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CONFERENCE PROCEEDINGS

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30-31 August 2016
Conference Venue

Room E1030, Faculty of Art and Science (Fen Edebiyat Department), A
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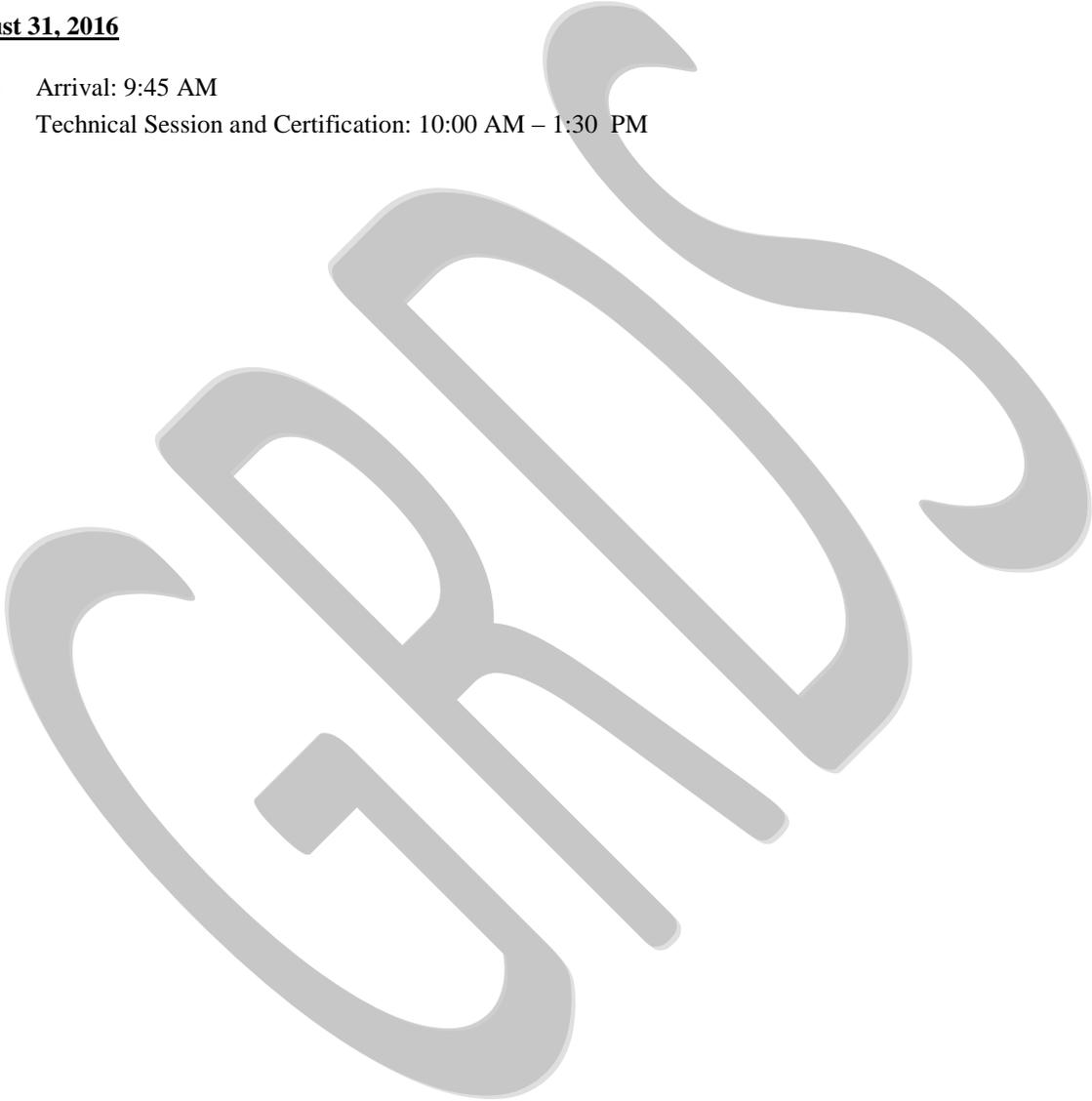
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August 30, 2016

Turkish National Holiday: No Program

August 31, 2016

- Arrival: 9:45 AM
- Technical Session and Certification: 10:00 AM – 1:30 PM





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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.

METHOD& 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



Saikou Touray
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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 is 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.

Rifka Cook
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**Outsourcing the Oral Presentation: Making Connections with Native speakers
beyond the Language Classrooms**

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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.



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**The Resumptive Marker "So" - Instances of use and pedagogical impacts
Rickey Lu & Chloe Jiaxin Tse**

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ABSTARCT

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

Majid Elahi Shirvan
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**An Ecological Exploration of Iranian General English University Students'
Attitude based on Nested Ecosystem Model**

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ABSTARCT

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

	English, micro system.
<p>Ayodeji Abimbola Owojuyigbe GIC16064058</p>	<p>The Behavioural Attitude of Librarians to the Use of Library Software in South West Nigeria</p> <p>Ayodeji Abimbola Owojuyigbe Polytechnic Library, Yaba College of Technology, Yaba- Lagos, Nigeria aowojuyigbe@gmail.com aowojuyigbe@yahoo.com</p> <p>ABSTRACT</p> <p>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.</p> <p>Keywords: Behavioural attitude, Library software, Digital Library</p>
 <p>Ould Si Bouziane Sabria GIC16064059</p>	<p>The Use of Language Learning Strategies in Teaching the Writing Skill at the Intensive Language Teaching Center of Mostaganem University, Algeria</p> <p>Ould Si Bouziane Sabria The Intensive Language Teaching Center, Faculty of Foreign Languages and Literatures, Abdelhamid Ibn Badis University, Mostaganem, Algeria osbsabrina88@gmail.com</p> <p>ABSTRACT</p> <p>Language learning strategies (LLSs) have been the focus of an enormous number of foreign language studies. However, many researches in this field have not been thoroughly examined especially in relation to the writing skill. For this reason, the current study investigates Strategy Based Instruction (SBI) implementation in the writing skill, particularly for students of English at the Intensive Language Teaching Center of Mostaganem University, Algeria , to enable them find out which strategies that best suit them, and most importantly, to employ cooperative learning strategies so as to enhance their writing. It aims also at raising students ‘awareness of the strategies use, identify them and provide opportunities for practice and self-assessment. Students are, then, tested before and after applying SBI that encompasses Oxford’s six kinds of LLSs, cooperative learning strategies and POWER strategy. To collect data, students’ writing samples are analysed based on five checklist assessment rubrics: focus, content, organization, style and conventions. The results showed that there was a significant difference in all students’ writings after integrating SBI.</p> <p>Keywords: Learning strategies, SBI , the writing skill</p>



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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.



Ebtisam Ali Eljamal
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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.



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Environmental Benefits Associated With CBT Examinations

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ABSTARCT

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 unives 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://icoso.hkbu.edu.hk/>



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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

	<p>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.</p>
 <p>D. Zafer Ahmed Musleh Al-Garni GICLEAP1606058</p>	<p>The Effectiveness of E-Learning System (D2L) in the Development of Self-Learning and Participatory Skills of Undergraduate Students University of Majmaah Model</p> <p>D. Zafer Ahmed Musleh Al-Garni Kingdom of Saudi Arabia, Ministry of education, University of Majmaah Zaferamg1 @ gmail.com Z.algarni @ mu.edu.sa</p> <p>ABSTARCT</p> <p>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.</p> <p>Key words: E-learning system (D2L) - Self- learning skills-participatory learning skills</p>
<p>Norman Mudor GICLEAP1606059</p>	<p>Medical Student's Perception of Educational Environment in a Medical Center of Thailand</p> <p>Norman Mudor Yala medical education center, Thailand norman_yla@yahoo.com</p> <p>ABSTRACT</p> <p>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.</p> <p>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.</p> <p>Method: The Dundee Ready Education Environment Measurement (DREEM) and a demographic questionnaire were completed by 59 undergraduate</p>

	<p>students. The results were analyzed and interpreted in relation to standard norm of DREEM.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Keyword : medical education, educational environment, DREEM</p>
 <p>Surajo Halilu GICLEAP1606060</p>	<p>Aims of Integrating Environmental Education in Basic Level of Education</p> <p>Surajo Halilu Department of Art and Social Sciences Education, Faculty of Education, Northwest University, Kano lauratej@gmail.com</p> <p>ABSTRACT</p> <p>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.</p> <p>Key words: education, environment, environmental education, basic level of education</p>
 <p>Shuaibu Mohammed GICLEAP1606061</p>	<p>The Relevance of Information Technology (IT) to the Development of Distance Education for Teachers in Nigeria</p> <p>Shuaibu Mohammed Department of Arts and Social Sciences Education, Faculty of Education Northwest University, Kano, Nigeria shamjaz16@gmail.com</p> <p>ABSTRACT</p> <p>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</p>

	<p>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.</p> <p>Keywords: Distance Education, Information Technology (IT), Teachers</p>
<p>Sima Sayadian GICLEAP1606062</p>	<p>Asian EFL Teachers' Web-based Instruction and National Educational Technology Standards for Teachers</p> <p>Sima Sayadian English Department, Yazd Branch, Islamic Azad University, Yazd, Iran Sima.sayadian@iauyazd.ac.ir</p> <p>Azadeh Ashrafzadeh English Department, Yazd Branch, Islamic Azad University, Yazd, Iran Azadeh.ashrafzadeh@gmail.com</p> <p>ABSTRACT</p> <p>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).</p> <p>Keywords: Web-based Instruction (WBI), National Educational Technology Standards for Teachers (NETS•T), Demographic variables, EFL teachers.</p>
<p>Azadeh Ashrafzadeh GICLEAP1606063</p>	<p>Relationship Between Iranian EFL Learners' Creative Thinking, and Emotional Intelligence</p> <p>Azadeh Ashrafzadeh English Department, Yazd Branch, Islamic Azad University, Yazd, Iran Azadeh.ashrafzadeh@gmail.com</p> <p>Sima Sayadian English Department, Yazd Branch, Islamic Azad University, Yazd, Iran Sima.sayadian@iauyazd.ac.ir</p>

	<p style="text-align: center;">ABSTRACT</p> <p>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 "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" (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 & Torrance, 2002) and Emotional Intelligence Scale (Schutte & 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.</p> <p>Keywords: Creative Thinking, Emotional Intelligence, EFL learners</p>
 <p>Hadiza Hafiz GICLEAP1606064</p>	<p style="text-align: center;">Skills Acquisition and Institutional Approaches to Entrepreneurship Education: A Descriptive Study</p> <p style="text-align: center;">Hadiza Hafiz Department of Arts and Social Sciences Education, Faculty of Education Northwest University, Kano, Nigeria hnnwuniv@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>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.</p> <p>Key words: Entrepreneurship Education, Skills Acquisition, Institutional Approaches</p>
 <p>Samira Abdullahi Bello GICLEAP1606065</p>	<p style="text-align: center;">Component of Effective Teaching: Issues and Challenges for Institutions of Higher Learning</p> <p style="text-align: center;">Samira Abdullahi Bello Department of Arts and Social Sciences Education, Faculty of Education Northwest University, Kano, Nigeria samirabello71@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>Good teaching does not come by chance; it is created and planned 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</p>

	<p>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</p>
 <p>Hafsat Sani Chindo GICLEAP1606066</p>	<p>Couselling Intervention Strategies for Students with Special Educational Needs</p> <p>Hafsat Sani Chindo Faculty of Education, Nigeria hafsatcindo@gmail.com</p> <p>ABSTARCT</p> <p>Guidance and counseling is part of educational services provided in school, it aims at helping individuals to understand their strengths and weaknesses, students with specials 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</p>
 <p>Ebrahim Tashnehdel GICLEAP1606067</p>	<p>The Role of Parented Bonding and Attachment Styles in Dependence on Drugs.</p> <p>Ebrahim Tashnehdel Educational Science Department at Islamic Azad University of Bonab, Iran www.eb_tashnehdel@yahoo.com</p> <p>ABSTRACT</p> <p>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. A voidant insecure attachment style and ambivalent attachment to a higher percentage to be allocated.</p>



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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.



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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

	<p>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</p>
<p>Özcan Karaaslan GICLEAP1606071</p>	<p>Investigation of Diagnostic Process through the Opinions of the Medical Doctors Who Diagnose Children with Autism</p> <p>Özcan Karaaslan Marmara Üniversitesi Atatürk Eğitim Fakültesi, Turkey ozcanka@gmail.com</p> <p>derya Karaaslan Marmara Üniversitesi Atatürk Eğitim Fakültesi, Turkey</p> <p>ABSTRACT</p> <p>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</p>
<p>Kholoud Ali Hassan Al-Yami GICLEAP1606072</p>	<p>The Effectiveness of Program Based on Virtual Classrooms to Improve the Attitudes of Mothers of Female Students with Special Needs in Al Ahsa</p> <p>Kholoud Ali Hassan Al-Yami The Ministry of Education in Saudi Arabia - Education Ahsa, Kingdom of Saudi Arabia kookah147@hotmail.com</p> <p>ABSTRACT</p> <p>Present study investigated the effectiveness of a program (which is educational, training and counseling program) that is used in virtual classrooms to improve</p>

	<p>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.</p>
 <p>Dilek Sarar Boyraz GICLEAP1606073</p>	<p>Using Graduated Guidance to Teach Game Skills Children with Autism</p> <p>Dilek Sarar Boyraz Öğretmen, Kadıköy Rehberlik Araştırma Merkezi, İstanbul ozcanka@gmail.com</p> <p>Özcan Karaaslan Yard.Doç.Dr., Marmara Üniversitesi, İstanbul</p> <p>ABSTRACT</p> <p>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.</p> <p>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</p>

	<p>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.</p> <p>Keywords: autism, teaching with step-by-step guidance method, game with rules, special education</p>
 <p>Mr.Christian Chidozie Osueke GICLEAP1606075</p>	<p>Online Teaching and Learning Processes: Declarative and Procedural Knowledge</p> <p>Mr.Christian Chidozie Osueke University Of Jos,P.M.B 2084,Jos,Plateau State, Nigeria tuewes@gmail.com</p> <p>ABSTRACT</p> <p>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.</p> <p>Keywords: Education,online,teaching and learning processes,knowledge</p>
 <p>Omotara Olayinka Theophilus GICLEAP1606076</p>	<p>Punctuation Marks</p> <p>Omotara Olayinka Theophilus Lagos State University, Nigeria yinkaluv@yahoo.com</p> <p>ABSTRACT</p> <p>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</p>

	<p>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.</p>
 <p>Muhammad Ibrahim Khattak GICLEAP1606083</p>	<p>Investigating the Factors that Motivate Pakistani House Wives to Learn English Language</p> <p>Saira Maqbool Asstt.Professor Alama Iqbal Open University Islamabad Pakistan. sana.sana98@yahoo.com</p> <p>Saima Asstt.Professor Maqbool Khushal Khan Khattak University Karak, Pakistan sana.sana98@yahoo.com</p> <p>ABSTRACT</p> <p>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.</p> <p>Key Words: Motivation, House Wives, Language learning.</p>
 <p>Saima Maqbool GICLEAP1606084</p>	<p>Effectiveness of Short Stories For Enhancing Students' Writing Skill at Primary Level in Pakistan</p> <p>Asstt.Professor Saira Maqbool English language and Linguistics, Alama Iqbal Open University, Pakistan sana.sana98@yahoo.com</p> <p>Asstt. Professor Saima Maqbool Education and Research, Kushal Khan Khattak University, Karak, Pakistan</p> <p>Muhammad Nadeem Lecturer GC college Bahawalpur, Pakistan</p> <p>ABSTRACT</p> <p>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</p>

	<p>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.</p>
<p>Nadjia Yahiaoui GICLEAP1606085</p>	<p>Learners' Difficulties in Learning English for Specific Purposes : The case of Second Year LMD Political Sciences Students</p> <p>Nadjia Yahiaoui Tlemcen University, Algeria aliziya2011@hotmail.com</p> <p>ABSTRACT</p> <p>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.</p> <p>Key Words: Needs Analysis- ESP-Speaking Skill-Political Siences.</p>
 <p>Saira Maqbool GICLEAP1606086</p>	<p>Studying the Effects of Audio-Visual Aids on the Teaching of English Language at Middle Level</p> <p>Saira Maqbool Department of English, Faculty of humanities, Allama Iqbal Open University Islamabad, Pakistan saira.maqbool@aiou.edu.pk</p> <p>ABSTRACT</p> <p>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.</p> <p>Key words: Audio Visual Aids, Effects, techniques</p>
 <p>Lawal Olayinka Lateef GICLEAP1606088</p>	<p>The Integrating Technology Education for Professional Development of Teachers.</p> <p>Lawal Olayinka Lateef Lagos State University, Nigeria omotaraluvsu@yahoo.com</p> <p>ABSTRACT</p> <p>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</p>

	<p>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</p>
 <p>Hamidu Aliyu GICLEAP1606089</p>	<p>The Integrating Technology Education for Professional Development of Teachers.</p> <p>Hamidu Aliyu Lagos State University, Nigeria hamidu@yahoo.com</p> <p>ABSTRACT</p> <p>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</p>



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GICLEAP1606090

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.



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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

	<p>always suffered in our society (2002, 40). Art is an important aspect of culture, social, economic, political and other 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.</p>
 <p>Arierhie Are Bryan GICLEAP1606092</p>	<p style="text-align: center;">Core Practices and Pedagogies of Teacher Education</p> <p style="text-align: center;">Arierhie Are Bryan Lagos State University, Nigeria yinkaluvsu@yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>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 reimagined 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.</p>
 <p>Lawal Olamide Adijat GICLEAP1606093</p>	<p style="text-align: center;">Integrating Technology Education for Professional Development of Teachers.</p> <p style="text-align: center;">Lawal Olamide Adijat Lagos State University, Nigeria yinkaluvsu@yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>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</p>

	<p>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</p>
 <p>John Olakunle Babayemi GICLEAP1606103</p>	<p>Effects of Crossword-picture Puzzle Teaching Strategy and Mental Ability on Students' Attitude to Basic Science</p> <p>Babayemi, J.O., PhD Department of Science Education, Faculty of Education, Akwa Ibom State University, P.M.B.1167, Akwa Ibom State, Nigeria babayemioluwole@gmail.com</p> <p>Olagunju, A.M (Professor) Department of Teacher Education, University of Ibadan, Ibadan, Nigeria amolagunju@yahoo.com</p> <p>ABSTRACT</p> <p>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 ($F(2,389) = 11.51$; $p < 0.05$; $\eta^2 = 0.06$). Crossword-picture puzzle enhanced attitude scores ($M = 58.43$) than Conventional Lecture Method ($M = 52.08$). Mental ability had no significant main effect on students' attitude scores ($F(2,389) = .503$; $p > .05$; $\eta^2 = 0.003$). The interaction effect of treatment and mental ability on attitude scores was not significant ($F(4,389) = 0.320$; $p > .05$; $\eta^2 = 0.003$). 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</p>
<p>EL Hadj Moussa BenMoussa GICLEAP1606104</p>	<p>Teaching Literature Using Critical Thinking and Communicative Approaches</p> <p>EL Hadj Moussa BenMoussa Department of the Art, University of Northampton, United Kingdom Elhadj.benmoussa@northampton.ac.uk</p>

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



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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.

	<p>Keywords: Distance, Isolation, Proximity, Retention Presentation Preference: Oral</p>
<p>Khaled Al Jamaan GICLEAP1606106</p>	<p>Perceptions of Nurses on Physician- Nurse Communications at Pediatric Intensive Care Unit</p> <p>Khaled Al Jamaan Dean, Deanship of Quality Management, Development and Quality Management Affairs, King Saud bin Abdulaziz University, Saudi Arabia kjamaan@gmail.com</p> <p>ABSTRACT 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</p>
 <p>Taher Bahrani GICA16064052</p>	<p>The Implication of News Segments and Movies for Enhancing Listening Comprehension of Language Learners</p> <p>Taher Bahrani Department of English, Mahshahr Branch, Islamic Azad University, Mahshahr, Iran taher.bahrani@yahoo.com</p> <p>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</p>

	<p>amount of exposure. Keywords: Audiovisual news, Movies, listening comprehension, Intermediate level</p>
 <p>Gbala Moses Olu GICLEAP1606105</p>	<p>The Proximity Of Distance Education: Dynamics To Overcome Student Isolation</p> <p>Gbala Moses Olu Faculty Of Open And Distance Education, Near East University, Mersin 10, Turkey moses.info@neu.edu.tr online@neu.edu.tr moses.info.neu@gmail.com</p> <p>ABSTRACT</p> <p>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.</p> <p>Keywords: Distance, Isolation, Proximity, Retention</p>
<p>Recep Polat GICLEAP1606107</p>	<p>Investigation of Mainstreamed Students' Attitudes Toward the Physical Education Lessons</p> <p>Recep Polat Kemal Berkta Ortakulu, Istanbul/Turkey polatrcp@gmail.com</p> <p>Ozcan Karaaslan Marmara University, Istanbul/Turkey</p> <p>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</p>

	<p>progress towards disabled students, (7) student opinions about the equipments used in PE class and, (8) how students are tested in PE lessons.</p> <p>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.</p>
<p>Ehsani, Mohammad GICLEAP1606109</p>	<p>Leisure and Participation in Sporting Activities</p> <p>Ehsani, Mohammad Tarbiat Modarres University, Tehran, Iran</p> <p>Norallah, Azam</p>

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ABSTRACT

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, sporting 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



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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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- » 12th International Conference on Teaching, Education and Learning (ICTEL), 25-26 November 2016, Mauritius
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- » 14th International Conference on Teaching, Education and Learning (ICTEL), 23-24 May 2017, Lisbon
- » 15th International Conference on Teaching, Education and Learning (ICTEL), 14-15 June 2017, Singapore