control groups- each of which consists of 26 students. The learners were freshmen at the department of Sea and Marine Management Program at Gerze Vocational School of Higher Education, Sinop University. Before the treatment, a pre-test was administered to both groups in order to investigate the writing success and subskills of focus, elaboration, organization, conventions and vocabulary of learners of ESP. Throughout the study the experimental group was taught through portfolio assessment technique and the control group was taught through the conventional method. An Independent samples t-test was applied in order to see whether there was a statistically significant difference or not between the groups. Additionally, a Paired Samples t-test was used so as to compare differences within each group. In order to investigate the relation between the gender and the writing success of the students Pearson Correlation Test was applied. The results obtained from the post-test demonstrated that there was a statistically significant difference between the experimental and control groups in terms of the type of treatment, which signifies that portfolios had a statistically significant effect on promoting writing performance and its subskills in ESP classes. After the treatment, the students in the experimental group were also administered an attitude questionnaire to elicit their thoughts about the effectiveness of using portfolios on augmenting writing abilities in ESP classes. The data collected from the attitude questionnaire was analysed through descriptive statistics including the frequencies, percentages, means, and standard deviations etc. The results showed that students have positive attitudes towards using portfolios on improving their writing skills in ESP classes.



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Second Language Acquisition in terms of Speech and Language Disorders

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Abstract

The subject of speech and language disorders is a highly discussed topic. Yet, it is usually related to first language acquisition. This study is conducted on the Palestinian society in which awareness of speech and language disorders is limited. According to a survey we conducted, 8 out of 10 people believe that Second Language acquisition for people who suffer from speech and language

	<p>disorders is of great difficulty. This study aims at studying the relation between speech and language disorders and second language acquisition, and so, discovering the possibilities of expanding the mentioned targeted group's linguistic competency on a different level. This paper is a humble attempt to answer the following questions: What are the reasons causing speech and language disorders? Is it possible for people with speech and language disorders to acquire a second language? What are the methods used in teaching L2 to people with speech and language disorders? What are the problems they go through in the process of L2 acquisition? And what is the relation between age and L2 acquisition for people with speech and language disorders? The research process followed a qualitative design. Interviews with 4 pathologists and pathologist assistants were done. Also, cases of people who suffer different speech and language disorders were followed by the researcher by attending their therapy sessions for almost 3 months and talking to their parents, when possible. The observations and the interviews results were analyzed based on sociological and psychological bases. After analyzing the results, it was found that speech and language disorders are caused by sociological, psychological, and medical reasons. It was also found that people with speech and language disorders can acquire a second language if it was taught through using various methods of teaching second languages. Still, they encounter sociological and psychological challenges during the process of learning a second language. Finally, it was found that age is negatively related to second language acquisition for people with speech and language disorders. We conclude that people with speech and language disorders can acquire a second language despite the social, psychological, and medical challenges they face. Thus, we prove that linguistic competencies can expand, according to the individuality of each learner who suffers from certain disorders.</p>
<p>Bill Butcher GICLEAP1611068(1)</p>	<p>Engagement and Reflection in Large Business Law Classes</p> <p>Bill Butcher University of New South Wales, Australia b.butcher@unsw.edu.au</p> <p>Abstract</p> <p>Educational research shows learning is enhanced by interaction and by incorporating the material under study into students' existing knowledge bases and personal experiences. This enables the construction of knowledge that will serve students as 'adaptable personal capital'. The traditional 'transmission model' of teaching ('teaching by telling'), is arguably satisfactory for passing on information but is inadequate for enabling students to apply, question and advance knowledge. To attain this level of complex, deep understanding this research required students to participate actively in the learning process by fully engaging with the material, exploring its application to case study situations, examining their fellow students' thoughts and reflecting on their own understanding. The context of the learning and teaching approach is a postgraduate course on introductory business law taught to large classes of over 100 students. The majority of students are from non-English speaking backgrounds and generally accustomed to passive learning, so innovative methods are especially important to ensure participation and engagement. Each class includes class-wide discussion of case studies. Before class, students complete and submit online a transactional writing activity related to each case study. The case studies are designed to be relevant to experiences the students</p>

	<p>would have previously had, or could readily anticipate facing. During class discussion, each student is tasked with peer-reviewing an allocated paper, which is later returned to its author. Class discussion takes a social constructivist approach, applying the concept that social interaction is integral to the role of cognitive development – that meaningful learning occurs when individuals are engaged in collective activities. While the teacher plays a facilitative role, with students driving the discussions, a consensus is ultimately reached on the more appropriate responses to the various components of the case studies. At the conclusion of the course students completed a voluntary questionnaire about their experience with the case study activities. Responses were overwhelmingly positive. Moreover, the teacher's impression and assessment results in the course showed a significant improvement in engagement, enthusiasm and learning outcomes.</p>
 <p>Dr Sandeep Kaur GICLEAP1611068</p>	<p>Use of ICT for Learning of Punjabi: A Case Study</p> <p>Dr Sandeep Kaur Lovely Professional University, Punjab, India</p> <p>Abstract</p> <p>Background/ Objectives: This paper mainly focuses on impact of ICT on students learning particular for Punjabi subject. This study explains that how ICT improves students learning capability. Methods: This study is a quantitative research in nature and it is in quest of students' progress by using ICT in academic growth. A semi-structured interview was chosen and study is conducted by using case study method. For this purpose, 12 pupils from Master of Punjabi were questioned and their interpretations examined through thematic content. Afterwards, a list of classifications was produced from the statistics to practice the structure for study. Findings: On the base of the established approach of this research it is discovered that students of Punjabi subject enhance their learning ability with the help of ICT. Modern equipment like PC and laptop polish them to face 21st century challenges such as they can complete their work with more speed and efficiency as compare to traditional way of learning and completing academic tasks. Even, their critical approach boost because in short time of period they can have an access on various learning resources. In traditional set up, students were not having various tools to explore however now software like PPT, MS word and so on provides them room to present their self-more comfortably and confidently. Even, their confidence level is also improved. Therefore, this study proves that ICT help students of Punjabi subject to groom. Novelty: This research breakdowns the myth that there is no use of ICT for learning particular for Punjabi subjects. Findings of this paper assist to prove that ICT tools can are also very beneficial for students of Punjabi subjects.</p> <p>Keywords: myth, Pedagogy, Learning, ICT, Skills,</p>

 <p>Alo, Olubunmi Akinsanya GICICTEL1611069</p>	<p style="text-align: center;">Spousal Violence in Southwest Nigeria: Prevalence and Correlates</p> <p style="text-align: center;">Alo, Olubunmi Akinsanya Department of Sociology, Federal University, Wukari Taraba State Nigeria bumssy2004@gmail.com</p> <p style="text-align: center;">Abstract</p> <p>Spousal violence is increasingly a health issue all over the world, especially in Africa where an unhealthy mix of tradition, inequality and ignorance aggravates the scourge. Despite numerous interventions from human right groups and NGO's, the problem is still widespread. This study investigates the prevalence of two forms of spousal violence- physical and sexual violence and its correlates among the people of Southwest Nigeria. Data was collected from 300 ever married or cohabiting women through an interview method, and it was processed with SPSS to generate simple percentages and logistic regression analysis. The sample was selected through multistage stratified random sampling technique across all the states of Southwest Nigeria. Spousal violence was measured using a Shorthand and Modified Conflict Tactics Scale. The result indicated spousal violence prevalence rate of 47.3% for ever experience of spousal violence, and 32% for spousal violence prevalence in the 12months preceding the survey. The common forms of physical violence are: kicking/pushing- 31%, slapping-15.5% and arm twisting/throwing things at-14.1%; while the most common form of sexual violence is forced intercourse with 12.7% and 11.5% for ever experience and experience within the 12 months preceding the survey respectively. The experience of spousal violence varied substantially with number of living children, educational levels of women, union status and women's attitude towards wife beating. The paper concluded that there is the need for massive girl child education and the enlistment of social, political, religious and other leaders in speaking out against spousal violence.</p> <p>Key words: Health, Violence, Africa, Physical, Sexual and Tradition</p>
<p>FaloyeBankole GICICTEL1611070</p>	<p style="text-align: center;">Text Messaging, Communication Skills and the New generational Child in Primary Schools in Nigeria</p> <p style="text-align: center;">FaloyeBankole Department of English, College of Education, Nigeria bankole.faloye@yahoo.com</p> <p style="text-align: center;">Abstract</p> <p>This study focused on the utilization of predictive texting and short text messaging (Sms) by pupils at Basic four levels in private and public primary schools in Ondo State, Nigeria. Fifty public primary school pupils and fifty private school pupils aged 10-12 years were selected for this study. Conventional English sentences suitable for the pupils' level were translated into text message abbreviations (textese) via two methods: writing the messages down and inputting the messages on their mobile phones. 25 participants in public schools (labeled group A) representing 50% could not input the conventional English sentences using textese while 25 participants, representing 50% succeeded in converting the sentences to textese. 42 participants in private schools (labeled group B) representing 84% succeeded in converting the conventional English sentences to textese while 18 (16%) of the participants in group B could not. A total of 67 participants exhibited a variety of textese samples in almost identical forms which suggests a reasonable</p>

	<p>level of consistency, while 33 participants found it difficult to use textese. This study, among other findings, showed significant level of consistency, proportion of reading, spelling and word formation by participants in private schools than their counterparts in public schools. Furthermore, this study reveals a negative effect of textese on the spelling habits of “textese oriented” participants. Finally, this study unveiled a significant dwindling level of reading and writing skills of learners of age group 10-11 years in primary schools in Nigeria as a whole.</p>
 <p>Des Raj GICICTEL1611071</p>	<p>A Study of E- Banking in India:- With Special Reference to New Private Sector Banks</p> <p>Des Raj Government PG College Ambala Kurukshetra University, Kurukshetra, India drbajwa7@gmail.com</p> <p>Abstract</p> <p>The theme and the purpose of the study: Sound banking system is the backbone of economic as well social development and information technology in turn has become the backbone of banking activities. Technology which was playing supportive role became essential part of modern banking activities. The Indian banking system has undergone significant structural transformation since the 1990s. An administered regime under state ownership until the initiation of financial sector reforms in 1992, the sector was opened to greater competition and technological up-gradation by the entry of private banks and more liberal entry of foreign banks in line with the recommendations of the Report of the Committee on the Financial System (Chaired by Shri M. Narasimham). In the present era of technology banks cannot imagine introducing and selling of products. Technology, especially information technology plays very crucial role not only to complete the activities with high efficiency but also has the potential to innovate and meet the future requirements. Information technology was primarily employed to automate the back offices of banks in the 1970s. Computer were introduced as ledger posting machines as, at the time ; many employee unions of government-owned commercial banks opposed any form of automation. Employee unions argued that such a move would lead to unemployment. IT has indeed been deployed in a variety of back-office and customer interface activities of banking. Even the government-owned commercial banks today are happy to call themselves fully computerized.</p>
 <p>Rohaidah GICICTEL1611072</p>	<p>The Role of Attitude in Learning Third Language</p> <p>Rohaidah Faculty Of Modern Language, University Putra Malaysia rohaidah_k@upm.edu.my nashali Amir@yahoo.com</p> <p>Abstract</p> <p>This research studies the role of extralinguistic factor in teaching Malay language as a second language at public higher education institutions. The study involved foreign students at five universities in Malaysia. Researches on extralinguistic aspects of Malay language as second language among foreign students at Malaysian universities are still few thus, researchers have conducted a study on the dominant factors of attitude in learning a second language. There are two objectives in this study; the first objective was to identify factors that influence students' attitude towards learning a foreign</p>

	<p>language. The second was to analyse the main factor in instrumental and integrative attitude among the foreign students. In this study, researchers found positive attitude of foreign students in studying languages other than Malay language as a second language. The respondents consisted of a group of foreign students from 5 university in Malaysia. The total sample was 150 people from 27 countries. The results of observations and field studies showed that foreign students chose Question 5 as variable integrative dominant attitude. This suggests learning Malay language is very useful to them. Overall, integrative attitude among foreign students is at the highest level against the instrumental attitude.</p> <p>Keywords: Extralinguistic, Attitude, Malay Language, Instrumental, Integrative, and Foreign Students</p>
<p>Siu-Man Raymond Ting GICICTEL1611073</p>	<p>Evaluation of an Online Counseling Program</p> <p>Siu-Man Raymond Ting North Carolina State University, Department of Educational Research, Policy, and Human Development U.S.A. ting@ncsu.edu</p> <p>Abstract</p> <p>Two surveys were conducted to study the online certificate and master's program in Counselor Education of a public research university in Southeastern U.S.A. in 2015-2016. The first survey was conducted in early September, 2015; a total of 28 students completed the online survey, created by Survey Monkey. The second survey was completed in April, 2016, twenty students from the same online program participated. The results of the first survey reveal the top reasons for selecting an online program including having a full-time job, flexibility of learning modes, and self-paced learning. The students rated the following as the most important learning tools: current articles, current issues, chat box, discussion forum, and emails. However, in the second survey, the important learning tools were somewhat different: whole class discussion at a virtual class, chat box, discussion forum, current events, and student presentation. The most effective learning tools were: Blackboard Collaborate virtual sessions and discussion forum. Other findings include expectations about online learning, preferred class evaluation methods, and additional comments. Overall, 90% of the students were very satisfied with the online program. This study has implications for online teaching and learning. The presentation will cover research background, method, procedure, results, applications and limitations.</p>
 <p>Pushplata Tripathi GICICTEL1611074</p>	<p>Target Centric Skill Development Education for Marginalized Women in Developing Countries -A Distance Education Model</p> <p>Pushplata Tripathi GGSIP University, New Delhi, India ptripathi14r@rediffmail.com</p> <p>Abstract</p> <p>In developing countries a sizable number of women are have not been gainfully employed and hence do not make the significant contribution to the development of the country. In India alone more than 150 million women of working age are confined to the household, deprived of gainful employment, deprived of a livelihood and dignity. This paper presents an educational and</p>

	<p>training model for the holistic development which affirms the essential linkages between education, social justice and economic inclusion and empowerment. It is with this recognition that on hand training coupled with the distance education mode of learning, it is aimed an inclusive pro active-development amongst women from some of the country's poorest areas. This will lead to an overall improvement in their level of confidence which is pre requisite for the women empowerment that addresses concerns of gender equity by fostering skill-building with dignity. Women's effective and gainful participation in the workforce is recognized not only as a precondition to holistic community development, but a fundamental indicator of how a nation treats crucial half of its population – its women. Vocational training and skill-building remains critical for both, women's economic self-sufficiency and their quest of dignity and empowerment. It is proposed to provide vocational training and skill-development opportunities to women from marginalized communities, by a judicious combination of on hand training and course material designed and developed by the experts. This will help them to secure marketing networks which will provide sustained income generation. The local Technical Institutions (ITI) will be designated as study centre where on hand training will be provided by the trained staff during weekends and holidays. The study material designed and developed by State Open Universities will be given to women by counselors who will be drawn from neighboring academic institutions. Local governing bodies like Panchayats will be roped in for identifying and facilitating the target groups.</p>
<p>T Gayen GICICTEL1611075</p>	<p>Adequacy of Journals to Infer on the Quality of Research in Computing, Science, Engineering and Technology</p> <p>T Gayen Computer and Systems Sciences, JNU, India tgayen@rediffmail.com</p> <p>Abstract</p> <p>Although, journals plays a vital role in delivering information and knowledge concerned with various aspects, yet the question that arises is that whether they could be considered as yardstick to measure the quality of work and infer on the quality of research. Today many organizations are relying on them to infer on the quality of research. Although there are many journals existing today having high citation index, abstracted and indexed in several databases yet the question that arises is whether these journals are adequate enough to infer on the quality of research. This paper discusses various issues concerned with the suitability of these journals to infer on the quality of research.</p> <p>Keywords: Journal, citation, publication, research, quality</p>
<p>Terumi Shibuya GICICTEL1611076</p>	<p>A Study on Caregiver Training Education in the Philippines</p> <p>Terumi Shibuya Hagoromo University of International Studies in Japan shibuya@hagoromo.ac.jp</p> <p>Abstract</p> <p>The Republic of the Philippines, in Southeast Asia, which consists of more than</p>

	<p>7,100 islands, is located in the northern part of the Malay Archipelago. Age population structure, 65 years old or older is 4.5%, which is a so-called demographic dividend period. The population is approximately 100 million. Tourism and foreign migrant workers, have become important sources of foreign exchange. The Technical Education and Skills Development Authority (TESDA) has established a professional skills training course of a wide variety. In the present study, we discussed the significance of the care staff training education in the Philippines, focusing on the caregiver training curriculum. The point of view that embodies the value education in the Philippines was confirmed through questionnaires conducted on the facility staff caring for the elderly. In the care giver training course, methods on supporting children and infants are being learned. For this reason, there is a possibility that care workers could also work in Philippine Day Care Centers (Nursery) .</p>
 <p>Athina A. Sipitanou GICICTEL1611077</p>	<p>The Trainer – Trainee Relationship as a Practice of Freedom According to Freire</p> <p>Athina A. Sipitanou Department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece asipi@uom.gr</p> <p>Abstract By presenting the life and work of Paolo Freire, this research aims to show the significant contribution and diachronical value that his pedagogical theory has made in enriching the thought on current educational reform. In the Brazilian educator’s work, Adult Education acquired a liberating power, particularly, but not only, for the working and lower classes of society. Its main principles are based on: a social dimension of thought; a critical understanding of the dialectical relationship between consciousness and the world; the humanization objective; an approach to knowledge as a formation of thinking and action on reality; and lastly, social reform and democratisation. Key words: Freire, literacy, adult education, educators</p>
 <p>Athina A. Sipitanou GICICTEL1611077</p>	<p>The importance of involving nurses in Continuing Education Programs</p> <p>Fani Yfanti Papanikolaou Hospital, Thessaloniki, Greece fani.yfanti@gmail.com</p> <p>Athina A. Sipitanou Department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece asipi@uom.gr</p> <p>Abstract During the last two decades mainly, particular significance is given to employee training as part of a radical restructuring of work process, which primarily associates with rapid scientific and technological developments and their impacts. Within this context, Continuing Nurse Education is one of the basic</p>

	<p>conditions to meet nursing educational needs and consequently upgrades the quality of health services, achieves a better working environment and ensures job satisfaction of nurses. The basic aim of this study is to detect the attitudes and views on human resources training but also to explore the possibility of transforming the educational needs of nurses in training programmes, within in-service training. The response rate of nurses in the survey questionnaire, which involved the recording of demographic, educational, scientific and employment data as well as the incentives for participating, was around 47%, an amount that deemed sufficient to draw conclusions.</p> <p>The analysis of survey results highlighted the need for Continuing In-Service Nurse Education that has to be updated, systematic and qualitative so as to meet the training needs and the scientific pursuits of nurses. In addition, through the assessment of results of such training the aim is to occur similar comparative studies and general conclusions in the future.</p> <p>Keywords: Continuing Nurse Education, Educational Needs, Nurses In-service Training</p>
<p>Seweje, Elizabeth Olabisi GICICTEL1611078</p>	<p>Towards a Learner-Friendly Approach in Teaching Use of English at College of Education, Ikere-Ekiti, Nigeria</p> <p>Seweje, Elizabeth Olabisi Department of English, College of Education, Nigeria olabisiseweje@yahoo.com</p> <p>Abstract</p> <p>This study aims to compare the pedagogical feasibility of two distinct learner-friendly approaches in teaching Use of English in College of Education, IkereEkiti, Nigeria: the Virtual approach. Furthermore, the study aims to discover which one of these approaches is beneficial to the new-age learner usually termed as “the generational genius”. A total of one hundred (100) subjects were split in equal halves and divided into experimental and control groups. Both groups were exposed to treatments in form of intensive teaching of a designed curriculum focused on basic grammar using virtual and traditional grammar approaches. A pre-test was administered on the subjects and the results showed no significant difference in their competence in English grammar. However, the post –test revealed that there was significant difference in the competence level in grammar between the two groups. Summarily, the results revealed that the use of the Virtual Approach was better than the traditional grammar approach. The inclusion of social media as a Virtual Approach showed a significant level of appreciation over the traditional Grammar Approach. However, the study emphasizes the importance of synchronizing the positive attributes of both approaches in teaching Use of English in a second language situation.</p>
<p>Sagimbayeva Jannat GICICTEL1611079</p>	<p>Employability Skills of Higher Education Graduates in Kazakhstan</p> <p>Sagimbayeva Jannat Eurasian National University, Kazakhstan jsagimbayeva@mail.ru jannatsagimbayeva@gmail.com</p> <p>Dinara Kamzinova Eurasian National University, Kazakhstan</p>

	<p style="text-align: center;">Abstract</p> <p>The concept of employability is a topic of interest among Higher Education institutions and, in particular, it is claimed that graduates do not possess the competencies required by end users. This article explores the issues of employability of new graduates in Kazakhstan. Specifically, it examines the role of universities in the development of graduates employability skills and competencies. This paper addresses the key elements and challenges of higher education institutions in the formation of required graduates' skills. The paper explores contributing factors, the curriculum, which lacks innovative aspects. It would enable graduates to acquire the competencies required by employers or the skills required to be self-employed. In the 21st century, training students for career at higher education institutions is not enough but rather students need to be prepared to work in the dynamic global environment. This includes developing skills among students, and improves attributes as demanded by the labour market in Kazakhstan. These skills are important as they enable graduates to meet the demands of new knowledge economy, which is characterized by flexible workers who are the ones most desired by employers.</p>
 <p>Dr. Ayodele .O. Ogunleye GICICTEL1611080</p>	<p style="text-align: center;">Demystifying Science to Adult Learners through the Application of New Digital Technologies</p> <p style="text-align: center;">Dr. Ayodele .O. Ogunleye Faculty of Education, University of Lagos, Akoka-Yaba, Nigeria ogunleyeayo2014@yahoo.com</p> <p style="text-align: center;">Obasoro-John,Y Faculty of Education, University of Lagos, Akoka-Yaba, Nigeria</p> <p style="text-align: center;">Anyinkwa, B Faculty of Education, University of Lagos, Akoka-Yaba,Nigeria</p> <p style="text-align: center;">Okunuga, R Faculty of Education, University of Lagos, Akoka-Yaba, Nigeria</p> <p style="text-align: center;">Awofala, A. O. A Faculty of Education, University of Lagos, Akoka-Yaba, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>In Nigeria much effort and expenditure is being devoted to enhancing the quality of science teaching at all levels of our educational system. This is due partly to the recognition of the need to develop a populace that is scientifically literate in which the use of Internet, mobile and wireless technology become inevitable. In the non-formal education sector in Nigeria, adult learners unfortunately experience little or no exposure to science learning either at the primary or secondary levels as they often believed that learning science is very difficult and this situation is becoming very worrisome and alarming. Today, as we know, much of adult learning is commonly understood to be located in the workplace, family activities, community involvement, and other sites of non-</p>

	<p>formal education. The paper describes the development, preparation and implementation of an e-pedagogy basic science and technology program involving a five-component model of experiential learning viz. reflection, interference, participation, resistance and co-emergence to teach science to adult learners supported by the use of multimedia digital technologies and resources in the form CD-ROM learning packages, digital video, simulations along with the use of some instructional software designed specifically for adult literacy learners. The focus is to determine the impact of such strategies on adult learning outcomes in science and also to ensure that science learning and adult education can empower all adult citizens to participate in a rapidly changing technologically literate society.</p> <p>Keywords: Demystifying science, Adult Learners, New Digital Technologies and Technological literate society.</p>
 <p>John Olakunle Babayemi GICLEAP1611090</p>	<p>Effect of Enhanced Conventional Lecture Method on Students' Academic Achievement in Basic Science in Oyo State, Nigeria</p> <p>Babayemi, J.O, Ph.D Department of Science Education, Faculty of Education, Akwa Ibom State University, Akwa Ibom State babayemioluwole@gmail.com</p> <p>Hammed, A.A Emmanuel Alayande College of Education, Oyo, Oyo State ahmedadekemi@gmail.com</p> <p>Yisau, S.O Ekiti State University, Ado-Ekiti yisauomoladun@gmail.com</p> <p>Babalola, G.T. Department of Teacher Education, University of Ibadan, Ibadan, Nigeria Gracet_4babs07@fastermail.com</p> <p>Abstract</p> <p>This study investigated the effects of enhanced Conventional Lecture Method {Conventional Lecture Method + PowerPoint Presentation (ELM)} on Students' Achievement in Basic Science. A pretest-posttest quasi experimental design was adopted. The sample consisted of 404 JSS II Students from nine schools randomly selected in three Educational Zones in Oyo State. Four instruments used were- Teachers' Instructional Guide for Enhanced Conventional Lecture Method, Teachers' Instructional Guide for Conventional Lecture Method, Academic Ability Test ($r=0.86$) and Students' Achievement Test ($r=0.74$). Three hypotheses were tested at 0.05 level of significance. Data were analysed using ANCOVA and mean scores. Results showed that treatment had significant main effect on achievement {F (2,404) =206.18; $p<.05$; $\eta^2=.52$}. Academic ability had significant main effect on achievement {F (2, 404) =4.19; $p<.05$}; $\eta^2=.02$). There was no significant two-way interaction effect of treatment and academic ability on achievement (F (2, 404) =1.711; $p>.05$; $\eta^2=.017$). Enhanced Conventional Lecture Method is therefore, recommended to be adopted by Basic Science teachers and curriculum planners.</p>

	<p>Key Words:Conventional Lecture Method, PowerPoint Presentation, Academic Achievement, Academic Ability, Basic Science, Integrated Science</p>
<p>Basílio José Augusto José GICICTEL1611092</p>	<p>Comparing Learners’ Learning Styles and Teachers’ Teaching Styles in Physics Classrooms of Two Secondary Schools in Beira, Mozambique</p> <p>Basílio José Augusto José Pedagogical University Beira-Mozambique basilio005@yahoo.com.br</p> <p>Abstract</p> <p>The occurrence of learning difficulties in the areas of natural sciences is quite old, especially in Mozambique. For solving this problem, in physics education several strategies have been carried out aiming to reduce the level of abstraction in learning concepts, phenomena description and treatment of laws. Nevertheless, in the classroom, each student has a specific way of internalizing the taught contents. Likewise, the teacher has a favorite way of preparing and administering classes. Both these styles, teaching versus learning, do not often coincide in real cases. Empirically some teachers seek to diversify the learning activities for their students. Therefore, this study seeks to understand different ways in which every student better internalizes the information being delivered in a class. The results of this study are useful helping teachers with planning classes because student’s needs were considered. The focus of the current study is on the learning styles (Visual, Auditory and Kinesthetic VAK), which were identified by research developed by Neuropsychology program (Alvarez, 2001, Felder & Silverman, 1988). The VAK learning styles, is based on the use of sensory channels as vision, hearing, touch and movement. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. This research inferred the predominant VAK style in students of two Secondary School. Following variables were considered for studying VAK learning styles of the students: gender, teaching strategies adopted in physics classes and the student interest level for physics. The study involved a sample of 159 students from the 8th to 12th grade aged 12 to 20 years, of which 87 are girls and 72 are boys. It was found that most students learning style is that of learning by doing (kinesthetic style) and the identified classes were more of hearing (based on content exhibition and dictation of notes).</p> <p>Keywords: VAK learning styles, PEA Physics, diversification strategies, technology</p>
 <p>Laureano Jiménez GICICTEL1611093</p>	<p>Cooperation in Work-Oriented Learning in Higher Education</p> <p>Muir Houston College of Social Sciences, School of Education, Social Justice Place Lifelong Ed, University of Glasgow, R223 Level 2, St Andrews Building Muir.Houston@glasgow.ac.uk Michael.Osborne@glasgow.ac.uk</p> <p>Karsten Krueger FundaciónConocimiento y Desarrollo, Pl. FrancescMacià, 4, 08021 Barcelona, Spain. karsten.krueger@fundacioncyd.org</p> <p>Mike Osborne College of Social Sciences, School of Education, Social Justice Place Lifelong Ed, University of Glasgow, R223 Level 2, St Andrews Building</p>

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Abstract

The paper reports on preliminary findings from an EU funded project on collaboration and partnership between external stakeholders and universities to deliver work-related learning to adults with existing labour market experience in order to increase skills and competences for the knowledge economy as envisaged in Agenda 2020. The paper engages with debates on the professionalization of vocational education and consequently the vocationalisation of university education. It reports relevant data for the six partner countries of the LETAE project and EU averages to provide some context to debates about relative levels of attainment and labour market position. It briefly introduces some data drawn from cases studies of work-related learning in higher education delivered in partnership or collaboration with external stakeholders including local authorities, trade unions, and individual enterprises. Finally, it compares in detail the cases from the UK and Spain as illustrative of specific national responses to work-related learning initiatives.

Keywords: Work-related learning; higher education, VET; permeability; external stakeholders; EU; attainment; labour markets; partnership.



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Increasing Classroom output with Smart Phone based quick Paper marking & Audio Quiz to solve problem of foreign language teaching in Developing Countries

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Abstract

This research was conducted to solve the problem of classroom engagement in developing countries where due to large class sizes teachers are not able to perform better which leads low level output. Limited recourses cause student's disinterest in the class which leads to high dropout ratio. We developed a low cost solution which includes audio quiz and Smartphone base quick paper marking solution with image processing. Application provides individual students performance tracking and management for whole semester. Aim of this research was to innovate the classroom with best ICT solution which can provide a brilliant output.

Keywords: ICT in education, Image processing, quiz marking, m-learning, Mobile technology, Innovation in Education, Technology in Education



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LSP teaching to adult learners: experience of developing LSP course for airport front line personnel

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Abstract

The development of modern world is increasingly characterized by globalization, which affects many social aspects including professional ones and sets new challenges not only to university students, but to adult professionals as well. Increasing scientific and business international contacts render foreign language skills (at least English as the language of international communication) a must for highly qualified specialists; thus one of the challenges that adult professionals face is to acquire foreign language skills for effective communication in professional settings. At the same time LSP teachers face similar challenges of helping adult learners to develop targeted competences in the shortest term possible. The article focuses on comparing strategies of preparing and structuring teaching materials for students and adult professionals. The article also discusses challenges in developing LSP course for airport front line personnel. The conclusion outlines the main solutions in teaching material selection, its structuring and arranging in the course designed for 40 academic hours of total workload, as well as presents practically obtained results of the course approbation in class.

Key words: LSP teaching, adult learners, study materials, text fragments, targeted foreign language skills and competences.

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Ict And Scientific Education In 21st Century

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Abstract

Paper shows the conclusions of the European project "ICT and Education", whose coordinator I was and Teaching innovatively (with focus in ICT) and its impact on the quality of education .New information technologies are making a contribution to the modernization of teaching –learning –assessment process. Use educational platform by the National High School students and teachers leads to outstanding results in the educational.system.The teacher is the creator of the lessons and he can use various resources : the Internet (websites specialized scientific films , movies with real experiments of dangerous etc) .This presents findings on the impact on educational systems in Europe (Romania,Finlanda and Netherland)).In these projects directors ,inspectors and teachers have visited in Romania :schools , laboratories for physics , chemistry biology ,computer science connected to the internet and equipped with necessary infrastructure . They saw lessons of chemistry ,physics and IT where students and teachers worked with multimedia products made joint teams in our schools.This paper has 4 chapters:I)Compararison between European Strategies regarding implementing ICT in education;II) The strategy of Implementation of ICT in Education in National High School Bucharest ;III)ICT Integration in the Curricular Area of Science (interactive lessons for

	<p>chemistry and physics).The teacher –author of his lessons.IV)Conclusion :The conclusions of this paper are : ICT has a significant impact on learning – teaching-assessment; increase teacher’s role; obtaining better results in national assessments of our students. Keywords: ICT, e-learning, performance, good practice, innovation,teacher-author of individual lesson.</p>
<p>SepidehFarzadnia GICICTEL16110100</p>	<p>Family variables and academic research performance: A meta-analysis</p> <p>SepidehFarzadnia University of New South Wales, Sydney , Australia sefarzadnia@gmail.com</p> <p>Abstract Academia sometimes works as a winner-take-all system, with strong processes of accumulative advantage. As such, small differences in initial performance can balloon into large differences in output by the end of academic careers. For example, getting research grants is usually contingent on prior research performance. Similarly, research performance is a key driver of whether academics have teaching loads low enough to have time to conduct research. This puts a premium on excellent performance early in the academic career. However, this same period is when people choose whether or not to make family commitments – e.g., marry and/or have children. Keywords: family variables, gender, meta-analysis, research performance</p>
<p>RohaidahKamaruddin GICICTEL16110101</p>	<p>The Role of Attitude in Learning Third Language</p> <p>RohaidahKamaruddin Faculty Of Modern Language University Putra Malaysia, Malaysia nashali Amir@yahoo.com rohaidah_k@upm.edu.my</p> <p>Abstract This research details the role extra linguistic factor in the teaching of Malay language as a second language at public higher education institutions. The study involved extra linguistic factor of attitude in learning a second language among foreign students at five universities in Malaysia. Research on aspects of second language extra linguistic the Malay language among foreign students at the universities in Malaysia is still less. Because of this, researchers have conducted a study of the dominant factors of attitude ekstralinguistik in learning a second language. There are two objectives in this study that the first objective of the study was to identify factors that influence students' attitudes toward learning a foreign language. The second objective is to analyze the main factor in instrumental and integrative attitude by foreign students surveyed. In this study, researchers found that the positive attitude of foreign students in studying languages other than Malay language as a second language. The respondents consisted of a group of foreign students from Universiti Putra Malaysia (UPM), UniversitiKebangsaan Malaysia (UKM), Universiti Malaya (UM), UniversitiTeknologi Malaysia (UTM) and UniversitiSains Malaysia (USM). The total of the sample was 150 people from 27 countries.This basic attitude is divided into instrumental and integrative. If someone is learning to recognize a nation, understand the culture through the language of the nation, it is called integrative. While instrumental refers to the desire to learn the language without they want to be part of the nation or for a purpose. The results of observations and field studies showed that foreign students</p>

	<p>choose Question 5 as variable integrative dominant attitude. This suggests learning the Malay language is very useful and encouraging them. Overall, integrative attitude among foreign students are at the highest level against the instrumental attitude.</p> <p>Keywords: Extra linguistic, Attitude, Malay Language, Instrumental, Integrative, and Foreign Students</p>
<p>OğuzAk GICICTEL16110103</p>	<p>The Effect of Gamification and Grouping in an Undergraduate Course</p> <p>OğuzAk Department Of Computer Education, Faculty of Education, Bogazici University Turkey oguz.ak@gmail.com</p> <p>Abstract</p> <p>In this study, gamification software is developed and applied to 46 students in a three hours lesson of an undergraduate course. The learning subject was “System development life cycle: planning and analysis phases” because in the previous years, students were reported that they found this subject boring. To make the lesson more enjoyable the software with game elements is developed and applied. There were two groups, members of one group study the software with individually and the members of the second group played it as small groups. All students made learning gains from the course and they reported positive feelings about the gamification usage in the course. Finally small but statistically not meaningful differences found between related to use of group work.</p>
<p>Zahariah Pilus GICICTEL16110104</p>	<p>Native English: ESL Learners’ Perceptions of Female Speakers’ Accents</p> <p>Zahariah Pilus Department of English Language and Literature International Islamic University Malaysia zahapilus@yahoo.com</p> <p>NurShahidaZakaria English Learning Center Universiti Malaysia Terengganu, Malaysia nurshahidazakaria@gmail.com</p> <p>Muhamad KhairulZakaria English Learning Center Universiti Malaysia Terengganu, Malaysia muhamad_khairon@yahoo.com</p> <p>Abstract</p> <p>This paper presents some preliminary findings of a study which investigates undergraduate ESL learners’ perceptions of British, American, Australian and New Zealand English accents. The participants were 66 Malaysian undergraduates from a public university in Malaysia. They were presented with speech samples of four female native speakers reading a short passage. The students were asked to rate the speakers for a number of items including the ease of understanding, sounding comfortable to the ears and being an ideal English teacher. The learners were also asked to state the nationalities of the speakers. In general, the study found that the speakers whose accents were</p>

	<p>familiar to the learners were rated higher in terms of the items examined. The study also found that the speakers whose accents were familiar to the learners were better identified for their nationalities than those whose accents were less familiar to them. Pedagogical implications of these findings on English language teaching and learning are discussed.</p> <p>Key words: Native English accents, ESL learners, Accent perception</p>
 <p>Mohammed Almulla GICICTEL16110106</p>	<p>An Investigation of Saudi Teachers' Perceptions Towards Training in Cooperative Learning</p> <p>Mohammed Almulla University of Leicester, School of Education, United Kingdom ma649@le.ac.uk</p> <p>Abstract</p> <p>Cooperative Learning (CL) approaches have been widely researched in a number of educational contexts and various studies indicate the effectiveness of using them to improve learners' social and academic performance when working in small cooperative groups. However, there is still relatively little research on teacher training on CL and teachers perceptions of such training programmes. Investigations on challenges teachers face when start using CL in class or on factors that help overcome such challenges are also relatively few. In this talk I will present some of the results of a case study conducted in an all-male high school in Saudi Arabia which are related to participant-teachers' perceptions towards the training in cooperative learning they received as well as their perceptions of the initial challenges the implementation of CL posed when working in a country where education still relies heavily on lecture style transmission and memorisation. The findings suggest that pre-service and in-service training, in cooperative learning are important to help teachers change their perceptions towards training as well as their views on classroom roles, responsibility and authority. However, data also shows that are considerable initial challenges that teachers face during the period in which a change from lecture style to CL is taking place. In this presentation I will also discuss the importance of considering the factors that can help to overcome these challenges and difficulties.</p>
<p>Dr. Su-Fang Wu GICICTEL16110106</p>	<p>Changing behavior in primary school students – A case study</p> <p>Su-Fang Wu Department of Social Work, Tajen University, Pintung, Taiwan. suwu@tajen.edu.tw</p> <p>Ching-Hsing Lin Department of Nursing, Tajen University, Pintung, Taiwan. linch@tajen.edu.tw</p> <p>Yu-Lun Hsieh Institute of Leisure Management, Tajen University, Pintung, Taiwan. chubobo726@hotmail.com</p> <p>Mei-Kuei Huang Department of Social Work, Tajen University, Pintung, Taiwan. rosehuan@tajen.edu.tw</p> <p>Abstract</p>

	<p>The paper describes an attempt over one year to improve the behavior of primary school children, in a class that included some disruptive and disaffected children, in a village in South Taiwan. We applied a qualitative research method to study the influence of classroom climate, and of peer group modelling. The subjects were 24 children aged between 10 and 11 years (5th grade), and divided into six groups. A program of progressive group activities was organized. At the end of the academic year there was appraisal including feedback from parents, teachers, and students themselves. The results showed that disruptive students had become calmer and showed more integration into their peer group and families. This outcome occurred without segregating them, but rather by integrating them within small groups.</p> <p>Keywords: action research, qualitative research, behavior, children</p>
<p>Dr Fathima N Fazeen GICICTEL16110111</p>	<p>Facilitating Progression to Higher Education from Vocational Paths</p> <p>Dr Fathima N Fazeen Winspire International Education (Pvt) Ltd winspire.international@gmail.com</p> <p>ABSTRACT</p> <p>Controversy has always swirled around vocational education. Lauded by the unsophisticated, panned by the professionals, and shunned by the upwardly mobile, vocational education has been the Lawrence Welk of public education—tolerated and occasionally patronized by the Establishment, but never really accepted. (Gray 1991, p. 438)</p> <p>INTRODUCTION</p> <p>This article presents the results of research carried out in Sri Lanka on how to ease the transition to higher education of students from National Vocational Qualification (NVQ) courses in Sri Lanka.</p> <p>WHY LOOK AT VOCATIONAL EDUCATION AND TRAINING?</p> <ul style="list-style-type: none"> • Global economic competition increasingly requires countries to compete on the quality of goods and services. That requires a labour force with a range of mid-level trade, technical and professional skills alongside the high-level skills associated with university education. • Strains in existing vocational systems include lack of workplace training places and trainers. In some countries the rapid expansion of tertiary education has undermined school-based Vocational Education Training (VET). • VET has been neglected: it has received limited attention compared to other parts of the education system and is often seen as having lower status. <p>The summary is divided into three main sections and is structured as follows:</p> <ul style="list-style-type: none"> • The attractiveness of vocational education and training in Sri Lanka • Perceptions of the impact of vocational education and training in society • Guidance and information for choosing a learning path <p>Opinion is also divided on the question of whether VET enables people to study abroad</p> <p>There is a lack of confidence in VET in certain socio-demographic groups. For example, people who see themselves as being low down on the social scale have less belief that VET can improve their job prospects than people higher up the scale.</p> <p>This represents a major challenge: one of the main objectives of this study is to open up opportunities to disadvantaged groups, but many socio-demographic groups have the lowest aspirations in general, have the least faith in the ability</p>

	<p>of vocational training to change and improve their circumstances. Informing and educating these underprivileged groups about the potential that VET can unlock is therefore an obvious priority.</p>
<p>Zarrina Salieva GICICTEL16110111</p>	<p>Improving Speaking Skills Through Role-Play Activities in Samarkand State Institute of Foreign Languages.</p> <p style="text-align: center;">Zarrina Salieva Senior Researcher, PhD Samarkand State Institute of Foreign languages, Samarkand city, Uzbekistan. zarrinasalieva777@gmail.com</p> <p style="text-align: center;">Abstract</p> <p>With a recent growth of English as an international language of communication, there is a clear need for many learners to speak and interact in a multiplicity of situations through the language, be it for foreign travel, business or other professional reasons. In the modern Uzbekistan, the role of teaching and developing foreign languages, especially English, nowadays is of great importance. Learning English is a demand of today's life. According to this social needs and for the development of the country there was signed a presidential decree №1875 on December 10, 2012 - "On further improvement of the system of foreign language learning". The Decree is a huge step forward to stable long-term cooperation in different spheres of economy, politics, science, culture and sport at the international level. In connection with the Decree great work has been done in modernization of the teaching of foreign languages in the Republic of Uzbekistan.</p> <p>The given article describes the importance of using role-play activities for the first year students to increase their speaking skills in the Samarkand state institute of foreign languages. As some researches have analyzed using role-play activities is very useful and has positive effect, moreover it has a good impact on students' creativity to explore the language. This study employed classroom action research and data of this research have been gathered from 40 students of English language philology department, in Samarkand institute. The researcher analyzed both qualitative and quantitative data. The quantitative data was based on the speaking test and the student's attitude towards teaching English speaking. The qualitative data were drawn from a learning log, interview, and teacher journal. The success criteria was obviously seen in students speech during the lessons, they were very fluent and confident. To sum up, the role-play activities can improve speaking skills of Samarkand institute's students.</p> <p>Key words: English, speaking skills, improving, role-plays</p>

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