CONFERENCE PROCEEDINGS

5th International Conference on Learning, Education and Pedagogy (LEAP), 30-31 August 2016, Istanbul

30-31 August 2016
Conference Venue

Room E1030, Faculty of Art and Science (Fen Edebiyat Department), A Block, Yildiz Technical University, Davutpasa Campus, Istanbul, Turkey

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Syntactic Mobile SMSs as Supplementary Educational Means for Paraphrasing English Sentence

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ABSTRACT

BACKGROUND: Digital media has been used to enhance language learning for decades. Since the aim of language learning is to develop communicative proficiency, using communication devices and channels that already exist in the classroom is a sensible way of exploiting opportunities for language practice. The ‘anywhere, anytime’ accessibility to educational contents that mobile SMSs, sometimes freely, offer users, means that mobile learning can extend the opportunities for study outside of the classroom. Given the importance of writing, especially for academic purposes in university, the study set a dual goal: firstly, to analyze the outcome of applying supplementary SMS activity to teach English syntax necessary to paraphrase sentences and secondly, to clarify the medical students’ ideas about it.

METHODS & MATERIALS: A quasi-experimental, pre-test and post-test, research design was utilized to investigate the hypotheses of this study. Two groups (each 40 second-year students of medicine) were randomly assigned to be the experimental and the conventional group. Both groups were taught the same syllabus materials designed for English for Medical Purposes (EMP) II course in a 17-week semester in Kashan University of Medical Sciences, Iran. The former received the SMS–based supplementary contents in a scheduled pattern of delivery two times a week to strengthen their learning while the latter only was taught in a face to face setting. An open questionnaire was used to examine students’ feedback towards their attitudes. The validity of the questionnaire was examined by giving to a number of professors of English language. The data were also collected and analyzed through an Attitude/ Motivation questionnaire consisting of 12 Likert-scale items, pretest & posttest, paired-samples t-tests, and one way ANOVA.

FINDINGS & CONCLUSION: The pretest and posttest data paired t-test likert-scale items analyzed results showed that differences between the experimental and control groups were statistically significant. It was found that the effect of practicing SMS on the students’ English syntax learning was positive. According to the findings, students receiving the supplementary English syntax SMSs noticeably improved their sentence paraphrasing performance and acquired higher grades during the post-test than those in conventional group. Qualitative data from interviews and questionnaires indicate that students hold positive attitudes towards receiving paraphrase syntactic points via SMS. Majority of students in this pilot project considered the educational program offered to be efficient, useful and beneficial. The data gathered revealed mobile syntactic supplementary SMSs can be integrated into EMP II course to enable students to develop better English sentence paraphrasing skills.

Keywords: Mobile SMS; Sentence Paraphrasing; Educational Tool; English for Medical Purposes
The Impact of Education in Developing Countries: A Case Study of Education in Gambia

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ABSTRACT

INTRODUCTION: Education is the process or art of imparting knowledge and skills which gained by teaching. Education in significant in our lives as it enable us to separate the good from the bad, improve our thinking and reasoning, improve our communication skills, create development to individuals and to the public, and improve our standard of living.

Total quality education can be derived when adequate facilities are available, standard selection of teachers is conducted, training, developing and motivating teachers is and effective teaching methodologies applied by teachers.

BODY: Gambia is a small country located along the coast in West Africa which has a population of about 1.8 million people. Education is a fundamental issue in Gambia which needs to be addressed. It is statistically declared that 40% of the Gambian population has not attended any schools, 10% of the population stopped at Junior Secondary School and became dropouts, 20% finished Senior School but could not further at Tertiary level, and 30% have done further education.

Farming compels many Gambians to remove their kids from schools in order to help them on the farmland. This situation is caused by drastic hunger in the nation, and many still do not know the value of education. Also, lack of accessibility to schools, inadequate school facilities, lack of motivation among others cause the majority of the nation not to send their kids to schools, and also discourage many teachers to engage or continue teaching. Imagine qualified teachers are paid for two thousand and five hundred Gambian Dalasi (D2,500.00) which $50.00 per month.

Moreover, the ministry of education is dormant in recruitment, training and development of teachers which causes so many students to be incompetent simply because they are taught wrongly.

CONCLUSION: Education, teaching and learning is deemed to be weak in Gambia as explained by the above factors. Learning even becomes more difficult for the mass student population in the rural areas as many are traumatized, socially not comfortable and financially weak.
### ABSTRACT

As a teacher of a foreign language, I am always looking for new ways to encourage my students to participate and develop a willingness to learn a new language without knowing they are doing it. I believe that when we engage our students with a foreign language, they learn also exploring the traditions and cultures upon which the language is based, and not just how to communicate in the target language, using the correct words and tenses.

The Standards for Foreign Language Learning in the 21st Century emphasize the importance of students being able to understand, interpret, and evaluate language, as well as to express feelings and emotions (ACTFL, 2006). The standards also highlight the importance of learning about culture in a foreign language. Therefore, we can infer that to learn a new language is also to learn a new culture. When we engage our students with a foreign language, they should be learning not just how to communicate in the target language, using the correct words and tenses, but also exploring the traditions and cultures upon which the language is based. How can this be achieved? By reading or listening between the lines as they read a story or watch a movie or speak with other people. [And, by saying “other people”, I mean “native speakers”].

How do I engage my students and make them more active in class? How do I capture their attention and encourage them to participate more actively? This particular aspect of my pedagogy is aligned with a model known as Integrated Performance Assessment (IPA), which includes three methods: interpretative, interpersonal and/or presentational developed by ACTFL. These methods are a collection of assessments that demonstrate to the teachers the progress, which the students are making in the language being taught. Using these three communicational methods, I developed few different activities to guide students for a specific assignment. With these way of teaching, I have been convinced that, if I do not teach and show the students “meaningful and new knowledge” which they can accommodate to their original knowledge, my job, as instructor, will fail.
The Resumptive Marker "So" - Instances of use and pedagogical impacts
Rickey Lu & Chloe Jiaxin Tse

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ABSTRACT
Conversation Analysis (CA) has already brought to light many features of spoken language that we may have glossed over or taken for granted in the past. In this case study, recordings of a dinner exchange between two subjects were analyzed using a CA framework. The researchers discovered repeated occurrences of the discourse marker “so” being used in the conversation. The instances where “so” appeared were studied for their functionality and it was discovered that “so” can function as a resumptive discourse marker in two ways. Pedagogical implications on discourse markers, specifically “so”, are also discussed for language teachers that want to help their students develop fluency in spoken English.
Key Words: Conversation analysis, Discourse markers, Linguistics, Tesol

An Ecological Exploration of Iranian General English University Students’ Attitude based on Nested Ecosystem Model
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ABSTRACT
University Students studying General English in Iran seem to experience a gamut of feelings and attitudes towards learning English due to different factors rooted in the dynamic nature of this construct. A large number of studies have recently investigated the role of attitude in the construction of motivation among English Language learners. However, most of these studies have mainly focused on the linear cause-effect relationship with a predictive nature; thus, an ecological perspective to cover the dynamics of attitudes towards learning English is needed. The purpose of the present study was to explore general English university student’s dynamics of attitude in light of Bronfenbrenners’ nested ecosystem model. To do so, semi-structured interviews with 20 general English university students at university of Bojnord plus learning journals and observations were used to collect data. The findings indicated that at the micro level, beliefs of the learners, their mastery experiences, teachers’ expectations, and peers’ feedbacks had the most influences on the construction of learners’ attitude. Besides, factors at the meso, exo, and macro systems are discussed.Key words: Ecology, attitude, general
The Behavioural Attitude of Librarians to the Use of Library Software in South West Nigeria

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ABSTRACT
In this contemporary era of technology development and advancement whereby there is need for updates of materials used in the library as a repertoire of knowledge dissemination and backbone of academic excellence in various citadels of learning ranging from primary to tertiary levels. However it is observed that some librarians are sentimental about the global change from the manual to digital libraries while some are passionate in catching up with this trending idea. In view of this, the research work will cover some selected colleges, universities and polytechnics in South-West Nigeria to find out the reasons for epileptic migration from the use of traditional libraries to e-libraries, the impediments to this global phenomenon shall be considered cum possible solutions by using structured questionnaire with SPSS package.

Keywords: Behavioural attitude, Library software, Digital Library

The Use of Language Learning Strategies in Teaching the Writing Skill at the Intensive Language Teaching Center of Mostaganem University, Algeria

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ABSTRACT
Language learning strategies (LLSs) have been the focus of an enormous number of foreign language studies. However, many researches in this field have not been thoroughly examined especially in relation to the writing skill. For this reason, the current study investigates Strategy Based Instruction (SBI) implementation in the writing skill, particularly for students of English at the Intensive Language Teaching Center of Mostaganem University, Algeria, to enable them find out which strategies that best suit them, and most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students’ awareness of the strategies use, identify them and provide opportunities for practice and self-assessment. Students are, then, tested before and after applying SBI that encompasses Oxford’s six kinds of LLSs, cooperative learning strategies and POWER strategy. To collect data, students’ writing samples are analysed based on five checklist assessment rubrics: focus, content, organization, style and conventions. The results showed that there was a significant difference in all students’ writings after integrating SBI.

Keywords: Learning strategies, SBI, the writing skill
Constant Dc Output Boost Converter For Solar System Source Model By Neural Network

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ABSTRACT
A Neural network controller of DC-DC boost converter is designed and presented in this paper. In order to control the output voltage of the boost converter, the controller is designed to change the duty cycle of the converter. The mathematical model of boost converter and neural network controller are derived to design a simulation model, accordingly. The simulation is developed in MATLAB SIMULINK software. It is intended to implement the controller based upon neural networks within MATLAB SIMULINK. The boost circuit which has been developed here is comprised of MOSFET as a switching component. The neural networks are responsible for the generation of PWM signals according to the duty cycle required. For this reason, the neural network controller to generate duty cycle of PWM signal is programmed using coding in MATLAB. The simulation and experimental results show that the output voltage of the boost converter can be controlled according to the value of duty cycle.
Keywords: Boost converter, Neural network controller, MATLAB, SIMULINK.

Certain Conditions for Strongly Starlike and Strongly Convex Functions

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ABSTRACT
In this paper, we investigate a differential subordination involving multiplier transformation related to a sector in the open unit disk $E=\{z:|z|<1\}$. As special cases to our main result, certain sufficient conditions for strongly starlike and strongly convex functions are obtained.
Keywords: Analytic functions, differential operator, strongly starlike functions, strongly convex functions.

In this paper, we introduce a subclass of analytic functions by using the subordination concept between this function and generalized derivative operator. Some interesting properties of this class are obtained.
Keywords: analytic functions, derivative operator, subordination.
**Environmental Benefits Associated With CBT Examinations**

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**ABSTRACT**

This project, known as Inter-institutional Collaborative Online Self-Access (ICOSA) project was a four-year inter-institutional project for the language centres of five tertiary institutions in Hong Kong (HK Polytechnic University, Lingnan University, Baptist University, City University and the Institute of Education) to create and share a range of English language self-access learning materials online via an online repository.

In the first phase the emphasis was on English language proficiency materials, while in the second phase there has been more emphasis on materials for language to support students’ discipline-specific studies.

To date over 500 authentic and unique exercise packages were created over the project term and all participating institutions have utilised the materials in a variety of ways:

1. Independent learning via dedicated website  
2. Course supplementary materials via LMS  
3. Class tasks to help students develop L2 skills  
4. Assigned via instructor/tutor to help scaffold weak skill sets

This presentation will focus on how these resources can play an effective role in student development either independently or within an existing course setting. For a look at some of the material the team developed, please visit here: http://icosa.hkbu.edu.hk/

**Analyzing the Conception of Ulul Albab Program in Malaysian Secondary Schools: Implications on Ulul Albab Teachers’ Professional Development Program**

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**ABSTRACT**

Developing holistic and balanced students based on the firm belief and devotion to God is the essence of the Malaysian National Philosophy of Education (NPE). Many efforts have been carried out by the Ministry of Education to achieve the mission of the NPE and one of those efforts is the implementation of a program called Ulul Albab in several secondary schools in Malaysia. The aim of this program is to produce an Ulul Albab generation, defined as a group of individuals with a strong foundation of the al-Quran and possessing extensive
and diverse knowledge. These individuals are able to critically think and observe Allah’s creation and eventually learn from it. The purpose of this paper is to analyze the conception of the Ulul Albab program offered by MARA Junior Science Colleges and Intiaz secondary schools, in terms of its philosophy, goals and objectives, program design and evaluation. Based on the analysis, a set of questions will be formulated to serve as a guideline for the design, implementation and evaluation of Ulul Albab teachers’ professional development program.

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The Effectiveness of E-Learning System (D2L) in the Development of Self-Learning and Participatory Skills of Undergraduate Students University of Majmaah Model

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ABSTRACT
The present study aimed to investigate the effect of the use of e-learning system (D2L) applied in the consolidated university in the development of self-learning skills and communion among university students by limiting the self-learning skills and learning participatory and collective polled students about the degree of contribution of their academic study for subjects through the system (D2L) to the development of these skills, and try to provide a vision proposed development of this system and address the problems of mechanisms to be effective in the development of self-learning skills and participatory for students studying through it in the future.

Key words: E-learning system (D2L) - Self-learning skills-participatory learning skills

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Medical Student's Perception of Educational Environment in a Medical Center of Thailand

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ABSTRACT
Background: Yala medical center is the first medical center in the three southernmost provinces of Thailand that admits students mainly from local area. Since year 2013 there were started admit students from other area of Thailand. So the curriculum planner decided to assess the perception of students about the educational environment for regular evaluation and feedback.

Objective: the purpose of this cross sectional study is to investigate student perception of learning environments at Yala medical center and to compare educational perceptual between gender, religion, year level, school background and failed experience.

Method: The Dundee Ready Education Environment Measurement (DREEM) and a demographic questionnaire were completed by 59 undergraduate

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students. The results were analyzed and interpreted in relation to standard norm of DREEM.

Results: total score of DREEM were fairly high (M= 136, S.D.= 15.6). The five domains score were also positive. There were no statistically significant in DREEM score among different demographic groups.

Conclusion: In general, students perception held by Yala medical center is fairly high. It was indicate that learning environment was fostered by the institution and its educational program for all students despite their demographic variation.

Take home message: As the learning environment affected students’ motivation and achievement. It is important to get feedback from the students’ on how they are experiencing their learning environment on a regular basis.

Keyword : medical education, educational environment, DREEM

Aims of Integrating Environmental Education in Basic Level of Education

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ABSTRACT

The need for a change in how we understand and interact in our society is a matter of the great importance. Education has an important role to play in the process of changing society. To promote environmental education that is capable of generating responsible attitudes and commitments, and that prepares public to make well-founded decisions aimed at achieving healthy environment. This paper depicts the role of education in public awareness from basic level of education, concern and knowledge of the environment and learn to use this understanding to preserve, conserve and utilize the environment in a sustainable manner for the benefit of present and future generations. This is because a clear understanding that man is an inseparable part of a system. Therefore, man has the ability to alter (make change) the relationships of this system with proper knowledge especially from basic level.

Key words: education, environment, environmental education, basic level of education

The Relevance of Information Technology (IT) to the Development of Distance Education for Teachers in Nigeria

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ABSTRACT

Promoting the development of a knowledge society through IT to the development of Distance Education or open distance learning is beginning to emerge fast over the last decade. Thus, this paper examines the extent to which IT is relevant to the development of Distance Education for teachers in Nigeria. The paper discusses Distance Education as a means of enhancing teachers’ performance, the goals of Distance Education, IT and Distance Education, integration and promotion of IT for teachers, adoption of IT in teacher education programme and their problems in Nigeria. Relevance of IT to the
development of Distance Education for teachers in Nigeria is also discussed which is the key assertion of this paper. Based on the findings, the paper recommends that teachers should enroll for computer training programmes so as to meet with modern trends in education. All stakeholders in education should accept the reality of the need to adopt IT by integrating it into the teacher education programmes more than ever before, while effort should be geared towards making IT products through local sources. Also adequate financial backing should be provided for the management of Teachers colleges and universities. Again, curriculum of teacher education programme should also be reviewed to include computer training and practice to the development of Distance Education for teachers in Nigeria.

Keywords: Distance Education, Information Technology (IT), Teachers

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Asian EFL Teachers’ Web-based Instruction and National Educational Technology Standards for Teachers

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ABSTRACT
The current paper investigated the relationship between secondary school teachers’ Web-based instruction (WBI) and National Educational Technology Standards for Teachers (NETS* T), as well as the role of their demographic variables in WBI adoption and integration by TESL secondary school teachers. Data were collected from 450 secondary school English language teachers in Malacca, Malaysia. A questionnaire comprising of two separate sections (demographic variables and National Educational Technology Standards for Teachers) was selected as the instrument of the study. Analysis of data showed a positive correlation between NETS* T and WBI integration. Similarly, the results revealed the role of gender in WBI application. Male teachers outperformed their female counterparts in WBI integration. In conclusion, this study suggests the need for more professional development programs and training sessions for Asian English language teachers to be more informed on the standards of educational technology introduced by International Society for Technology in Education (ISTE).

Keywords: Web-based Instruction (WBI), National Educational Technology Standards for Teachers (NETS* T), Demographic variables, EFL teachers.

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Relationship Between Iranian EFL Learners’ Creative Thinking, and Emotional Intelligence

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<th>ABSTRACT</th>
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<td>The focus on learners’ emotions and thoughts is believed to train learners not only in their learning area but also help them acquire other essential life skills such as creativity. The concept of emotional intelligence was defined by Salovey and Mayer (1990) as the &quot;ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions&quot; (p.189). On the other hand, Creativity as a personality trait is shown to be related to some other cognitive variables such as emotional intelligence. It is likely to differ from one individual to another. Therefore, the general objective of the present paper was to investigate the relationship between Iranian EFL learners’ creative thinking and their emotional intelligence. In this correlational study, 100 Iranian EFL learners were invited to take part in the study. Abbreviated Torrance Test for Adults (ATTA, Goff &amp; Torrance, 2002) and Emotional Intelligence Scale (Schutte &amp; Malouff, 1999) were used to collect data. The results of the data analysis revealed a relationship between the Iranian EFL learners’ creative thinking and emotional intelligence. Keywords: Creative Thinking, Emotional Intelligence, EFL learners</td>
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| Skills Acquisition and Institutional Approaches to Entrepreneurship Education: A Descriptive Study | Hadiza Hafiz  
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| ABSTRACT                                                                 |                                                                 |
| Entrepreneurship education has widely been accepted as a mechanism for equipping students with basic skills for self reliance. It is in this regard the federal ministry of education in Nigeria mandated higher educational institutions to include entrepreneurship education in their curriculum. Therefore, this paper aims to explore the adequacy of the approaches to skills acquisition employed in selected technical and vocational tertiary institutions in Northwestern part of Nigeria. 216 lecturers and 326 students were selected using stratified random sampling technique to be the respondents of the study. Results of the study revealed that the institutions use different approaches to entrepreneurship education, therefore, students differ in skill acquisitions based on the different approaches employed in the institutions. Key words: Entrepreneurship Education, Skills Acquisition, Institutional Approaches |
| Component of Effective Teaching: Issues and Challenges for Institutions of Higher Learning | Samira Abdullahi Bello  
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| ABSTRACT                                                                 |                                                                 |
| Good teaching does not come by chance; it is created and planed for. In the process of creating and planning for an effective teaching for the overall benefit of the students, and understanding what constitutes effective teaching is as |
pertinent as understanding the student themselves especially their learning styles. This paper discusses the issue from the point of view of the fact, effective teaching is not about the nature of teaching but more about how well the method is put to use. Some issues and challenges for (IHL) one been presented and discussed, such as taking the lecture method and other teaching techniques by making it interactive, written the learning objectives and preparation of the teaching portfolio. The paper concludes by emphasizing on student rating of lecturers’ performance as a relevant feedback technique and as an emerging practice in universities across the world. One of the suggested solutions to the problem is stressing the need for acquiring ICT knowledge to teachers and student of institute of higher learning Education as a tool for development.

**Keywords:** Teaching, challenges, teaching, learning styles, higher learning

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<td>Hafsat Sani Chindo</td>
<td>Counselling Intervention Strategies for Students with Special Educational Needs</td>
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<td>Ebrahim Tashnehdel</td>
<td>The Role of Parented Bonding and Attachment Styles in Dependence on Drugs.</td>
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**ABSTRACT**

Guidance and counseling is part of educational services provided in school, it aims at helping individuals to understand their strengths and weaknesses, students with special educational needs sometimes find it difficult to comply with the demand and expectation of the society, possibly because of their perceived lack of performance or potential. The main purpose of this paper is to ascertain the counseling intervention strategies for special need students in order to improve their special needs and learning ability. The paper have discussed on the concepts of counseling, special education and special need students, it also highlighted the role of school counselor. Recommendations were made in order to help them achieve a high level of self sufficiency.

**Key Words:** Counselling intervention, special education, special needs students

This study aimed to investigate the role of attachment styles and parented bonding in drug dependency is addressed. The method is exposed research. The population in this study included patient referred to addiction clinics in Tehran. As sample research on addiction clinic have four randomly selected clinics and 100 men and women who responded to the question for this facility. A controlled sample consisted of 100 men and women were randomly selected after a score blow 23 on the test were mental health. Sample of this sampling was available in this study, hazan and shaver attachment style questioner was used to measure attachment style and parkor questioner was used to assess parental bond and to analyze the information collected addition to descriptive statistics, the U ,mann- whitney U chi-square test and ANOVA were used in a following results were obtained. There is a significant difference among the drug addicts and attachment style in normal individuals.Avoidant insecure attachment style and ambivalent attachment to a higher percentage to be allocated.

5th International Conference on Learning, Education and Pedagogy (LEAP), 30-31 August 2016, Istanbul
Room E1030, Faculty of Art and Science (Fen Edebiyat Department), A Block, Yildiz Technical University,
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Factors Behind Classroom Participation of Secondary School Students

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ABSTRACT
Problem statement: It is evidence based conclusion that students’ classroom participation serves many useful purposes like to make students more motivated, support their learning, and improve their communication and to promote higher order thinking skills. Different indicators of classroom participation in literature are found. In addition with job internal factors, there are external factors related to classroom participation.
Purpose of the Study: The current study was an intention to investigate the current level of secondary school students’ classroom participation and to identify factors lie behind it.
Method: Study was conducted on 9th and 10th grade students in government high schools in Lahore city. Randomly 4 schools were selected. Among them two were boys high school and two were girls high school. There were 1689 students enrolled in sample schools. Questionnaire was distributed among 500 students who were further randomly selected from sample schools. Students were asked to respond on 5-point Likert scale. Response rate was 70%. Simple descriptive statistics were used to analyze the data.
Conclusions and Recommendation: The study concluded that students exhibit significant level of classroom participation. Internal and external factors of classroom participation for both genders are not significantly different. It is recommended that there should be efforts by parents and teachers to enhance students classroom participation. In this endeavor meetings with parents and training workshops for teachers should be planned.
Key words: classroom participation, Performance, factors.

Effective Steps in Development of Social Capital in Organizations.

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ABSTRACT
Social capital is one of the best concept in the sociology of organization. The effective role of this concept can expressed in relation among individuals, group and organization its foundation in facilitate the achievement of desired results in obtaining the public benefits, collective actions and partnership development, and also in results such as the increase of cooperation, trust and trades in the society which can improve the relation among individuals groups and organization and can effect on their performance. In this paper concepts, functions different dimensions of social capital and its different with human and physical resources social capital formation process in the organization and education with social capital are investigated initially. Then attempt has been made to use research finding and traditional education in recognizing and investigating the role of modern and traditional education and approaches in the formation of the social capital if can provide some of the necessary condition for the development of the social capital. These methods based on
active methods from social pattern of education. which can cause improvement such as critical thinking, flexibility, analyzing value and and the knowledge analysis, philosophical mind, therefore they can prepare learner for the life in complex virtual and objective social content.

Keywords: social capital, educational approaches, organizational training

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Investigation of Diagnostic Process through the Opinions of the Medical Doctors Who Diagnose Children with Autism

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ABSTRACT
The aim of this study is to describe the current condition by interviewing 15 medical doctors who involved in the diagnostic process of children with autism in the hospitals in Istanbul. In the process of determining the opinion of the specialists for diagnosis, semi-structured interview based on the qualitative research approach was used. Results of the study revealed that most of referrals to medical doctors with a suspicion of autism are done by pediatricians, teachers, pedagogues or psychologists due to the behaviors such as not establishing eye contact, lack of communication. Additionally, it is also seen that the specialists allowed 24 minutes on the average and they diagnosed the autistic children using only screening tests, development scales and DSM criteria. Finally, specialists mentioned that problems such as the insufficiency of the duration for the diagnosis, the lack of biological marker in the diagnosis, the lack of following the neuro-motor development of the child, insufficiency of the special education services for the autistic children, the commercialization of the foundations giving education services in autism, lack of informing the families about autism, were faced during and after the diagnosis.

Keywords: The diagnosis process of children with autism, opinions of the medical doctors, semi-structured interviews

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The Effectiveness of Program Based on Virtual Classrooms to Improve the Attitudes of Mothers of Female Students with Special Needs in Al Ahsa

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ABSTRACT
Present study investigated the effectiveness of a program (which is educational, training and counseling program) that is used in virtual classrooms to improve
attitudes of mothers of female students with special needs in the 3rd grade in Al-Ahsa, The Kingdom of Saudi Arabia, towards using these virtual classrooms. In order to achieve the objective of the study, we have selected a sample consisted of (10) mothers who have daughters diagnosed with special needs (Educable Mentally Handicapped), and developed a scale consists of (34) items to measure mothers’ attitudes towards virtual classrooms. In addition to this, we urged mothers to apply the virtual classroom system for two months, and conducted pre- and post-measurements on the program’s scale. From the results, we found that there were statistically significant differences between pre- and post-measurement among the same experimental group after the application of the program in favor of the post-measurement, which indicates that there was a significant improvement in mothers’ attitude towards virtual classrooms. Therefore, the study highly recommends that it is necessary to use the virtual classroom system with female students with special needs.

Using Graduated Guidance to Teach Game Skills Children with Autism

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ABSTRACT

Children with normal development can achieve knowledge from the outside on their own or while they are playing with their playmates. However, this is not the case for children with autism, as they mostly prefer to be alone, they have difficulties in learning by observing, and they cannot imitate others. By using data based applications that are on a scientific basis, children with autism are expected to socially interact/communicate with their peers with the help of game teaching. Thus, the research on such applications has great influence on achieving the aims of teaching games with rules to children with autism.

In this study, one of the single subject research methods, multi inspection among participants design has been used. Three children at ages 6-7 who are diagnosed with autism are the sample subjects for this research. The subjects are chosen from the children who are examined in the Guidance and Research Center and are diagnosed with autism, who benefit from the support special education services. The research is executed in one of the education application schools in Kadıköy district of Istanbul. In order to keep track of the research data, a skill analysis data registration form is used. By analyzing the specified game with rules, skill scales have been constructed. Furthermore, starting, application, inspection, observation, and generalization sessions are recorded for the participants who have parental consent. The gathered data will be registered in the registration form, and then will be visually analyzed via graphs. When visually analyzing, data’s slope, level, and variability will be taken into account. For visual analysis, it will be analyzed whether the slope is increasing, decreasing, or stable; for the levels, the increase between the last point on the starting level and the application data’s first point will be observed; and for the variability, it will be analyzed whether the data points are consistent. With the help of this study, in addition to learning games with rules, students with autism are aimed to improve their social
interaction/communication skills and easily make a transition to inclusive education medium. Due to the fact that the study is in progress, the findings and the results section are going to be prepared according to the research’s results in full document; the obtained findings will offer suggestions to teachers and researchers.

Keywords: autism, teaching with step-by-step guidance method, game with rules, special education

Online Teaching and Learning Processes: Declarative and Procedural Knowledge

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ABSTRACT
To know whether students’ achievements are the result of online interaction and not just a consequence of individual differences themselves, it seems essential to link the teaching presence and social presence to the types of knowledge built. The research aim is to analyze the social presence in relation to two types of knowledge, declarative and procedural. Qualitative methodology has been used. The analysis of the contents was based on an observation protocol that included community of enquiry indicators and procedural and declarative knowledge indicators. The research has been conducted in three phases that focused on an observational protocol and indicators, results and conclusions. Results show that the teaching-learning processes have been characterized by the patterns of presence and types of knowledge. Results also show the importance of social presence support provided by the teacher and the students, not only in regard to the nature of the instructional support but also concerning how it is presented to the student and the importance that is attributed to it in the teaching-learning process, that is, what it is that assistance is offered on. In this study, we find that the presence based on procedural guidelines and declarative reflection, the management of shared meaning on the basis of the skills and the evidence of these skills entail patterns of learning. Nevertheless, the importance that the teacher attributes to each support aspect has a bearing on the extent to which the students reflect more on the given task.

Keywords: Education, online, teaching and learning processes, knowledge

Punctuation Marks

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ABSTRACT
Parents, peers, schools, and the media are the primary contexts for educating young people about sexuality. Yet girls receive more sex education than boys, particularly in terms of menstruation. Lack of attention to how and what boys learn about menstruation has consequences for their private understanding about the biology of reproduction and also for social and cultural ideologies of gendered relationships. In this qualitative study, 23 written narratives from male undergraduates (aged 18-24 years) were analyzed using grounded theory methodology to explore how young men perceive their past and present
learning about this uniquely female experience. Findings suggest that most boys first learned about menstruation in their families, primarily through their sisters’ menarche; menstruation is experienced—in boyhood at least—as a gender wedge; and most men described a developmental process of moving from a childish attitude of menstruation as “gross” to seeing themselves as maturing through the experience of an intimate relationship.

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Investigating the Factors that Motivate Pakistani House Wives to Learn English Language

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ABSTRACT
This research is a study of the motivation behind the educated Pakistani housewives to learn English language. The purpose of the study is to identify the reasons responsible for motivating the house wives, who do not have any professional compulsion to get admission in English language courses. It analyzes the nature of their motivation i.e. if it is more instrumental or more integrative. Descriptive style was selected for the study and a survey was conducted by developing a questionnaire and administering it to the selected sample. The data was collected by the researcher herself and was analyzed quantitatively in Excel program. Discussion was made in the light of the findings.
Key Words: Motivation, House Wives, Language learning.

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Effectiveness of Short Stories For Enhancing Students’ Writing Skill at Primary Level in Pakistan

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ABSTRACT
Writing skills form an important part of modern primary school education. Early writing skills have been shown to positively predict academic success in later years. The current study aims to identify the effects of short story on acquiring writing proficiency of English language learners at Primary level. A sample of 120 students were selected through simple random sampling method from three public schools in Islamabad. The students were equally divided in to a control and experimental group. A pre-test was conducted and evaluated. After eight weeks teaching through SSTM (short story telling technique) and through other techniques, a post-test was conducted and evaluated through same way. Significant percentage difference was found out between the scores
of two groups through analysis of data. It was recommended that SSTM should be used in intricately with other writing techniques.

Key words: Short Stories, Academic Success, Writing Skill.

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Learners’ Difficulties in Learning English for Specific Purposes : The case of Second Year LMD Political Sciences Students

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ABSTRACT

The aim of this research is to investigate learners’ difficulties of second year political sciences when learning English, faculty of law and political sciences, department of political sciences. It looks for the difficulties faced by learners. These learners cannot use English in their specialized area because they do not possess technical vocabulary of their field. Depending on needs analysis, this study proposes some suggestions that may improve the linguistics competences of students of second year political sciences and thus, to permit the appropriate use of English in their field.

Key Words: Needs Analysis- ESP-Speaking Skill-Political Siences.

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Studying the Effects of Audio-Visual Aids on the Teaching of English Language at Middle Level

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ABSTRACT

The present research is aimed to conduct a survey of use of Audio-Visual aids on the teaching of English in Peshawar city. Its purpose was to find out whether teachers are familiar with Audio-Visual aids and to what extent these aids are utilized in the classrooms. The study is descriptive in nature and is based on survey technique. Nine schools were selected randomly for the study and 100 students were selected through stratified random sampling from grad 7, 8 and 9. A questionnaire was developed from the review of related literature and with the help of experts’ advice. It was used to collect data. Finally conclusion and suggestions were drawn on the basis of the data analyzed. In the light of the collected data some practical recommendations were made.

Key words: Audio Visual Aids, Effects, techniques

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ABSTRACT

The purpose of this study was to determine the factors influencing Board of Managements performance in Teacher recruitment in public secondary schools in Mbooni West District, Kenya. The objectives of the study were: To determine the extent to which BOM members preparation by their secretary on the recruitment process,their exposure to management training,thier level of
education, political and religious authorities and the DEO’s administrative guidance to BOM members’ influence their performance in teacher recruitment in Mbooni West District. The study employed descriptive survey. The target population for the study consisted of teachers recruited by selection panels, head teachers and BOM members appearing as educationists, who have participate in teacher recruitment exercise in the 39 public secondary schools in Mbooni West District under the time of this research. These were 73 newly recruited teachers, 39 head teachers and 39 BOM members- educationists. The population for the study was 151 respondents. The study targeted 13 public secondary schools and 13 principals were targeted. According to Mugenda & Mugenda a sample size of 30% is considered to be sufficient. A sample of teachers 217 and 217 BOM members were taken according to Krejcie and Morgan table. To select the BOM members purposive sampling was used to make sure that the BOM chairmen are selected and sampled. Research instrument used in this study was questionnaires. The questionnaires were both open ended and closed ended questionnaires. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results was presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. This is deemed to be easy in interpretation and is convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. The study evaluated the effectiveness of BOM’s in teacher recruitment. The study sought to determine how teachers learn of the existing teaching post. From the study findings majority indicated that they learned about the existing teaching post through newspaper advertisement. This implies that BOM finds newspaper as an effective media channel to advertise teaching posts which may be due to its reliability in terms of advertisement content durability and therefore able to reach many during advertisement period. On further interview on how they applied for the vacant posts majority indicated that they sent a letter of application with CV, quite a number also turned up in person to school with few indicating that they sent a filled in application form. Further majority of the respondents indicated that they were invited to attend the selection interview through telephone call and letter of invitation with only few indicating that they were invited for interview through word of mouth and school notice board. On further interview majority indicated that they were invited for interview for 5-9 days with few indicating that they were invited for interview the same day the interview was being conducted and that there was a panel of interviewees during the day of the interview. The study further sought to determine the effectiveness of BOM during the interview exercise basing on certain statements. From the study findings majority agreed that the panel accorded candidates warm reception during interview, majority also agreed that the panel was courteous to candidates and that they created a relaxed atmosphere as indicated by majority. Further the study indicated that majority agreed that the panel had good questioning skills and appeared adequately prepared as indicated by majority. Further the study also revealed that the panel did not embarrass candidates as indicated by majority of the respondents. This implies that BOM always preparation and confirms with interview requirements during the exercise. Further the study also assessed boards during the interview exercise basing on certain statements. The study findings indicated that majority agreed that the board is competent in recruitment majority also agreed that members asked questions in their area of
specialization only, there was uniform award of marks as indicated, also agreed that only interview outcome determined successful candidate, that academic qualification was a valuable asset, majority further disagreed that giving something is necessary for short listing. On further interview head teachers indicated that the preparations they made before the interview were inviting the panel members and going through the set marking scheme and that during the interview their work was to ensure that the laid down procedures are followed and they also participate in an interview exercise by asking questions. Further they indicated that they experiences challenges such as lateness of those to be interviewed and that many candidates turned up for the interview. This implies that the board is not biased during interview exercise and therefore well organized in carrying out the exercise. The study recommends that academic qualification should be put in to consideration in choosing BOM members for the interview panel to enhance competent in recruitment. The study further recommends that advertisement of the vacancy posts ant the entire recruitment process should be open and transparent and also be conducted in professional manner so that the best candidate among the applicants can be chosen. The study further recommends that the board should strictly follow the TSC recruitment guidelines so that no biases on complaints arises from the recruitment process. The researcher recommends that studies on Factors Influencing Board of Managements Performance in Teacher Recruitment in Public Secondary Schools should be done in other districts of Kenya in order to generalize the results.

The Integrating Technology Education for Professional Development of Teachers.
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ABSTRACT
The deployment of teacher education programmes, especially to upgrade and change teaching practices, has always been a challenge for teacher educators. It is even more challenging when a group of teacher educators from conventional educational practices get together to develop an innovative professional development programme that is aimed at bringing about a paradigm shift in teaching-learning processes. This is especially so in the case of persuading teachers to integrate technology into their teaching. In spite of the emerging thrust over customization of learning experiences and greater utilization of information technology, face-to-face communication is still considered to be an ideal mode for teaching and learning process. To enable teachers to shift from their habitual approach to contemporary approach, an on-line teacher education programme is being developed by I-CONSENT, the Indian Consortium for Educational Transformation, that was formed to support the development and deployment of ICT based programs for teacher education and for school transformation. This paper describes the innovative approach adopted for the professional development of teachers. It focuses on integrating technology skills based on authentic learning situations from actual school life. It emphasizes that learning designs when prototyped according to real-life events or situations, help learners to internalize learning by engaging in critical reflection, collaborating and cooperating. This claim is supported by necessary and appropriate illustrations that reflect the uniqueness of this learning design.
Most important, an attempt is made to highlight the developmental processes that took place while designing this programme.

The Integrating Technology Education for Professional Development of Teachers.

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ABSTRACT
The deployment of teacher education programmes, especially to upgrade and change teaching practices, has always been a challenge for teacher educators. It is even more challenging when a group of teacher educators from conventional educational practices get together to develop an innovative professional development programme that is aimed at bringing about a paradigm shift in teaching-learning processes. This is especially so in the case of persuading teachers to integrate technology into their teaching. In spite of the emerging thrust over customization of learning experiences and greater utilization of information technology, face-to-face communication is still considered to be an ideal mode for teaching and learning process. To enable teachers to shift from their habitual approach to contemporary approach, an on-line teacher education programme is being developed by I-CONSENT, the Indian Consortium for Educational Transformation, that was formed to support the development and deployment of ICT based programs for teacher education and for school transformation. This paper describes the innovative approach adopted for the professional development of teachers. It focuses on integrating technology skills based on authentic learning situations from actual school life. It emphasizes that learning designs when prototyped according to real-life events or situations, help learners to internalize learning by engaging in critical reflection, collaborating and cooperating. This claim is supported by necessary and appropriate illustrations that reflect the uniqueness of this learning design. Most important, an attempt is made to highlight the developmental processes that took place while designing this programme.

Exploring Students’ Conceptions of Good Teaching within Teacher-Centered and Learner-Centered Pedagogies of their Teachers in a Disadvantaged Rural Public School in the Philippines

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ABSTRACT
In 2012, the Philippines implemented the K-to-12 curriculum and mandated for a replacement of traditional forms of teaching with learner-centered pedagogy. This move however placed learner-centered pedagogy in a binary opposition against teacher-centered instruction, creating a simplistic dichotomy between good and bad teaching. It is in this dichotomy that this study seeks to obtain a deeper understanding of what constitutes good teaching across a range of learner-centered and teacher-centered pedagogies in the context of public schools in disadvantaged communities.
While studies about good teaching and learner-centered education looked mainly into the perceptions of teachers and administrators, there has been a paucity of qualitative research on students, whose voices must be considered in the formulation of inclusive policies that advocate for true education reform. Using ethnographic methods including student focus groups, classroom observations, and teacher interviews, responses from students of disadvantaged public schools reveal that good teaching include both learner-centered and teacher-centered practices that incorporate a sense of ‘academic caring’ which sustains students’ motivation to achieve in school despite the challenging learning environments. For the students, a combination of these two pedagogies equips them with the life-long skills necessary to gain equal access to sustainable economic opportunities in their local communities.

The Role of Arts Education in Nigeria

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ABSTRACT

Education in Nigeria is vital and has been adequately challenged. The survival of this engine house which services the country should be a concern. According to Afigbo, “education is the aggregate of ideas, methods, institutions, facilities and personnel designed and deployed by society to teach its members how to get through life by doing or by nursing and realizing set goals” (2004). If the house is shaky, what happens to the rooms? Arts in education translate the ideas of educational system into reality. It is to be noted that, it is one thing to introduce a subject in school, and another to successfully implement it. The state of art has for many years been a source of concern due to neglect. This neglect runs across primary, secondary and tertiary institutions. Art organizations are not left out of it; some of these impacted organizations are museums, cultural centres, National Theatres etc. Sharing in this plight, Uzoagba explains the situation, “if a proper understanding of art education has been made and better instructions on art followed in our schools and colleges much would have been done to redeem the subject from the neglect it has always suffered in our society (2002, 40). Art is an important aspect of culture, social, economic, political and other aspects of society.. Art Education enables students to become creative arts practitioners (Ajekeye, 1982, 2-3). Students learn to develop the necessary imaginative, intellectual, theoretical and practical skills to equip them for continuing personal development and professionalism (Ajibade, Enamhe and Oloidi, 2011,2006). Art informs and provides visual, tactile and more practical learning environments. In the primary and secondary level of education, art teaching is in the service of general development of the pupils, which actually starts with drawing and illustrations in demonstrations of events which are supposed to be read out. But, instead of reading out, the illustrations speak on their own and leave lasting impressions in the pupils.
Core Practices and Pedagogies of Teacher Education

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ABSTRACT
Currently, the field of teacher education is undergoing a major shift—a turn away from a predominant focus on specifying the necessary knowledge for teaching toward specifying teaching practices that entail knowledge and doing. In this article, the authors suggest that current work on K-12 core teaching practices has the potential to shift teacher education toward the practice of teaching. However, the authors argue that to realize this vision we must reimagine not only the curriculum for learning to teach but also the pedagogy of teacher education. We present one example of what we mean by reimaged teacher education pedagogy by offering a framework through which to conceptualize the preparation of teachers organized around core practices. From our perspectives, this framework could be the backbone of a larger research and development agenda aimed at engaging teachers and teacher educators in systematic knowledge generation regarding ambitious teaching and teacher education pedagogy. We conclude with an invitation to the field to join with us in imagining approaches to generating and aggregating knowledge about teaching and the pedagogy of teacher education that will move not only our individual practice but also our collective practice forward.

Integrating Technology Education for Professional Development of Teachers.

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ABSTRACT
The deployment of teacher education programmes, especially to upgrade and change teaching practices, has always been a challenge for teacher educators. It is even more challenging when a group of teacher educators from conventional educational practices get together to develop an innovative professional development programme that is aimed at bringing about a paradigm shift in teaching-learning processes. This is especially so in the case of persuading teachers to integrate technology into their teaching. In spite of the emerging thrust over customization of learning experiences and greater utilization of information technology, face-to-face communication is still considered to be an ideal mode for teaching and learning process. To enable teachers to shift from their habitual approach to contemporary approach, an on-line teacher education programme is being developed by I-CONSENT, the Indian Consortium for Educational Transformation, that was formed to support the development and deployment of ICT based programs for teacher education and for school transformation. This paper describes the innovative approach adopted for the professional development of teachers. It focuses on integrating technology skills based on authentic learning situations from actual school life. It emphasizes that learning designs when prototyped according to real-life events or situations, help learners to internalize learning by engaging in critical reflection, collaborating and cooperating. This claim is supported by necessary and appropriate illustrations that reflect the uniqueness of this learning design.
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Most important, an attempt is made to highlight the developmental processes that took place while designing this programme

Effects of Crossword-picture Puzzle Teaching Strategy and Mental Ability on Students’ Attitude to Basic Science

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ABSTRACT
This paper examined the effects of crossword-picture puzzle (CPP) and mental ability on students’ attitude to Basic Science. A pretest-posttest quasi experimental design was used. The sample comprised 389 JSS II Basic Science Students from nine schools randomly selected in three States (Oyo, Ogun and Ondo) in Southwestern Nigeria. Three instruments used were-Teachers’ Instructional Guides for: Crossword-Picture Puzzle Teaching Strategy, Conventional Lecture Method and Basic Science Students’ Attitude Scale (r=0.80). 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 students’ attitude to basic science (F (2,389) =11.51; p<0.05; ้ว²=.06). Crossword-picture puzzle enhanced attitude scores (58.43) than Conventional Lecture Method (52.08). Mental ability had no significant main effect on students’ attitude scores (F (2,389) =.503; p>.05; ้ว²=.003). The interaction effect of treatment and mental ability on attitude scores was not significant (F (4,389) =0.320; p>.05; ้ว²=0.003). Crossword-picture puzzle strategy is therefore, recommended to be adopted by Basic Science teachers and curriculum planners in enhancing students’ attitude to Basic Science.

Keywords: crossword-picture puzzle, attitude, mental ability, Basic Science, southwestern Nigeria

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Teaching Literature Using Critical Thinking and Communicative Approaches

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ABSTRACT
Teaching literature in Algeria encounters many difficulties in how it should be taught. The Algerian government and Ministry of Higher Education both have attempted to develop the way of teaching Literature in order to solve the main problems. Both have asserted that due to the lack of training in previous years of instructors and students. Therefore, teaching Literature still faces problems. However, there are clear differences between teaching literature in the first language (L1) contexts and in second language (L2) contexts (Durant, 1995). This research involves Masters Students of Literature at the University of Ouargla, Algeria. It combines the Communicative Approach, which aims to
improve linguistic skills and the Critical Thinking Approach which seek to increase and develop engagement with reading and intellectual thinking in the field of literature (Scriven, 1996). This research aims to explore and develop a deeper insight into teaching literature in the Algerian university context, by combining these approaches and examining how they are and how students perceive and experience the learning process. This study is exploratory research which uses qualitative methods by constructing open-ended questions survey. This research uses four innovative methods such as using the Title and Cover Design of a Book, Using Themes, Sealing a Time Capsule and Guiding student comprehension with four Arabic novels translated into English. The selected novels are classified as postcolonial literature, and concern recent Arabic events. The choice of the novels is mostly based on considering the effectiveness of the Communicative, and Critical Thinking Approaches which both depend on using materials which the students will find of contemporary relevance and be keen to share and discuss.

Key words: The Critical Thinking Approach, Communicative Approach, Algerian universities

The Proximity Of Distance Education: Dynamics To Overcome Student Isolation

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ABSTRACT

Owing to the heightened demand for life-long learning globally, continuous development of science and technology, and subsequently, the proliferation of the distance learners Distance education has become the fastest developing area of education with student attrition as the principal challenge. Student isolation, which is putatively the responsible constraint for student non-persistence, has become an unresolved challenge and a considerable concern to distance educators. The physical absence of a teacher and learners at the same learning environment can foster the feeling of isolation by learners. In this vein, it is monumentally pertinent for distance educators to discover and implement dynamics that is capable of eradicating student isolation in distance learning environment. This study focuses and presents engagement initiatives that help to build a synchronous learners’ group of study that involves: rendering agreed platform of study to clarify behavioral intention, involving interactive and humanized materials, creating stimulating online platforms and presenting learners their peers’ sentiments about a course material.

Keywords: Distance, Isolation, Proximity, Retention Presentation Preference: Oral

Perceptions of Nurses on Physician- Nurse Communications at Pediatric Intensive Care Unit

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ABSTRACT

5th International Conference on Learning, Education and Pedagogy (LEAP), 30-31 August 2016, Istanbul Room E1030, Faculty of Art and Science (Fen Edebiyat Department), A Block, Yildiz Technical University, Davutpassa Campus, Istanbul, Turkey
Effective communication between nurses and physicians is very important in facilitating improved patient care outcome especially in intensive care unit. Studies show that good relationship between the nurse–physician reflected positively on patient care outcomes. Other benefits of high-quality communication between nurses and physician include: collaboration, productivity enhancement; morale for all caregiver enhance decision making ability and improve patients’ safety.

INTRODUCTION-Background-Continue: It has been suggested that these communications and collaboration improve nurses' retention at work and this is very important especially in some countries such as Saudi Arabia where there are severe shortages of qualified nurses. However, studies on the outcomes of intensive care units have shown that disturbed communication among nurses and physicians is the most significant factor associated with increased hospital mortality.

The Implication of News Segments and Movies for Enhancing Listening Comprehension of Language Learners

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Abstract

Armed with technological development, the present study aimed at gauging the effectiveness of exposure to news and movies as two types of audiovisual programs on improving language learners’ listening comprehension at the intermediate level. To this end, a listening comprehension test was administered to 108 language learners and finally 60 language learners were selected as intermediate language learners and randomly divided into group one and group two. During the experiment, group one participants had exposure to audiovisual news stories to work on in-and out-side the classroom. On the contrary, the participants in group two had only exposure to a sample selected utterances extracted from different kinds of movies. At the end of the experiment, both groups took another sample listening test to find out to what extent the participants in each group could enhance their listening comprehension. The results obtained from the post-test were indicative of the fact that the participants who had exposure to news outperformed the participants who had exposure to movies. The findings of the present research seem to indicate that the language input embedded in the type of audiovisual programs which language learners are exposed to is more important than the amount of exposure.

Keywords: Audiovisual news, Movies, listening comprehension,
Intermediate level

1. Introduction

In today’s audiovisually driven world, technology has become the track upon which the train of education is heading toward its destination quickly. The growth of its application and its rapid development in transforming the process of learning is unbelievable (Mayya, 2007). Computer Assisted Language Learning (CALL), computer and audiovisual equipped classes, the internet, e-mail, chat, and Mobile Assisted Language Learning (MALL) are just a few examples of the application of technology in language teaching/learning. As a result, language learners can have access to various types of authentic language input through various technologies such as the computers, TV, and CDs/DVDs for language learning.

In view of the above, various audiovisual programs such as news and movies have the potential to be utilized for language learning. The pedagogical values of news stories and movies as two sources of authentic language input to be used for language learning improvement have been emphasized by many studies. In this regard, there are a number of particular characteristics observed in developing any TV and radio news which make it different from other genres.

In this regard, one of the characteristics of TV news which make it pedagogically worthy to be used in English as a foreign language (EFL) and English as a second language (ESL) classrooms is vocabulary recycling (Blatchford, 1973; Brinton & Gaskill, 1978). The recycling feature of vocabulary in TV and radio news genre is also considered as redundancy of input which is generally understood by the students to help their second language comprehension (Chaudron, 1983; Chiang & Dunkel, 1992).

In the same line of argumentation, news writers and very experienced news reporters or newscasters are aware of the role of the news genre in the public attitude. As a result, they make their attempts to present the news stories, discussions, and commentaries as precisely and directly as possible to draw individuals’ attention. To reach the goal,
news agendas also use specific vocabulary items and structure in order to make the news more understandable with a large group of the public. As the news consistently includes the same words and utterances, a good pedagogical benefit implicitly exists in TV and radio news programs (Blatchford, 1973).

Another essential characteristic of TV news genre is the fluency of speech which is the use of appropriate pausing, rhythm, intonation, stress, rate of speaking, and the use of interjections and interruptions (Bell, 2003). Chambers (1997) considered fluency as a component of oral proficiency which is acquired and emerges naturally. Consequently, fluency of speech is a dominant linguistic feature which can be observed in utterances designed and developed to be read by newscasters.

Moreover, one more important feature of TV and radio news is the special discourse which is used throughout the issue. In this regard, essential factors such as the nature of the news, the cognitive, affective and social status of both the news items and the audience, the structure of the news, etc. should be of focus. Therefore, while listening to a piece of news, comprehending is not merely associating meanings to words, sentences or discourses, but constructing mental models in episodic memory, including our own opinions and emotions associated with an event we hear or read about (Van Dijk, 1991).

Movies have also long been regarded as an important resource for foreign language instructors because it is an authentic source of material (Kaiser, 2011). The spoken language of movies often includes various types of speeches such as the speech of various educational levels, the speech of children and non-native speakers, slang and jargon, rural and urban speech, and a range of regional dialects that language learners will encounter in the target language country (Kaiser, 2011).

Movies provide language learners with multi-sensory input that is close to what they will likely find and encounter in real world communication (Arcario, 1993). In the same line, Istanto (2009) highlighted the pedagogical value of movies as an effective platform for the language learners to immerse themselves in the target language.
culture. Generally, movies have the potential to provide the language learners exposures to the real language uttered in authentic settings.

In view of the above, one of the most important ways of improving language learners’ listening comprehension in intermediate level may be through having greater exposure to news or movies as sources of authentic language input.

2. Review of the related literature

Exposure to various programs, for example, news and movies and the pedagogical value of such materials in enhancing different language skills have been the focus of many studies. In this regard, some of the researches in relation to the integration of news and movies into language learning classes are considered.

In a research conducted by Brinton and Gaskill (1978), the effect of listening to TV and radio news on improving EFL students’ listening comprehension was studied. Brinton and Gaskill (1978) argued that using TV and radio news utterances as teaching material has proved effective on improving listening comprehension of EFL learners having difficulty in dealing with comprehending news utterances. A similar study which focused on using TV news to improve listening proficiency was also conducted by Poon (1992). In addition to the above mentioned studies, Baker (1996) also focused on the pedagogical value of TV news in EFL classes and listening comprehension. According to Baker (1996), TV and radio news can help EFL students improve their listening comprehension.

The use of fast speech such as those of TV and radio news in EFL/ESL classrooms has also been studied by some other scholars. In this regard, Cauldwell (1996) conducted a study aiming at discovering the relationship between direct encounters with fast speech such as TV and radio news and teaching listening to EFL students. Accordingly, students may have some problems coping with fast speech at first. However, EFL students can diminish these problems and improve their listening through a great amount of exposure to fast speech. Another short study conducted by Mackenzie (1997) also highlighted the possibility of using TV and radio news reports at all levels of EFL.
learning. The study rejected the assumption that because the reporters speak too fast, the content is too complex, and the vocabulary is too difficult, TV and radio news cannot be used at lower levels of EFL situations.

Regarding proficiency and comprehension of television and radio news in a foreign language, a research by Berber (1997) highlighted the point that through enough exposure to these materials, students can easily cope with the comprehension of such materials. Cabaj and Nicolic (2000) also noted that a great amount of exposure to TV and radio news could help students cope with TV and radio news broadcasts easier. Moreover, through exposure to TV news and radio programs students acquire the knowledge, structures, strategies, and vocabularies they can use in everyday situations.

In the same line, a study was conducted by Bell (2003) focusing on the pedagogical value and informative aspects of TV and radio news broadcasts in EFL settings. He considered background knowledge or content schemata, formal schemata, and linguistic difficulty as three broad categories for selecting any kinds of TV and radio news stories for the EFL classrooms. However, Wetzel et al. (1994), in their study, found that TV news is not always helpful in comprehension.

More recently, Bahrani and Tam (2012) considered the effectiveness of exposure to news, movies, and cartoons in enhancing the low level language learners’ language proficiency. The study was conducted with 60 low level participants majoring in TESL who were divided into 3 separate classes (20 participants in each class). Each class was separately exposed news, movies, or cartoons. The results of the study showed that the low level language learners who were instructed using news materials could not gain significant language proficiency improvement. Bahrani and Tam (2012) argued that the language input of news materials might have been included a lot of incomprehensible language input which the low level participants could not comprehend and internalize to be contributed to their language proficiency development.

In short, the majority of the aforementioned descriptive and experimental works have been conducted on the pedagogical value
and the effect of exposure to TV and radio news genre on promoting different language skills especially listening comprehension but none of them has specifically focused on the relationship between exposure to news genre and EFL learners’ speaking proficiency (Poon, 1992; Baker, 1996; Berber, 1997; Beach & Somerholter, 1997, to name only a few). This was one of the initial reasons to carry out the present study.

With regards to movies as another type of audiovisual program, Chapple and Curtis (2000) favored movies as a source of authentic language materials to be integrated in content-based instruction classes because they have many cross-cultural values, provide an excellent basis for the development of critical thinking skill, provide a rich source of content for language learners, and offer linguistic diversities. Moreover, the visual input of movies such as the interesting content, extended context, and rich visual imagery make movies motivating authentic material for language learning. The contextual clues also boost language learners’ comprehension of the language used in the movies (Chapple & Curtis, 2000).

The review of the qualitative studies regarding the integration of movies as a source of authentic language input for language learning is limited. For example, a study was conducted by Yuksel (2009) considering the effects of viewing captioned movie clip on EFL learners' vocabulary development. The study was conducted with 120 students in a preparatory class. The participants were randomly divided into two groups. Before the treatment, the participants in both groups took a sample 20-item vocabulary knowledge scale pre-test. During the study, group one participants were exposed to some movie clips with captions while the second group participants were exposed to the same movie clips without captions. One month after the treatment, both group participants were given another vocabulary knowledge scale test with 20 words as a post-test.

The results obtained from the pre-post tests of both groups revealed that both groups demonstrated significant gains. In fact, watching the movie clips reinforced the expansion of the vocabulary knowledge of the language learners regardless of the presence or the absence of captions (Yuksel, 2009). According to Yuksel (2009), the
development in the vocabulary knowledge stems from the importance of encountering the words in the real context. In fact, incidental vocabulary learning can be achieved by resorting to contextual cues. This calls for an essential pedagogical implication for teachers about using movies as authentic source of contextual communication materials to support learners’ vocabulary learning instead of explaining the words in an isolated manner (Yuksel, 2009).

Huang and Eskey’s (2000) considered the effectiveness of exposure to closed captioned TV (CCTV) on intermediate language learners’ listening comprehension. The findings of the study showed that captions improved listening comprehension skill. Similarly, Markham (1999) carried out a research on the effects of captioned videotapes on second language listening word recognition skills. Markham reported that the presence of captions significantly helps language learners develop their listening word recognition skill.

However, a more recently comprehensive research has been conducted by Hayati and Mohmedi (2011) on the effect of exposure to movies with and without subtitles on listening comprehension improvement. The study was carried out with 90 intermediate language learners who were randomly divided into three groups of 30 participants at an Islamic Azad University in Iran. During the study which lasted for 6 weeks, group one was exposed to some segments of various movies with English subtitle, group two was exposed to the same segments of the same movies without subtitle, and group three was exposed to the same segments of the same movies with Persian subtitle. At the end of the study, a multiple-choice comprehension test was administered to all the three groups to evaluate their listening comprehension development and provide grounds for comparison. The results of the study were indicative of the fact that the English subtitles group performed significantly much better than the Persian subtitles group and the no subtitle group on the listening comprehension test. More particularly, the results proved that exposure to movies with English subtitles will help EFL intermediate students to develop their listening comprehension significantly.

In addition to the above-mentioned quantitative studies, a few researchers (Ryan, 1998; Heffernan, 2005) have also anecdotally
considered movies to be utilized as authentic motivating materials which have the potential to enhance language learning by decreasing the low affective filter.

In a nutshell, the review of the related literature on the use of news and movies as sources of authentic language input is mostly limited to either some qualitative studies which have considered news or movies to be pedagogically valuable authentic motivating material for language learning or a few quantitative studies which have focused on the effects of exposure to news or movies on enhancing listening skill. As a result, the present research aimed at providing empirical evidence of the effectiveness of exposure to news and movies on enhancing the intermediate language learners’ listening comprehension.

3. Research questions

More particularly, this study is set out to answer the following questions:

1. To what extent does greater exposure to audiovisual news improve the intermediate level language learners’ listening comprehension?
2. To what extent does greater exposure to various movies improve the intermediate level language learners’ listening comprehension?

4. Methodology
4.1 Participants

Initially 108 language learners including both males and females majoring in Teaching English as a Foreign language (TEFL) from Iran volunteered for the research. Out of the initial population, 60 participants were selected based on a pre-test to carry the research.

4.2 Instruments and materials

The first instrument was a sample listening comprehension test from international English Language Testing System (IELTS) which was used as a pre-test. The second instrument which was used as a post-test was another sample listening comprehension test from IELTS.
Efforts were made to ensure that the post-test was not focused on input from any one type of genre, for example, news or movies.

Regarding the materials that were used, it should be mentioned that 2 kinds of different materials from the same audiovisual technology (TV) were used. The first one was a collection of 74 hours authentic news programs including both video and audio extracted and prepared from Press TV, BBC, and CBS which was given to group one to work on in-and out-side the classroom. The second material was a collection of 74 hours movies such as Matrix and Final Destination for group two to work on in-and out-side the classroom.

4.3 Procedure

This research was conducted based on pre-test and post-test design. The first step to take, before the participants were selected, was to verify the reliabilities of the sample IELTS listening comprehension pre-post tests. To do so, parallel tests method was utilized to verify the reliability of the two sample parallel tests. According to Bachman (1990), in order to calculate the reliability of two tests by parallel tests method, the correlation between the two tests should be calculated. Then, the correlation is considered as the reliability coefficient. Accordingly, both tests were administered to two trial groups of language learners including 10 participants. From the results obtained from the results of the two tests, the correlation between the two parallel tests was calculated as 0.862 using the Cronbach’s Alpha formula. This was indicative of the fact that the two tests were also verified in terms of reliability.

Once the reliabilities of the above-mentioned tests were verified, one of the tests was given to 108 ESL students including both males and females. When the scores of the tests were obtained, 60 participants who scored one standard deviation above and below the mean (19 to 22) were selected as homogeneous intermediate language learners. Then, the 60 homogeneous participants were divided into two groups as group one (n=30) and group two (n=30) based on random judgment sampling.

Throughout the experiment which lasted for 12 weeks and 4 hours a
week, group one and group two participants sat in two separate conversation classes. Both classes were run by one of the researchers. Group one participants were instructed with the news media exposure (from the above mentioned 74 hours news) as one kind of genre specific language listening material to work on in-and-outside the classroom with researchers monitoring. Group two was instructed with exposure to movies (from the above mentioned 74 hours movies) to work on in-and-outside the classroom with researchers monitoring.

During the experiment and for each interval between every two sessions, the participants in group one were asked to watch and listen to at least 4 hours of the already selected news from the collection from audiovisual technology outside the classroom and write down the summary of whatever was heard which was viewed and discussed later inside the classroom.

Moreover, group two participants were also asked to do the same with movies outside the classroom. In other words, they were also asked to watch and listen to at least 4 hours of the already selected movies from the collection outside the classroom and write down the summary of whatever was heard which was viewed and discussed later inside the classroom. This was only done to make sure that group one participants had at least the same minimum amount of exposure to news from the audiovisual technology and group two participants had at least the same minimum amount of exposure to movies from the audiovisual technology outside the classroom.

After 12 weeks of exposure of group one to news from audiovisual technology and group two to movies, all the participants took the same sample listening comprehension test from IELTS as a post-test to check if there was any change in their listening.

5. Results and Discussion

After the end of the experiment, the research questions were answered according to the data obtained from the administration of the pre-post tests to both groups. In relation to the first question, the results obtained from the pre-post tests related to the participants who had exposure to news during the period of the study showed a great
difference in the means of the pre-test and the post-test. However, in order to find out to what extent this change in the means was significant, a statistical analysis of a paired sample t-test was employed. According to the results of the paired sample t-test, the difference was significant (p<0.05) which was indicative of the fact that greater exposure to news had a significant effect on improving the listening comprehension of the intermediate level language learners.

Considering the second question which was about the effect of exposure to movies on intermediate level language learners’ listening comprehension, the results of the pre-post tests related to the participants who had exposure to movies during the period of the study showed a minor difference in the means of the pre-test and the post-test. However, in order to find out to what extent this small change in the means was significant, a statistical analysis of a paired sample t-test was also employed. According to the results of the paired sample t-test, the difference was not significant enough (p>0.05) which was indicative of the fact that greater exposure to movies did not have a significant effect on improving the listening comprehension of intermediate level language learners. Following is the statistical analysis related to the data obtained from the administration of both tests to the both groups:

Table 1: Descriptive statistics related to group one pretest and posttest results

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group one pretest</td>
<td>30</td>
<td>16</td>
<td>0.54</td>
</tr>
<tr>
<td>Group one posttest</td>
<td>30</td>
<td>23</td>
<td>0.46</td>
</tr>
</tbody>
</table>

T-observed=-3.753 T-critical=1.671 T-observed bigger than t-critical
Table 2: Descriptive statistics related to group two pretest and posttest results

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group two pretest</td>
<td>30</td>
<td>16</td>
<td>0.58</td>
</tr>
<tr>
<td>Group two posttest</td>
<td>30</td>
<td>18</td>
<td>0.47</td>
</tr>
</tbody>
</table>

*T-observed* = -0.295  *T-critical* = 1.671  *T-observed* smaller than *T-critical*

The results of the present research are indicative of the fact that greater exposure to news genre boosts listening comprehension at the intermediate level more than that of the movies. Accordingly, the findings of the present study are in line with the studies conducted by Brinton and Gaskill (1978), Cauldwell (1996), and Mackenzie (1997) regarding the effectiveness of exposure to news on improving different language skills. Moreover, the findings of the present research shed more light to the claims put forth by Mackenzie (1997) regarding the pedagogical value of news stories and the possibility of using news stories at all levels of language learning.

One of the plausible reasons for the participants’ language proficiency improvement might be related to the language input embedded in various types of news which they watched. It can be hypothesized that language input embedded in various news which the participants in the first group watched might have included those aspects of the language which they had not acquired yet. Another hypothesis is that the participants not only had exposure to a rich source of language input but also could comprehend and internalize the language input.

The observations of the researcher from the participants in both groups during the research period was also indicative of the fact that one of the reasons behind the better performance of the first group in...
the post-test may be because of their high interest in the content of the materials which they had exposure to.

During the study, the first group participants selected the topics which they had schemata to help them comprehend the information better. Moreover, it was observed that the first group participants comprehended the news items quickly and attended the discussions with great interest. According to the observation of the researcher, the participants in the first group were more interested and more actively involved in the discussions over the news items during the class activities. This led to low affective filter which is understood to enhance language learning.

The first group’s significant improvement in listening comprehension may also be associated to the fact that audiovisual news genre provides the listeners/viewers with a specific language input made around one of the most authentic types of language discourse by focusing on currently broadcast local and global events with which most individuals make real sense of connection. Although the vocabulary items used in developing audiovisual news items are almost highly specialized and the assumption is that this highly specialized vocabulary items may hinder comprehension, the recycling feature of vocabulary items in news stories can help comprehension over time. The research participants in group one showed their willingness in creative use of different vocabulary, sentences, utterances, and structures extracted from news in talking about the topics during the post-test. Through this, they could present the amount of their ability in the kind of words they needed to express their ideas with high fluency of speech. Their automatic production of speech and appropriate use and rate of pauses at specific junctures with correct use of supersegmental features (rhythm, intonation, and stress) similar to that of the news was also significant. This reflected how exposure to news items was impressive on the participants speaking fluency because fluency of speech is a dominant linguistic feature of news stories presented by the news casters.

In relation to the second group participants who had exposure to various movies as a type audiovisual program, however, it can be noted that the participants in this group did not gain a significant
improvement in their listening comprehension possibly due to insufficient amount of language input which contribute to developing their speaking proficiency. Although Chapple and Curtis (2000) highlighted the point that movies provide excellent basis for the development of critical thinking skill, provide a rich source of content for language learners, and offer linguistic diversities which along with the motivating feature facilitate language learners’ confidence build up in dealing with oral communication, the present research showed that exposure to news can facilitate oral communication development more than exposure to movies.

One of the plausible reasons might be related to the language input embedded in the type of movies which the participants in the second group watched. The language input of the selected movies might not have included those aspects of the language which the participants had not acquired yet because they had problems comprehending the language input. However, according to the observations of the researchers, the participants in the second group showed less effort comprehending the language input. They mostly gained help from extralinguistic input for grasping the main idea. Unlike the first group participants who actively participated in the class discussions, the participants in the second group showed less interest and effort in participating in the discussions.

The less interest in participating in the discussions which could lead to comprehension and internalization of the language input might also be related to the story lines of the movies. Based on the findings of the present research and while highlighting the importance of investment in the utilization of various audiovisual programs particularly news and movies in language teaching, teachers are encouraged to consider the language learners’ interest in selecting the types of audiovisual programs.

Based on the findings of the present research, although audiovisual programs generally are a great source of authentic language input for teaching/learning purposes, more caution should be given to the selection of the type of audiovisual program.

6. Conclusion
The aim of this study was to fill the gap in the experimental work on the effectiveness of exposure to news and movies on listening comprehension at the intermediate level in formal language learning settings. Accordingly, the results of the study revealed that the integration of news stories in intermediate language level classes bring about a significant development in listening comprehension. Language teachers can incorporate various news stories into their conversational classes to boost listening.

The findings of the present research indicate that the language input embedded in the type of audiovisual programs which language learners watch is very important. According to the findings of the present research, audiovisual programs can aid listening comprehension development because of the language input available.

In a nutshell, the findings of the present research indicated that various audiovisual technologies can be incorporated in language learning particularly in formal settings in countries where the chances of having exposure to social interaction in real contexts are limited or do not exist at all. Various types of audiovisual programs such as news is a rich authentic source of language input which has the potential to provide the language learners with opportunities to have exposure to those aspects of the language which they have not acquired yet.

With regards to the limitations of the present research, it should be mentioned that some important issues should be considered. First, the participants of the present research were intermediate language learners. Different results might be obtained if the study is conducted with low or advanced level participants. Second, during the study both groups participants had the chance to have exposure to other types of audiovisual programs outside the classroom settings. The effect of this variable which might have affected the results should not be ruled out. Finally, the contents of the news or the movies were not controlled in terms of difficulty level of language input to be the same. Indeed, if the content of the material particularly the movies was carefully selected to include those aspects of the language which the intermediate participants had not acquired yet, different results might have been obtained.
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The Proximity Of Distance Education: Dynamics To Overcome Student Isolation

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ABSTRACT
Owing to the heightened demand for life-long learning globally, continuous development of science and technology, and subsequently, the proliferation of the distance learners Distance education has become the fastest developing area of education with student attrition as the principal challenge. Student isolation, which is putatively the responsible constraint for student non-persistence, has become an unresolved challenge and a considerable concern to distance educators. The physical absence of a teacher and learners at the same learning environment can foster the feeling of isolation by learners. In this vein, it is monumentally pertinent for distance educators to discover and implement dynamics that is capable of eradicating student isolation in distance learning environment. This study focuses and presents engagement initiatives that help to build a synchronous learners’ group of study that involves: rendering agreed platform of study to clarify behavioral intention, involving interactive and humanized materials, creating stimulating online platforms and presenting learners their peers’ sentiments about a course material.

Keywords: Distance, Isolation, Proximity, Retention

Investigation of Mainstreamed Students’ Attitudes Toward the Physical Education Lessons

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This study aimed to analyze the attitudes of the mainstreamed students with developmental disabilities towards physical education (PE) lesson the by interviews with these students in a middle school in Istanbul’s Sancaktepe district. The control group in study is composed of 15 disabled students from 5th to 8th grade in the 2015-16 academic year. Qualitative research methods are used to analyze student responses in the interviews. When the findings obtained from the interviews with the students having developmental disabilities were considered as a whole it is seen that there are eight main theme in this study that are as following: (1) activities in PE class, (2) attendance of disabled students to PE lessons, (3) the reasons of nonattendance of students to the activities, (4) teachers attitude towards disabled students, (5) student expectations from the PE lessons, (6) the attitude of students showing normal progress towards disabled students, (7) student opinions about the equipments used in PE class and, (8) how students are tested in PE lessons.

Results indicated that when student views on the activities carried out in PE
Lessons are analyzed, it’s seen that activities are mostly partner activities like football, volleyball, basketball and also activities such as: badminton, gymnastics, Ping-Pong and some indoor activities in bad weather conditions. Participants stated that, they want to do some other activities in PE lessons and they also stated their dissatisfaction of staying in class during bad weather conditions. When student participation is examined, it’s seen that most of the students (N=9) participate in class activities, some of the students (N=5) participate sometimes, and just (N=1) student does not participate in activities most of the time. When the reasons of students nonattendance are examined, it’s seen that being excluded by classmates, inability to do the activities, feeling that they are lacking in their physical abilities and a feeling that the activities are inappropriate for them are the main reasons. When teachers’ attitude towards disabled students were examined, it’s seen on the one hand that some teachers get mad, insult and don’t even acknowledge these students during the class. On the other hand, it’s reported that there are also some teachers who are deeply involve with these student’s problems and prepare some special activities for them. When student’s expectations from the class are examined, they stated that teacher’s attitudes towards students should be more positive, they should try to find ways to involve disabled students in classroom activities. School’s facilities and equipments should be good enough to accomplish the aims of the class and the activities for disabled students should be proper and accessible for them. When the attitudes of students who are not disabled are examined, it’s seen that they tend to exclude disabled students from the activities, they insult them and do not allow them to participate in class activities. However, the general tendency towards disabled students is positive in class. When participants’ views on the equipments used in PE class and the classroom environment are examined, students stated that equipments used in class are inadequate and improper for the use of disabled students, and the need for a sports hall is suggested by the students who attended this study. Participants also stated that they are tested in PE class with practical and theoretical tests that are not appropriate for them, but it’s also noted that some teachers prepare individual tests for inclusive students. When the results of the study are analyzed as a whole, it’s seen that the activities that are carried out in PE class are not appropriate for disabled students. Classes should be planned appropriately for disabled students to help them participate in class activities and eliminate their reluctance to participate in PE lessons. Teachers’ and other students’ attitudes should also be changed towards these students and they should be more careful about the language that they use with disabled students. When participants’ views are examined it’s clearly seen that there is a need for a sports hall and equipment deficiency is also another concern that students have. Providing students these needs will mostly meet their expectations. Preparing level appropriate tests for disabled students will also help to assess these students objectively.
The lifelong involvement in sport and physical activities is a systematic approach that will assist in creating an environment that enables participants to achieve their optimum potential. By learning the fundamentals of movement and developing a positive attitude to sport and physical activity, people are provided with a pathway to continue lifelong involvement in sport and physical activity. Focusing on fun, skill development, individual needs and maximum participation will encourage people to stay involved and achieve success at all levels in line with their choices and potential, thereby reducing dropout rates and enhancing physical activity involvement across the lifespan. The essential elements of a child-centred approach to sport and physical activity are fun, personal achievement and physical literacy in line with the needs, choices and capacities of each young person. Sport should promote a child-centred perspective with an emphasis on increasing opportunities to participate in various sports and physical activities within school, club and community. Such opportunities should provide a level of personal success and achievement for each participant. In the early years, a multi-sport approach should be promoted, with choice and specialization coming later in the child’s development. Contrary to the deliberate practice activities that are generally designed to maximize performance, deliberate play activities are designed to maximize inherent enjoyment.

Key words: Leisure, participation, sport/ing activity

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Tourism Studies Curricula in Slovenia: The Case of the Slovene Language Skills of Tourism Students

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ABSTRACT
This paper presents results of a research examining communication skills of Slovene students of tourism. Besides rhetoric skills and speaking foreign languages, for tourism students mastering a mother language plays a significant role. The survey has shown that the students of tourism are not systematically trained in mother language skills at the university level. Consequently, during oral presentations and on other formal occasions (oral exams, public speeches) tourism students display strong traces of their dialects, they make pronunciation mistakes, the most common of which are the incorrect pronunciation of some proper names, pronouncing the wrong syllable, and the incorrect pronunciation of the participles.

Keywords: speech, tourism, language, pronunciation
Learning to Listen

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Abstract
Learning any language requires the development of receptive skills and productive ones. In other terms, listening, reading, speaking and writing are the major four building blocks. This piece of work focuses mainly on the listening skill as being a highly complicated activity demanding lot of efforts from the learner to construct meaning. Therefore, it is with the perspective to teach EFL/ESL learners how to listen instead of making them listen to learn that this work is achieved.

Keywords: Listening skill; Strategies; Listening instruction

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48

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